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**The Use of Teaching Materials as a Motivator to  
Enhance Students' Listening Comprehension in  
Lectures**

**Case Study: First Year Students of English Language at Mohamed Kheider  
University of Biskra**

**Dissertation Submitted in Partial Fulfillment of the Requirement for the Degree  
of Master in Science of Languages**

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# DEDICATION

*I dedicate this work to:*

*To my beloved parts of me, to the persons who had*

*Always been proud of my success To my wonderful, precious parents:*

*My mother and my father who have been with me every step of the way*

*Thank you for everything, for your love, support, sacrifice, patience.*

*I love you. To my dearest sisters: Imene and Nour El Houda*

*To my lovely brothers: Mohamed Rabie, Chemseddine,*

*Without forgetting my sweetest, adorable, little brother Rami*

*To all my best friends without exception*

**Laggoune Nardjesse**

# DEDICATION

*I dedicate this work to:*

*The most important person in my life: my mother*

*My father who helped me achieve my dream*

*My dearest brothers: Tarek and Talal*

*and to all the extended family and lovely friends*

*without exception*

**Khaldi Itab**

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# ABSTRACT

Nowadays, the advanced technologies provide opportunities to develop the teaching and learning process in which teachers can support their teaching with using some devices and tools (such as videos, computers, OHP, pictures, etc) that facilitate the teaching tasks. These devices can also develop students' learning abilities and improve their language skills. The present research attempts to investigate the use of teaching materials in enhancing first year students' listening comprehension. In our study, we have tried to answer series of interrelated research questions and we have focused on two main hypotheses. The first is whether the teachers are aware of students' need for teaching materials or not? The second concerns the use of teaching materials to develop students' language skills in general and listening skill in particular. To answer these questions; we proceeded through the descriptive method. We gathered data through designing two questionnaires administered to representative samples of first year students and their teachers of English at the department of Foreign Languages at Biskra University. The findings of this study support our hypotheses and allow us to emphasize the importance of teaching materials as having a great impact on students' level of achievements. The results clearly indicate that both teachers and students support teaching and learning with the aid of teaching materials in the classroom. However, the lack of these materials in our classrooms greatly contributed in students' low performance in the listening ability. The students showed great desire to listen to authentic language and be familiar with the use of this language and also improve their listening abilities. Besides that, the results revealed that teaching materials have a very important role in enhancing students listening comprehension. Finally, we recommended that in order to develop teachers' awareness of the important use of teaching materials, the authorities, heads of department and the teachers themselves should take responsibilities to organize classrooms and amphitheaters equipped with teaching materials that are useful for improving students' listening comprehension.

# LIST OF FIGURES

<b>Figure 1:</b> Example of a lecture plan with a classic structure.....	30
<b>Figure 2:</b> Example of a lecture plan with a problem oriented structure.....	31

# LIST OF TABLES

<b>Table 1:</b> Gender distribution.....	56
<b>Table 2:</b> Age distribution.....	56
<b>Table 3:</b> Types of baccalaureate.....	57
<b>Table 4:</b> Personal or imposed choice to study English.....	57
<b>Table 5:</b> Teachers' use of teaching aids in the classroom.....	58
<b>Table 6:</b> Frequency of using teaching aids in the classroom.....	58
<b>Table 7:</b> Types of teaching aids used by teachers in the classroom.....	59
<b>Table 8:</b> Students' attitudes towards the use of teaching aids in the classroom.....	59
<b>Table 9:</b> Students' opinions towards the necessity and need for teaching materials in learning the language skills.....	60
<b>Table 10:</b> Students' points of view about the importance and significance of teaching aids.....	60
<b>Table 11:</b> Students' views towards learning with teaching aids.....	61
<b>Table 12:</b> The distinction between learning with teaching aids and learning without teaching aids.....	61
<b>Table 13:</b> Students' opinions about their teachers' guidance and encouragement to use internet activities.....	62
<b>Table 14:</b> Students' opinions and evaluation of their teachers' method of giving lectures.....	63

<b>Table 15:</b> Students' appreciation of their teachers' way of presenting lectures.....	64
<b>Table 16:</b> Students' preference of learning in lectures with the use of teaching materials.....	64
<b>Table 17:</b> Students' classification of the four skills according to their difficulty.....	65
<b>Table 18:</b> Students' ordering of the four skills according to their difficulty.....	66
<b>Table 19:</b> Skills according to their degree of difficulty.....	66
<b>Table 20:</b> Students' evaluation of their listening ability.....	67
<b>Table 21:</b> The effect of learning in large classes on students' listening ability.....	68
<b>Table 22:</b> Teachers' use of certain methods and strategies to help their students improve their listening skill.....	69
<b>Table 23:</b> Students' success rate in improving their listening skill.....	69
<b>Table 24:</b> Students' opinions about their teachers whether they teach them listening strategies.....	70
<b>Table 25:</b> Students' attitudes towards listening to native speakers through the use of tape recorder.....	71
<b>Table 26:</b> Students' probability of facing difficulties and problems when listening to native speakers' language.....	71
<b>Table 27:</b> Students' difficulties and problems when listening to native speakers' language.....	72
<b>Table 28:</b> Students' reasons behind their listening difficulties.....	73



<b>Table 29:</b> Teachers' Age distribution.....	75
<b>Table 30:</b> Teachers' qualification.....	76
<b>Table 31:</b> Teachers' experience in teaching.....	76
<b>Table 32:</b> Teachers' experience in giving lectures.....	77
<b>Table 33:</b> Teachers' training course in teaching large classes.....	77
<b>Table 34:</b> Teachers' participation in conferences and scientific activities about the use of teaching materials in classrooms.....	78
<b>Table 35:</b> Teachers' place and date of participation in conferences and scientific activities about the use of teaching materials.....	78
<b>Table 36:</b> Teachers' participation in conferences and scientific activities about teaching of listening in EFL classrooms.....	79
<b>Table 37:</b> Teachers' place and date of participation in conferences and scientific activities about teaching of listening in EFL classrooms.....	80
<b>Table 38:</b> Teachers' instructional career.....	80
<b>Table 39:</b> Teachers' attitude towards technology.....	81
<b>Table 40:</b> Teachers' opinions about using a computer or laptop.....	81
<b>Table 41:</b> Teachers' personal website.....	82
<b>Table 42:</b> Teachers' opinions about using teaching materials in the classroom.....	82
<b>Table 43:</b> Frequency of using teaching materials in the classroom.....	83

<b>Table 44:</b> Types of teaching materials used in the classroom.....	83
<b>Table 45:</b> Teachers’ attitude towards using teaching aids in the classroom.....	83
<b>Table 46:</b> Teachers’ attitudes towards the significance of teaching materials in helping the students to improve their language skills.....	84
<b>Table 47:</b> Teachers’ attitude towards teaching with teaching aids.....	86
<b>Table 48:</b> Teachers’ feeling and attitude towards teaching with teaching aids.....	86
<b>Table 49:</b> Teachers’ distinction between teaching with teaching aids and teaching without teaching aids.....	87
<b>Table 50:</b> Teachers’ attitudes towards their method of lecturing.....	89
<b>Table 51:</b> Teachers’ familiarity of using power-point software.....	90
<b>Table 52:</b> Teachers’ using of power-point presentations in lectures.....	90
<b>Table 53:</b> Teachers’ preference of giving lectures with the use of teaching materials.....	91
<b>Table 54:</b> Teachers’ classification of the four skills according to their importance.....	92
<b>Table 55:</b> Teachers’ evaluation of the four skills according to their difficulty in teaching....	93
<b>Table 56:</b> The ranking of the four skills according to their teaching difficulty.....	93
<b>Table 57:</b> Teachers’ attitudes towards following certain strategies to deal with students listening difficulties.....	94
<b>Table 58:</b> Teachers’ attitudes towards teaching their students listening strategies.....	95
<b>Table 59:</b> Teachers’ successes extent in improving their students’ listening skill.....	96

<b>Table 60:</b> Teachers' opinions about the use of tape recorder as a means to help students improve their listening skill.....	96
<b>Table 61:</b> Teachers' evaluation of their students' difficulties and problems when listening to native language.....	97
<b>Table 62:</b> Teachers' presentation of the lecture by following the stages of listening.....	98
<b>Table 63:</b> Teachers' frequency of following the stages of listening.....	98
<b>Table 64:</b> Teachers' attitudes towards the importance of listening stages as a part of the lecture.....	99

# LIST OF ABBREVIATIONS

**AA** : Audio aids

**AVA** : Audio-visual aids

**EFL** : English as a foreign language

**ESP** : English for specific purposes

**FL** : Foreign Language

**L1** : First Language

**L2** : Second Language

**N.A** : No answer

**OHP** : Overhead projector

**T.M** : Teaching materials

**VA** : Visual aids

# Table of Contents

Dedication.....	I
Acknowledgements.....	III
Abstract.....	IV
List of Figures.....	V
List of Tables.....	VI
List of Abbreviations.....	X

## General Introduction

1. Aim of the Study.....	1
2. Statement of the Problem.....	1
3. Research Questions.....	3
4. Hypotheses.....	3
5. Research Methodology.....	4
6. Outline of the Study.....	5

## Chapter one: Teaching Materials

Introduction.....	6
1.1. Definition of Teaching Materials.....	6
1.2. Classification of Teaching Materials.....	7
1. 2.1. Audio aids:.....	7
1.2.1.1 Audio Cassette Player/Tape Recorder.....	7
1.2.1.2 Radio.....	8
1.2.2. Visual aids:.....	9

1.2.2.1 Blackboard.....	10
1.2.2.2 Pictures and images.....	11
1.2.2.3 Overhead projector.....	12
1.2.3. Audio visual aids:.....	12
1.2.3.1. Video.....	13
1.2.3.2. Computer Presentation.....	14
1.3. Selection and Use of Teaching Materials in EFL classroom.....	14
1.4. The Role of Teaching Materials in the EFL classroom.....	17
Conclusion.....	20

## **Chapter Two: Lecturing**

Introduction.....	21
2.1. What is Lecturing.....	21
2.2. Lecturing Principles.....	22
2.3. Beginning and Ending a Lecture.....	29
2.4. Effective Tools to Energize your Lecture.....	34
Conclusion.....	38

## **Chapter Three: Listening**

Introduction.....	39
3.1. Defining Listening.....	39
3.2. The Nature of Listening Comprehension.....	40
3.3. Models of the Listening Process.....	41

3.3.1. The Bottom-up Model.....	41
3.3.2. The Top-down Model.....	42
3.3.2. The Interactive Model.....	43
3.4. Types of Listening.....	44
3.4.1. Extensive Listening.....	44
3.4.2. Intensive Listening.....	45
3.5. Listening Stages:.....	46
3.5.1. Pre-listening stage.....	47
3.5.2. While listening stage.....	48
3.5.3. Post listening stage.....	49
3.6. Difficulties of Listening to FL.....	50
Conclusion.....	53

## **Chapter Four: Data Analysis**

Introduction.....	54
4.1. Students' Questionnaire.....	54
4.1.1. Aim of the Questionnaire.....	54
4.1.2. Description of the Questionnaire.....	54
4.3.1. Analysis of Students' Questionnaire.....	56
4.2. Teachers' Questionnaire.....	74
4.2.1. Aim of the Questionnaire.....	74
4.2.2. Description of the Questionnaire.....	74
4.2.3. Analysis of Teachers' Questionnaire.....	75

4.3. Results.....	100
Conclusion.....	101
General Conclusions and Recommendations.....	102
References.....	104
Appendix I.....	109
Appendix II.....	115
Abstract in Arabic.....	123



# General Introduction

## 1. Aim of the Study

Listening is very important in language learning and instruction. Unfortunately, this skill was neglected over the past 50 years where teaching foreign languages was mainly based on the written mode. The aim of this study is to determine the importance of using teaching materials as a motivator to enhance first year students listening comprehension in lectures at the Department of Foreign Languages at the University of Mohamed Kheider of Biskra. The intention in this study is to explore the teachers' knowledge and awareness about their students' need for these tools and to what extent their awareness contribute to the improvement of their students' listening skill, and finally to give recommendations to raise teachers' awareness and knowledge about the necessity of using teaching materials so as to improve students' listening skills and abilities.

## 2. Statement of the Problem

The primary goal of teachers as instructors is to promote the students' level of comprehension, accuracy and fluency in learning foreign language. Considering the teacher as the only source of input and the only one who has the knowledge about the foreign language in the classroom situation makes him do his best efforts regardless of being tired, old, or stressed. So, if teachers use teaching materials when they present the lecture they will strengthen and enrich it. Because sometimes teachers' words whether spoken or written are not sufficient, they need to assist them with aids.

Teachers of foreign language are struggling to make their students achieve high level of proficiency in FL. However, foreign students' main objective is to become competent and to communicate successfully in FL. Using teaching materials is one effective way which provides foreign students with an opportunity to practice and use the target language. However, there are a variety of teaching materials available for foreign language teachers. Teaching materials can be defined as powerful tools which facilitate learning and help the teacher explain the FL as well as motivate the students to learn it. They are very essential and useful devices which provide great support to the teaching and learning process. It is very necessary that teachers at the department of foreign languages and in particular English use these teaching aids when they present the lecture. During our studies at the University of Mohamed Kheider of Biskra we have experienced lack of teaching materials in lectures. Our

teachers were accustomed to just explain and provide us with handouts. There was no liveliness or action, there is nothing interactive or attractive which motivate us to not get bored and focus and listen to the teacher. So, it is not wise to neglect or deny their importance and usefulness in the foreign language classroom.

At the university level students usually study in large groups. The best way to teach large groups is through providing lectures. Lecturing is the most commonly used method for transferring information from the teacher to the students. The usual situation at the university amphitheatres is that the teacher stands in front of the class and recites what he knows by using gestures, movements, and facial expressions. In this case, students usually listen to what the teacher is explaining and try to write what they understand in their notes and most of the times they lose their attention and display low performance. It is challenging to keep students interested when teaching in large classes. However, it is the teachers' responsibility to create strategies and techniques that make the lecture more active and interactive in order to help the students improve their level of understanding of foreign language and especially their skills mainly listening. By providing acceptable amount of information which fit the students' level and needs, the lecture will be more flexible. The teacher needs to involve many characteristics and features to be a good lecturer such as shows always respect and confidence in front of his students, he should be knowledgeable, organized and competent and have a deep understanding of the subject he is dealing with. Usually the lecturer starts with introducing the general outline of the topic and presenting clear explanation so that, students will be able to follow him and copy down organized notes. Considering that students receive the input in a form of lectures, this makes listening the dominant used skill. Therefore using effective strategies of lecturing would have important role to motivate students to listen.

Students at their first year in learning English at university are required to attend lectures. They use the sense of hearing to understand the spoken language. They can learn significant amounts of grammar and memorize many English words, but they still have difficulties in understanding what they hear in spoken conversations. Both teachers and students are aware of the fact that listening comprehension has little value among the other language learning skills (e.g., speaking, reading, and writing). Therefore more practice and more attention are needed in order to improve students' listening abilities. It is useful to present a lecture following the stages of listening (pre-listening, while listening, and post listening stage) which help attract the students' attention and increase their concentration on the topic. Besides that, teacher has great role in motivating students to improve their strategies

of listening such as bottom-up and top-down processes for better listening and good understanding of the foreign language.

We believe that there are many technological tools which can be used in EFL lectures to improve foreign language students listening skills. Since learners are the center of learning and teaching, teachers should be aware of the beneficial advantages when applying teaching materials in lectures, and this would facilitate learning and help the students improving and developing their language skills, especially listening comprehension skills.

### **3. Research Questions**

The study aims to answer the following questions:

Are teaching materials used in the classroom and how often they are used?

What are the teachers' attitudes about using teaching materials as means to enhance the students' listening comprehension at the University of Biskra?

To what extent do these teaching materials contribute to the comprehension of listening?

What is involved in listening and listening comprehension?

Why do students encounter difficulties in listening skill?

How do teaching materials enhance lecturing in large classes?

What are the features of delivering effective lectures?

### **4. Hypotheses**

On the one hand, we believe that the listening skill plays an important role for foreign language students in which they will be well motivated and will develop their listening skills if they learn through the use of teaching materials. On the other hand, the teachers' knowledge and awareness of the students' need of these tools play a great role. In this sense we hypothesize:

If teachers use teaching materials appropriately, they will reach effective teaching objectives and better learning outcomes.

If teaching materials are properly used they will develop students' language proficiency in general and their listening skill in particular.

## **5. Research Methodology**

### **A. Research Method and Tools**

In this research we will proceed through the descriptive method to explore the importance of using teaching materials as a motivator to enhance the level of first year students in listening comprehension skill. The main reason behind choosing this method is time limits. However, we will design two questionnaires, one for teachers who are teaching first year students and another one for first year students at the Department of foreign Languages at Mohamed Kheider University of Biskra. Teachers' feedback questionnaire is to provide information about their beliefs and perceptions about the use of teaching materials as a motivator to enhance first year students listening comprehension in lectures, and students' feedback questionnaire seeks to provide information about their attitudes about the listening skill and the main problems they face in this skill, and also their opinions about the use of teaching materials in the classroom.

### **A. Population and Sampling of the study**

It is difficult and time consuming to conduct a descriptive study on about 700 students of first year at the Department of Foreign Languages at the University of Biskra during the academic year: 2011-2012. However, it is possible to gather data through a sample of population. Therefore, the sample of the study consists of one group of 50 students of first year who are chosen randomly, and of 10 teachers chosen from a total population of 72 teachers of English. This sample consists of teachers who are teaching first year students in amphitheatre at the department of foreign languages at Mohamed Kheider University of Biskra.

## **6. Outline of the Study**

Our study is divided into two parts: Theoretical part and practical part (Data analysis). The theoretical part consists of three chapters. The first chapter is entitled ‘teaching materials’. It provides definition of teaching materials, and classification of teaching aids: audio, visual, and audio-visual aids. Then, we explored the selection and use of teaching materials in EFL Classroom and we will deal authenticity as an important principle in the selection of teaching aids and finally we will discuss the importance and need for teaching materials in EFL classroom.

The second chapter is entitled ‘lecturing’. This chapter includes a definition of lecturing and its three main ingredients, and then its three important principles. In addition to that we will explore what is involved at the beginning and at the end of a lecture and finally the effective tools which energize the lecture.

The third chapter is entitled ‘listening’. It provides an overview of the listening skill through defining listening and listening comprehension, providing its models: the bottom-up, top-down and the interactive, its types: extensive and intensive listening. The three stages: pre, while and post listening. Finally, we have explored the difficulties in FL listening.

Chapter four deals with data analysis, it contains a detailed analysis of both questionnaires: teachers and students’ questionnaires. The analysis starts with the aim, the description and then the analysis of each questionnaire. Then, we discussed the results obtained from the two questionnaires.

Finally, we concluded our study with conclusions and recommendations about the necessity of using teaching materials in lectures in order to ensure better learning in general and to help the students develop their listening skill in particular.

# Chapter One: Teaching Materials

Introduction.....	6
1.1. Definition of Teaching Materials.....	6
1.2. Classification of Teaching Materials.....	7
1. 2.1. Audio aids:.....	7
1.2.1.1 Audio Cassette Player/Tape Recorder.....	7
1.2.1.2 Radio.....	8
1.2.2. Visual aids:.....	9
1.2.2.1 Blackboard.....	10
1.2.2.2 Pictures and images.....	11
1.2.2.3 Overhead projector.....	12
1.2.3. Audio visual aids:.....	12
1.2.3.1. Video.....	13
1.2.3.2. Computer Presentation.....	14
1.3. Selection and Use of Teaching Materials in EFL classroom.....	14
1.4. The Role of Teaching Materials in the EFL classroom.....	17
Conclusion.....	20

# Chapter One: Teaching Materials

## Introduction

Today most educational settings and in particular in teaching foreign languages use technology. Foreign language teachers are most of the time concentrated to fulfill the needs of a large number of students and managing his/her classroom perfectly, it requires a lot of effort to provide the necessary conditions for the students. However, there are many technological devices available now that can be used in EFL classrooms such as tape recorders, videos, pictures, and overhead projectors to help the teachers as well as to meet the student's needs, because teaching materials are very important in teaching a foreign language. In this chapter we will discuss the teaching materials. We will start by defining what are teaching materials and the different terms they have; for example, Audio-Visual Aids, Educational Communication Technology, Audio-Visual Media, Learning Resources and Instructional Media. Then, we will deal with the classification of teaching aids like audio aids, visual aids and audio-visual aids. Further, we will discuss the selection and use of teaching materials in foreign language classroom in order to reach higher level of achievement and progression in learning. In the end, we will discuss the importance and need for teaching materials in EFL classroom.

### 1.1. Definition of Teaching Materials

*"The basis of all learning is experience"* (Vedyadhara Open (e) Learning Environment). Students get bored easily, when there is nothing interactive in the classroom, so using the teaching devices will encourage them and raise their interest and participation in the lesson. Teachers use a variety of teaching tools which help them explain the lesson effectively and motivate their students. These tools are called teaching aids. The teacher's role is to enhance the students' communication and use of the target language. *"Several terms are used in educational literature for teaching-learning aids-Audio-Visual Aids, Educational Communication Technology, Audio-Visual Media, Learning Resources and Instructional Media"* (Kuldeep, 2009). These terms were used as synonyms with teaching aids. Using teaching aids will develop and promote the delivery of information and support learning as well as increase the students' engagement in different learning tasks.

More specifically, a teaching aid is a “*tool used by teachers, facilitators, or tutors to help learners improve reading and other skills; illustrate or reinforce a skill, fact, or idea; and relieve anxiety, fears, or boredom, since many teaching aids are like games*” (SIL International, 1999). The following point will be about the classification of teaching aids: audio, visual, and audio-visual aids.

## **1.2. Classification of Teaching Aids**

Different teaching aids are available now in teaching any subject matter, English mainly whose principal role is to make teaching learning process more effective. Teaching aids can be classified into three main categories: audio aids which include tape recorders, radio, etc and visual aids like blackboard, pictures, and overhead projectors. Audio-visual aids include computers, videos...etc. Firstly, we will discuss the two different types of audio aids: audio cassette player/tape recorder and the radio.

### **1.2.1. The Audio Aids**

Audio materials are very essential in foreign language learning because it brings reality to the classroom through direct exposure to native speakers’ language. Audio aid can be defined as “*An aid that influences the learner's auditory sense (sense related to listening or hearing) is called an audio aid*” (Vedyadhara Open (e) Learning Environment). There are a variety of audio aids that can be used in EFL classroom for better learning outcomes. For example, audio cassette/tape recorder, radio. “*Audio aids help in developing the listening skill*” (Vedyadhara Open (e) Learning Environment). Students are able to listen to native speakers' pronunciation, intonation which gives them chance to improve their listening skill.

#### **1.2.1.1. The Audio Cassette Player/ The Tape Recorder**

Tape recorder is considered not only to be one of the most significant and useful audio aids but also a significant source of authentic language. It is a tool used by the teacher which adds support to the teaching and learning process. In which any interesting topic chosen by the teacher will be “*recorded as audio cassette and played on this machine*” (Patel & Jain, 2008:61). However, this device contributes to the effectiveness of the teaching learning process. One feature which makes tape recorders very important and interesting is that they are familiar to the students. Flowerdew and Miller (2005) write: “*Audiocassette*



*players are the simplest and cheapest way to provide listening practice opportunities for students in a classroom"* (Flowerdew & Miller, 2005:167). Audio cassettes provide reality to the classroom. They may contain stories, dialogues, discussions, different situations and different topics of native speakers, the teacher can use a variety of activities; for example, he/she may ask his/her students to guess who is talking, when is talking and where, etc. These activities will develop their abilities and will facilitate the understanding of the foreign language and will raise their participation. In this sense, Patel and Jain (2008) claim that through the use of this efficient device "*The teaching activities become more and more effective and alive*" (Patel & Jain, 2008:61).

Audio cassette recorder provides great opportunity for the students to develop their skills, especially listening. Chan (2004) also has a point of view she says:

The use of audio tape is essential in the oral skills class. For receptive skills development, the tape player is the Easiest way for students to listen to a variety of genres-dialogs, interviews, lectures, stories, songs, and poems. For productive skills, the audiotape recorder is currently the most accessible piece of voice recording equipment.  
(Chan, 2004)

In short, it will be very useful and beneficial for foreign language teachers to have this motivating tool in their classroom, if they use it in proper and appropriate way considering that it is suitable to the students' age, lesson objectives as well as meets students' needs. Tape recorder offers students with authentic opportunities. They will be able to hear native speakers with different accents, pronunciation and intonation etc.

### **1.2.1.2. The Radio**

As far as we know that the use of technology is widespread in education which means that students are surrounded with huge opportunities that help them enhance and develop their learning abilities, strategies and skills. However, radio is one of the most important and significant audio equipment which contributes to the improvement and development of listening skills. Radio is considered to be "*low-tech*" (Flowerdew & Miller, 2005:165). It is undoubtedly that the radio is important for foreign language students; however, it offers them a variety of benefits. One of the benefits is that it provides students

with *“The experience of listening to nonstop language”* (Flowerdew & Miller, 2005:165). That is to say, students will be able to improve their listening skills. Moreover, using radio will enable students to listen to a variety of native speakers because foreign language students are usually accustomed to nonnative speakers talk. However, they learn the foreign language by listening to nonnative speaker “the FL teacher” so the radio will offer them an opportunity to expose to native speakers of English and a variety of contexts that help them increase their comprehension of the language. In addition to that radio is a source of entertainment and information. Students will enjoy listening because they can listen to *“Their favorite programs or listen to pop songs”* (Flowerdew & Miller, 2005:167), they can also listen to sport program, quiz program, interview, religious program etc. This allows students to have more knowledge about various topics. This will promote their participation, motivation and engagement during the lesson. Radio broadcast is very useful instructional tool in learning and teaching process; for example, Radio Documentaries which investigate different topics, stories, and events in different fields such as science, history, geography (Kuldeep, 2009). This is very interesting for the students and they will have more knowledge about different topics. The teachers’ role is to take into account his students needs. To guide those students and give them the appropriate instructions to help them focus and concentrate more in the activities and the tasks given by the teacher in order to increase their understanding and encourage them to discuss and comment about what they have been listening to and the most important thing to engage them to practice and communicate in the target language.

During our studies at the university, we did not study with these audio tools. We have suffered from lack of teaching materials; our teachers were just lecturing and providing us with handouts. We have never had the opportunity to study; for example, with the radio or audio cassette. In the next section, we will deal with the second type of teaching aids which is visual aids. We will discuss three kinds of visual aids: the blackboard, pictures and images and the overhead projector.

### **1.2.2. The Visual Aids**

There are many visuals which can be used in teaching, such as the teacher, charts, maps, etc. However, we will discuss and deal with the most well-known ones, like blackboard, pictures and images, and overhead projector. *“Aids which require the involvement of learners’ visual senses (senses related to “sight” or “seeing”) are called visual aids”* (Vedyadhara Open (e)Learning Environment ). Visual aids are very beneficial. They provide

real and authentic experiences for foreign language learners to practice the target language which lead to the development of achievement and success. In addition using visuals in the classroom increase the students' movement, discussion, collaboration, communication, and involvement in the lesson, they ask questions and share opinions with the teacher and their peers.

### **1.2.2.1. The Blackboard**

The most commonly used visual aid in teaching is the blackboard. According to the American Dictionary, a blackboard is "*A smooth hard panel, usually green or black, for writing on with chalk; a blackboard*" (American Heritage Dictionary). Blackboards are not easily damaged or broken. "*They can be used again and again, as they can be easily cleaned with a duster*" (Vedyadhara Open (e) Learning Environment). Blackboards are very useful. Teachers can use them for different purposes. They can be used to write and explain difficult and complex words for the students or which they have not seen before, so it is an effective visual tool which helps them to learn new words and concepts to remember easily. In addition to that, they can be used to draw pictures which help the students to promote their understanding and increase their concentration and attention. Also, blackboards can be used to play different games for example, spelling games. They can be useful aids to stick pictures and posters on to engage students more in classroom discussion; for example, teacher can ask students to talk about what they see in the picture and this will develop their oral abilities. Teachers sometimes tend to 'turn their back' when they write and this is unsupportable and de-motivating behavior. Teachers should avoid doing this. In this sense, Harmer (2001) says: "*It is probably not a good idea to turn our back to the class while we write on the board, especially if this goes on for some time. This tends to be de-motivating and may cause the class to become restless*" (Harmer, 2001:139).

However, teachers should increase students' participation in the classroom through different activities like, to complete a rule on the board or to write a passage etc, this is useful technique to engage and motivate students more. Boards are very effective tools in the classroom; however, there are some important points that teachers should take into account to guarantee better usage of their boards; for example, the teacher handwriting should be clear, big enough so it will be easy for all the class to see and understand what have been written. Also, the teacher can organize his/her board effectively. For example, the left side is used to explain complex and new words, and the middle is for explanation of the lesson, to write on

different activities etc. Another thing is to avoid using colorful chalks that are not clear and do not write too many things at the same time on the board.

### **1.2.2.2. Pictures and Images**

In addition to chalkboards, pictures and images are very useful visual aids for language learners. Teachers tend to use pictures as efficient tools which facilitate comprehension, understanding and meaning of difficult and complex words. Using pictures will engage and involve students in conversations. They can give their opinions, discuss, and ask questions according to what they see. There will be a lot of practice. In this sense, Harmer (2001) writes:

Pictures can stimulate questions such as: What is it showing? How does it make you feel? What was the artist's/ photographer's purpose in designing it in that way? Would you like to have this picture in your house? Why? Why not? How much would you pay for the picture? Is the picture a work of art? (Harmer, 2001:136)

Pictures develop students' vocabulary. They learn new words through a variety of pictures. Moreover, pictures develop students' productive skills, writing and speaking. For example, the teachers can hold pictures and ask his/her students to write about what they see and perform in front of their classmates. Pictures also can be used to help students to develop their receptive skills, listening and reading. For instance, the teacher can ask students to read a text and re-order pictures taking into account what has been written in the text. However, students listen to the teacher carefully who is giving them different descriptions about different jobs: actors, comedians, policemen, builders etc, they are asked to guess and pick the right picture.

Pictures are very motivating tools, they play significant role in teaching foreign language. Using pictures is very interesting method to help students remember and memorize words and practice vocabulary. Of course, we cannot forget that when selecting pictures they should be appropriate, clear, and suitable for the lesson objectives and fulfill students' needs.

### **1.2.2.3. The Overhead Projector**

It is very useful visual tool in teaching. It is widespread in educational settings. According to Patel and Jain (2008) they claim that “*OHP is the hardware used to project the transparencies*” (Patel & Jain, 2008:60). It is widely used in lectures, meetings and conferences or in different types of presentations. Another definition is that “*The overhead projector is probably one of the most versatile and useful visual aids that has been made available to the modern-day lecturer*” (Bantwal, 2000).

Overhead projector can be beneficial in different classes: in Science, Physics, Biology, Language arts and Mathematics etc. It is undoubtedly that overhead projectors make teaching easier and better in which there is one big screen in the classroom and everyone can see. Using overhead projector will motivate students and increase and capture their interest and attention as well as raise their awareness during the presentation of the lesson. They are very powerful tools which help students learn. There are various advantages of using OHP in the classroom: they enhance students understanding as well as help teachers present the information. They increase eye contact between teacher and students which is very important in facilitating comprehension. Another important advantage the overhead projector has is that its transparencies “*A transparent object, especially a photographic slide that is viewed by light shining through it from behind or by projection*” (American Heritage Dictionary). They can display pictures, images and diagrams etc. Moreover, overhead projectors do not require switch off the lights. Harmer (2001) supports the use of overhead projectors, he writes: “*They require little technical knowledge, and usually are easy to carry around*” (Harmer, 2001:136). It is obvious that overhead projector is very significant visual equipment which facilitates and supports learning as well as encourages students to learn. In addition, it is very easy to function, and does not require any great effort from the teacher. It is obvious that any classroom contains a blackboard; however, we have never experienced the use of overhead projector. We have never studied with this teaching aid.

### **1.2.3. Audio-visual Aids**

The teacher sometimes needs objects to illustrate and clarify the idea to his students. He may use different simple objects such as pictures, maps, drawings, or more advanced technology such as video, tape recorder, computer, overhead projector, etc. those materials are called "audio-visual" aids. The term "audio-visual" aids refer to the devices with combination of both audible characteristics in which they involve the senses of hearing and visual

characteristics that involve the senses of seeing. They are instructional materials that provide some kind of reality into classroom situation rather than just listening to a lecture (Instruction at FSU Handbook 2011). There are various types of audio-visual aids; we will discuss the most common used and available ones which they are video and computer software.

### 1.2.3.1. Videos

Video is a kind of audio-visual aids. It provides the students with an opportunity to see motion pictures and hear sound effects of real life situations. Video has gained a powerful use in classroom, since it does not only involve students' listening senses but also allows them to see scenes alive. Playing a video to students supports the content of the lesson assigned by the teacher and provides information "*that helps students, observe, understand, and imitate oral communication, from language expressions and sentence structure to lip shape, facial expressions, gestures and distance between speakers*" (Chan, 2004). Students can effectively experience new vocabulary, imitate pronunciation of difficult words, and remember information. Video enables them "*observe how intonation can much facial expression...and help [them] see beyond what they are listening to*" (Harmer, 2001:282).

The important advantage of integrating video in classroom instruction is how active and motivated the students will be. They can see, analyze, and understand the given piece of information. Demirezen (1992) states that video "*brings in the most near-realistic representation and illustration of real life into the classroom*" (Demirzen, 1992: 295). It is a flexible method that facilitates the teachers' tasks. It enables them define the paralinguistic aspects of second language and lead their students to be familiar with the real use of language in context in relevance with cultural and social aspects. In most EFL classrooms, teachers are non-native speakers of English language. Despite the fact that they are proficient and competent in all aspects of language, they still need the clue to make students more motivated and impressed. By seeing an authentic material such as a video describes how English people express politeness, students will become more interested and curious to see and hear what they need to know. Because in real situation "*non-verbal communication*" in which "*head nods, gestures, intonation, posture, and facial expressions take place, and all of these are culture specific*" (Demirezen, 1992: 296) which the teacher cannot present or at least describe. It is difficult for the teacher to represent the physical settings where language is used, events, and participants take place.

### **1.2.3.2. Computer presentation**

Computer is one of the effective electro-mechanical machines that have been integrated, recently, in the educational system. It has the capacity to process information, store data, and produce output when we need it. Computer is a very advanced technology that serves as an assistant to teaching and learning process. Through the use of computer the teacher can design presentations (power point) including texts, graphics, video, audio, etc to explain a particular content in a well defined form. Gunduz (2005) argues that "*The computer has changed the way people work, learn, communicate, and play. It is used by students, teachers, and research scientists as a learning tool all over the world, as well as by individuals at home to study, work and entertain.*" (Gunduz, 2005: 195). It can be best used to develop students' language competence and performance. Muric (2007) considers that "*computer offers a great amount of possibilities and as the technology still improves a teacher has wider selection of options every day*" (Muric, 2007: 14). He defends the use of computer that helps build students' grammar and enriches their vocabulary in which "*students can work on multiple-choice exercises, gap filling, joining of split sentences and many others...*" (Muric, 2007: 15).

As a teacher task, it is not difficult to prepare lectures in a form of presentation using power point tools in which it can be modified and saved in the computer. In order to display presentations we need a computer monitor attached to a projector. The role of the projector is to display a large and clear image which offers a good watching for all students, especially in large classes. Generally speaking, we strongly believe that audio-visual aids provide a significant support to learn the foreign language, especially, for first year students. We think that if teaching materials are used at the initial studies of first year students at university, they will gain better conditions for learning, they will also be familiar with authentic conversations and pronunciation of native speakers, comprehend lectures successfully, and develop their level of achievements. We need to refer that we specified the next section to discuss some important points about the appropriate selection and effective use of teaching materials in EFL classroom.

### **1.3. Selection and Use of Teaching Materials in EFL Classroom**

Teaching materials have great influence on the learning process. They influence the students' language skills (receptive and productive), "*the role of memorization, the use of creativity and problem solving*" (Kitao, 1997). Thus the teacher is the responsible for

choosing the appropriate teaching aid that develops better understanding of the lecture. He should decide what materials are appropriate for various objectives. Therefore, it is important for the teacher to be able to use the teaching material effectively and know what to select, when to use it, and what purposes he wants to achieve through this aid. Van Zyl (1977) describes the selection of teaching aids as "*a component of the lesson structure*" (Van Zyl, 1977:73) which makes the teacher aware of the factors that affect the selection and integration of a specific teaching aid in EFL classrooms. They are used as means to serve the main objectives of the learning content. For instance, videos incite students seeing and hearing senses and help them memorize and recall information. Audiotapes train students' ears to listen to FL sounds, pronunciation, and intonation. Computer presentations provide a well organized lecture and require teacher's explanation and clarification. Therefore, we cannot ignore the significant role of teaching materials regardless of some drawbacks or weaknesses.

Teaching materials are only aids and not an alternative for the teacher. The teacher can make their use effective and meaningful. He needs to select and use a teaching aid suitable for students' needs and for particular topics through taking into consideration the following elements:

- \* Teacher perception of using teaching materials. He should support their use in EFL classroom.
- \* He should design a suitable teaching aid for the content he wants to convey.
- \* He needs to be aware of students' level of comprehension in order to decide when to use visual, auditory, or authentic material.
- \* He introduces students to simple, natural, and comprehensible language.
- \* He specifies language skills he wants to improve.
- \* He chooses available teaching aid and easily used.
- \* He decides types of learning activities.
- \* He identifies students' needs and characteristics.

In the following section, we will focus on an important element when selecting a teaching aid which is authenticity. Rost (2006) argues that "*authentic contexts are very helpful for learning to listen*" (Rost, 2006:51 cited in Uso-Juan & Martinez-Flor, 2006)



### 1.3.1. Authenticity

Unlike instructional or inauthentic materials which are accompanied with textbooks, teacher guides, video transcripts, or audiotapes, the authentic materials are produced by native speakers of English language. Students are unable, in most cases, to express themselves using foreign language in real life situation especially when communicating with native language speakers because it is authentic language with genuine accent, speed rate, and difficult meaning unlike what they used to expose to in classroom settings. According to Harmer (2001) "*Authentic material is language where no concessions are made to foreign speakers. It is normal, natural language used by native –or competent- speakers of a language*" (Harmer, 2001:205). It is a language that we are not, as students, exposed to. Therefore, using authentic materials should be careful since they are generally "*present real language that is not simplified and is spoken at a normal speed with genuine accents*" (Burt, 1999).

Peacock (1997) argues that "*Many writers claim that authentic materials motivate learners because they are intrinsically more interesting or stimulating than artificial or non-authentic materials*" (Peacock, 1997: 144). We need to refer that it is difficult for students to understand such kind of language, but teachers' awareness of students' level of comprehension and needs, will facilitate the task of choosing the appropriate authentic material. Teachers should introduce students to a natural use of English language in order to identify linguistic forms as well as cultural and social information. Using authentic materials can effectively motivate, enhance, and develop students' language skills. Therefore, teachers should not ignore the role of authenticity or feel afraid that students will not understand. The wise and careful selection makes them as a source of comprehension and motivation. We can summarize the main advantages of using authentic materials in the following points:

- \* Raise students' motivation to learn a foreign language.
- \* Involve students in real experiences with target language.
- \* Introduce students to cultural information.
- \* Stimulate students' creative abilities.

In short, since we had very occasionally studied with the use of such teaching aids and authentic materials throughout our academic studies, we strongly agree that through the exposure to authentic dialogue, video, or audio, students will improve their language skills, acquire amounts of vocabulary, and build correct grammatical structures. Authentic materials

can be found in TV programmes, radio, newspapers, video, songs, etc. In the following section, we tried to refer to the importance and need for teaching materials in EFL classroom.

#### **1.4. The Role of Teaching Materials in the EFL Classroom**

As we have mentioned in the previous points that AVA are devices which help the teacher to teach in an effective, real, concrete and meaningful manner. Teaching aids are needed in every classroom because they are powerful resources of motivation and encouragement through intelligent and appropriate use. In this sense, “*The ‘hard to understand principles’ are usually made clear by the intelligent use of skillfully designed instructional aids*” (Kuldeep, 2009). It is worth mentioning that the use and application of teaching aids in the foreign language classroom develops teaching, improves students' abilities and skills; for example, using pictures allows the teacher to present any topic easily and enables students to focus and concentrate better during the lesson. Teaching aids reinforce learning as well as raise students' interest and participation in activities. They become more active and dynamic. In specific terms, using audio-visual aids in EFL classroom will strengthen and facilitate teaching and learning because they provide interactive, interesting and engaging atmosphere. Audio-visual aids have the potential to develop students' language skills as well as providing real experiences to practice and use the FL.

Generally, the importance and usefulness of audio-visual aids in foreign language learning are summarized in the following points; we will deal with each one separately:

- Audio-visual aids increase communication in the classroom
- Audio- visual aids help in the retention of information
- Audio-visual aids save time and effort
- Audio-visual aids increase motivation
- Audio-visual aids reduce verbalism and provide clarity
- Audio-visual aids provide variety
- Audio- visual aids provide freedom
- Audio-visual aids raise attention

- Audio-visual aids help to meet students' needs
- Audio-visual aids develop students' mental abilities

#### **1.4.1. Audio-visual Aids Increase Communication in the Classroom**

Teacher's words are not sufficient to deliver his/her message perfectly, so we need the help of AVA such as pictures and tape recorders. They provide students with the opportunity to develop their skills, mainly listening since they provide them with direct exposure to native language. *"If we do not get an opportunity to listen to a language, we cannot speak it properly"* (Vedyadhara Open (e) Learning Environment). Not only tape recorders are useful but also videotapes are very interesting in developing the students' level of achievement in the foreign language.

#### **1.4.2. Audio-visual Aids Help in the Retention of Information**

Students tend to forget easily the information they receive and hear in a short period of time. However, if they can see, hear, perform and touch, they will be able to remember the information for a long time. Teacher should provide his students with real experiences which lead to the development of their language skills. It is very obvious that the teacher makes a lot of effort and spends sometimes a long time in order to make his students understand, so audio-visual aids have the potential to help the teacher to save his effort as well as his time.

#### **1.4.3. Audio-visual aids save time and effort**

Teachers always face problems of time because they do everything on their own. But if they use audio-visual aids, they will not only gain time and efforts but also teach in an entertaining atmosphere. For instance, it is preferable to watch a videotape about any topic in a short time rather than read a book and take a long time. *"Through such aids we can say much in a short time and in a short form what otherwise would take a lot of time and space"* (Vedyadhara Open (e) Learning Environment).

As we all know that motivation is very important element in learning. It is not easy to make your students motivated and interested, so using audio-visual aids will help the teacher to encourage and motivate his students to learn.

#### **1.4.4. Audio-visual Aids Increase Motivation**

Audio-visual aids give students strong desire to learn and to work hard as well as raise their interest.

#### **1.4.5. Audio-visual Aids Reduce Verbalism and Provide Clarity**

Talking a lot without showing and illustrating is sometimes boring. For example, teacher can use pictures to explain, complement and supplement his words. Audio-visual aids reduce verbalism and provide clarity. In this sense, *“They help in giving clear concepts and thus help to bring accuracy in learning”* (Kuldeep, 2009).

#### **1.4.6. Audio-visual Aids Provide Variety**

Kuldeep (2009) writes: *“Mere chalk and talk’ do not help”*. The use of audio-visual aids in classroom will provide the teacher with opportunities to use different means and tools like images, videos, tape recorder which will increase engagement and participation during the classroom activities.

#### **1.4.7. Audio- visual Aids Provide Freedom**

Students are happy to learn with audio-visual aids, they work in an enjoyable atmosphere, and participate more. They are free; they talk, touch, move around, and interact. *“Under such an atmosphere the students work because they like to work and not because the teacher wants them to work”* (Kuldeep, 2009).

#### **1.4.8. Audio-visual Aids Raise Attention**

Attention is very important in teaching and learning. It is challenging for the teacher to keep students focused all the time. Audio-visual aids make students interested during the lesson because they are attractive.

#### **1.4.9. Audio-visual Aids Help to Meet Students' Needs**

Students come to learn with different learning styles. Some of them learn through the sense of listening, others are visuals (learn through seeing). While others learn better when they touch and move. Therefore, audio-visual aids help the students with different learning styles to meet their needs.

#### **1.4.10. Audio-visual Aids Develop Students' Mental Abilities**

They improve students' mental abilities: thinking, reasoning and imagination. For example, using tape recorders that include interesting stories will provide the students with opportunities to practice and use their cognitive abilities, to think and imagine about what is going on, when, where, who is talking, with whom, etc.

#### **1.4.11. Audio-visual Aids Create Positive Environment and Discipline**

Reasonable use of audio-visual aids by the teacher will help to increase motivation, desire to work, raise the interest. *"In this way, the overall classroom environment becomes conducive to creative discipline"* (Kuldeep, 2009).

### **Conclusion**

In this chapter, we have provided a clear discussion about the nature of teaching materials, their types, their selection and use, and their importance as aids in EFL classrooms. We have discussed the need to use teaching aids in EFL classrooms and we have explained the impact and benefit of video, audio, OHP, computer, etc in developing students' language skills. Teacher needs to exploit teaching aids effectively to achieve his teaching goals. Perhaps some teachers do not support the use of audio-visual aids as helpful tools and stick to old methods (talk and chalk). This is due to lack of experience and mastery of high technology but it is not reason for teacher to neglect the use of these powerful tools. Through training and designing his own methods, teacher can provide effective language teaching materials that suit his methods and serve his students' needs.

## Chapter Two: Lecturing

Introduction.....	21
2.1. What is Lecturing.....	21
2.2. Lecturing Principles.....	22
2.3. Beginning and Ending a Lecture.....	29
2.4. Effective Tools to Energize your Lecture.....	34
Conclusion.....	38

# Chapter Two: Lecturing

## Introduction

Teaching in large classes is really challenging. It is very difficult task for teachers to keep their students interested and concentrated during the presentation of the lecture. Large classes which include more than 200 students, taking into account that they have different learning styles and different mental abilities, so the teachers' responsibility is very big. His main objective will be to ensure before transmitting the message or the information to the students that they will understand it clearly, and is appropriate to their level, interest and needs. In this chapter, we will start by giving a definition of lecturing and its main ingredients. Then, we will try to give the main principles of a lecturing which includes the audience quality, the lecture quality and finally the lecturer quality, they all together shape an effective lecture. The third point we will discuss is that what is involved in the beginning, during and ending a lecture. Finally, we will discuss the effective tools/tricks used in order to energize your lectures.

## 2.1. What is Lecturing

Lecturing is a method of teaching. In which the lecturer main objective is to present and to pass on information to a large number of students in an effective and understandable manner as well as to share knowledge with them. The lecturer is required to engage his students, maintaining their interest, and involve them to participate, interact and ask questions. Aarabi (2007) in his book: "*The Art of Lecturing*" argues that, in academic terms, a lecture is "*an exposition of a given subject delivered before an audience or a class, as for the purpose of instruction*" (Aarabi, 2007:4). However, according to him "*...a lecture consists of taking somewhat complex topics and ideas and delivering them in an understandable fashion to an audience*" (Aarabi, 2007:5). For example, delivering lectures at university to a large classes. The essence of a lecture is what he called the "*need to understand how to speak, what to say, and what to do during and after the lecture*" (Aarabi, 2007:5).

In the following section, we will discuss the three main ingredients of a lecture which are: the audience, the lecture and the lecture "lecturing medium".

### **2.1.1. The Ingredients of a Lecture**

Aarabi (2007) argues that a lecture consists of three main elements which can make it effective or ineffective. The audience is the first and the most significant element of a lecture. Aarabi (2007) writes: “*the audience is the reason for the lecture, the means by which the lecture can succeed or fail, and a source of energy and inspiration for the lecturer*” (Aarabi, 2007:5)

The second important element of a lecture is the lecturer. The lecturer is the leader. He is the one who determines “*the pace, the tone, and the style of the lecture*”. Besides, “*The lecturer is essentially responsible for taking in the emotions, feelings, and energy of the audience and focusing them towards the presentation and the description of a single point*” (Aarabi, 2007:5). The third important element of a lecture is the lecturing medium. The lecturing medium means “*the way and form in which ideas are transferred from the lecturer to the audience*”. It also serves as “*a communication channel or link between the lecturer and the audience*” (Aarabi, 2007:5). This communication channel is based primarily on speech. It can also include chalkboards or PowerPoint presentation, etc. The lecturer is required to control carefully and precisely the three basic elements of the lecture (the audience, the lecturer, and the lecture medium) in order to ensure an effective, and understandable lecture. In this sense, Aarabi (2007) writes: “*Careful and precise control of all these ingredients is often required in order to ensure a successful lecture*” (Aarabi, 2007:5). Furthermore, Aarabi (2007) points out at certain important points that should be avoided in order to have a successful lecture. For example, the audience may lose concentration and focus or get bored. Also, the lecturing medium may provide confusion if it consists of too much information and ideas. The lecturer, on the other hand, may lose control, or speaks rapidly when he provides the information or he fails to make his students remain interested and motivated about the topic. (Aarabi, 2007:5-6). All of these important elements will be discussed deeply in the following point which is lecturing principles.

### **2.2. The Lecturing Principles**

Lecturing principles are very essential and useful that every lecturer should put in mind when he prepares for the lecture. The most important goal that any lecturer wants to achieve in every lecture is to ensure the comprehension of his students. Therefore, understanding of the audience “students” is affected by three variables: the audience quality,



the lecture quality, and finally the lecturer quality. (Aarabi, 2007:29). It is worth mentioning that these three elements play significant role in the effectiveness of a lecture.

### **2.2.1 The Audience Quality**

The audience quality is the first element which contributes to the effectiveness of a lecture. It involves that the lecturer should ask himself such questions: Are my students interested and motivated in the lecture? Are they bored, tired or confused? Did they like the topic?. Aarabi (2007) says that based on the communicative theory which “*tells us that for each individual communication channel (i.e. phone line, cable line, etc) there is a maximum rate at which information can be sent from the transmitter to the receiver*” (Aarabi, 2007:30). In this sense, lecturers should respect their students’ information processing ability. So, lecturers when transmitting the information should not go too fast because there will be overload or too slow because the students will get bored or lose their concentration. Lecturers should know the optimum rate for their students. Aarabi (2007) states that “*the best way to get the sense of the ideal lecturing rate is by varying the rate in the first few lectures and requesting feedback from the audience*” ( Aarabi, 2007:31). An important point that any teacher should be aware of is the attention span of the audience.

#### **2.2.1.1 Attention Span of the Students**

It is obvious that at the beginning of the lecture all the students are focused, and more excited, so their ability of attention span increases. However, after a period of time the students start to get tired, bored and their attention span decreases. In this sense, Aarabi (2007) argues: “*The attention span of any audience usually decays as the lecture progresses. The more time the audience spends listening to the lecture, the more likely it is that they will be tired and out of touch with the lecturer*” ( Aarabi, 2007:61). According to Aarabi (2007) verbal feedback and visual feedback are two efficient ways that estimate the attention span of the audience. Firstly, verbal feedback is an indication that the students have understood the lecture; it includes answering the teachers’ questions as well as students’ questions to the teacher. (Aarabi, 2007:61).

Secondly, visual feedback is an indication on the faces of the students which indicates if they are tired or bored, or are sleeping or looking to each other or looking at a newspaper. Aarabi (2007) writes: “*It is a good idea for lecturers to occasionally glance at the*

*audience, take notice of what percentage look tired or are even sleeping, and to take action if needed*” (Aarabi, 2007:58). Now, we will move to the second important principle which is the lecture quality. We will explore the different important features which characterize an effective lecture from an ineffective one.

### **2.2.2. The Lecture Quality**

It is very important that the lecture should provide something unique, something special to the audience. In this sense, Aarabi (2007) writes: “*One of the most important constant aspects of audiences is their need to hear something that is unique, unexpected, and sometimes surprising*” (Aarabi, 2007:32).

Uniqueness is very effective way to maintain the students’ interest. Furthermore, Aarabi (2007) argues that the lecturer should put in his mind that “*it is important to note the need and desire of all audiences to be refreshed and surprised during the lecture*” (Aarabi, 2007:33).

In addition, it is preferable that the lecturer provides something simple and unique to his students in order to ensure their understanding of the topic as well as engage them in the lecture. Another helpful and important point is that the lecturer when presenting the lecture should focus only on the main points. It is not recommended that the lecturer” tossing out detail after detail” (Aarabi, 2007:3). In other words, talking without stopping as well as giving too much information to the students will lead the students to lose their focus, concentration and interest.

When preparing the lecture, it is very significant that the lecturer know his students, and their abilities which mean what they are able to do. Therefore, the style of the lecture depends on two important factors: the level and the abilities of the students.

The lecturer’ responsibility is to ensure a better learning atmosphere for his students. Controlling the level of noise is one of the most important factors which help to improve the quality of the lecture. The noise prevents the students as well the teacher from hearing and understanding each other. Therefore, the lecturer should control this noise immediately from the beginning otherwise all the students start making noise and consequently they will lose their interest in the lecture. The last principle is the lecturer quality. In this point we will discuss the most important characteristics that every lecture should have in order to ensure an effective lecture.

### **2.2.3. The Lecturer Quality**

The first characteristic that we will discuss is honesty.

#### **2.2.3.1. Honesty**

One of the most important characteristics that every lecturer should have is honesty. Aarabi (2007) says: “*honesty can have a tremendous impact on the audience and their belief in you*” (Aarabi, 2007:34). For example, students can have negative expectations, and beliefs towards their lecturers such as distrust. Students may think that their lecturers lack knowledge and information as well as they make mistakes and errors when they deliver the information.

According to Aarabi (2007): “*For a lecturer such honesty includes being truthful about what you know and do not know, what you believe is 100% fact and what you believe is uncertain*” (Aarabi, 2007:34). Confronting your mistakes is one of the important ingredients of being an honest lecturer. It is a sense of sincerity. Confronting your mistakes means to be able to face your students and do no fear of making mistakes. Aarabi (2007) argues that fear and nervousness are very common issues that lecturers face when they lecture in large classes. Fear prevents the lecturer from focusing. Therefore, a good lecturer is the one who combats to overcome his fear. Aarabi (2007) says: “*lecturers who are afraid of failing tend to deliver more exciting, passionate, and unique lectures*” (Aarabi, 2007:2).

The second important characteristic is motivation and enthusiasm. They are much needed elements in teaching and learning process.

#### **2.2.3.2. Motivation and Enthusiasm**

Motivation is very important factor in teaching. The successful lecturer is the one who loves what he is doing. However, if the lecturer is well motivated this will help him to accomplish his goals and objectives successfully. On the contrary, an unmotivated lecturer is the one who just come to the class without any goal or objective to achieve, starts talking and talking and when time finishes he/she leaves. He/she is not interested to deliver the most exciting lecture to his/her students. In this sense, Aarabi (2007) states: “*If the goal becomes simply to just talk for an hour and leave the room, no need will exist to try hard, to prepare, and to focus on delivering the best lecture of your life*” (Aarabi, 2007:17). The best thing is to imagine the attitudes of your students after delivering great, excited, effective and understandable lecture and the contrary what they will say and believe after you fail to deliver an effective lecture. And still the best lecturer is the one who does not fear giving bad lecture.

It is worth saying that during our studies at the university, we have experienced some teachers which are not motivating at all, they come to the lecture and talk and when time finishes they leave without even trying to see or check whether we have understood or not. It is logical that not all teachers encourage and motivate their students to learn.

Confidence is another feature of a good lecturer. It is very essential element especially when teaching large classes, to be confident, trust in your abilities and control you class and your students.

### **2.2.3.3. Confidence**

Teaching a large number of students is very difficult task. Lectures should be confident and able to control their students appropriately when necessary. Good lecturers know how to remain calm and in control. Good lecturers should know how to deal with certain students. Talking and connecting with your students is just quite important thing that every lecturer should do in order to guarantee a good relation with your students.

### **2.2.3.4. Connection with the Students**

Connecting with the audience” students” is another important element which determines the quality of the lecturer. Talking and discussing with the students, also calling the students by using their names. It is difficult for the lecturer when teaching in large classes to remember his students’ names. Aarabi (2007) suggested very significant method that allows the lecturer to remember the names of his students easily. He writes “...to ask the names of the audience members who tend to talk a lot or ask many questions” (Aarabi, 2007:38).

In addition, an effective way that increases the connection between the lecturer and the students is to involve the students to participate in the lecture through “*audience-centric questions*” like “*what is your opinion on this topic?* Or “*you look tired...though day?*” (Aarabi, 2007:38), because certain questions will make them feel comfort. According to this point, it is worth saying that we have experienced some good teachers which they do their best to make us understand and connect with us. Whereas, there was some teachers do not connect with us, they connect with a few students. Their session was boring. Being simple and to the point is very significant characteristic that every lecturer should have, focusing on the main points and simplifying things for their students.

### **2.2.3.5. Simplicity and Focus**

Aarabi (2007) writes: “*The process of simplification and focusing of a lecture is often useful for the lecturer in order to understand the essence of what does and does not need to be discussed*” (Aarabi, 2007:39). The lecturer should focus on the main and essential points when presenting the lecture because simple, clear and focused lectures are very organized and understandable lectures. (Aarabi, 2007:39). There is no need to discuss the whole topic because students are able to learn and understand by themselves. However, the lecturers’ responsibility is to increase their curiosity and interest. In this sense, Aarabi (2007) says: “*In fact, the job of a lecture is NOT to discuss a subject in its entirety, but to raise the curiosity and interest of the audience while making them understand the fundamentals of a subject*” (Aarabi, 2007:39).

In short, it is important that the lecturer when he prepares for the lectures, he should considerate what is important to be included and what is not fundamental which the students can learn by themselves.

As students, we have experienced some teachers which their language was complex; they deliver too much information which makes us confused, they talk about everything instead of focusing on the main points.

Being helpful, understand your students and care about them, how they feel, what they need is very important element.

### **2.2.3.6. Care**

It is very important that the lecturer care about his students, understands them, and motivates them. According to Aarabi (2007) caring consists of certain elements: “*Caring implies listening to even the strangest questions and showing respect*”. The second point is about grading and assessing. Aarabi (2007) reports “*Caring also consists of being fair when it comes to assigning grades*”, Aarabi (2007) adds “*and being helpful when students come for help*” (Aarabi, 2007:41). All of these elements have a positive contribution; it improves the relationship between the lecturer and his students. The following point is about the lecturer’s knowledge and understanding of what they are doing. Being prepared well before delivering the lesson is very essential.

### 2.2.3.7. Understand before you Lecture

We have mentioned that it is very essential that the lecturer should be prepared well before the presentation of the lecture. The lecturer should have a deep understanding of the subject. If the lecturer does not have enough knowledge and information about the subject, absolutely he will face difficult, confusing and embarrassing situations like making errors and mistakes, be asked questions and concerns from the students which he does not know their answer. In this sense, Aarabi (2007) states:

During the lecture, issues, questions, concerns, errors, and distractions will arise that will make the delivery of the lecture difficult and confusing. Unless the lecturer has a very deep understanding of the subject and all of its extreme details, difficult and embarrassing situations will arise such as a question whose answer the lecturer does not know or a proof for a certain theorem which confuses the lecturer. (Aarabi, 2007:42)

After a second or third time of seeing distractions and questions from the students, the lecturer becomes more comfortable for unexpected situations. It is very essential that the lecturer in situations such as he does not know the answer, or he is not sure about the information he is delivering or he makes a mistakes. The best way is that the lecturer should be always honest with his students; he should not try to cover or hide because this will lead to negative consequences. It is better that the lecturer should force himself to learn about the subject he is dealing with in order to ensure better and deeper understanding rather than just reading a book or hearing a lecture about a similar topic. In this sense, Aarabi (2007) writes: *“By lecturing on a topic you are forced to learn every nuance and every aspect of the subject. Hence, your understanding becomes far greater and deeper than if you had just read a book or heard a lecture on the topic”* (Aarabi,2007:43)

During our studies at the university we have experienced such good teachers especially during our master studies, there were some expert teachers, they know what they are doing, they come to the lecture well prepared, and they have deep understanding of the subject they are delivering.

The last point is about showing interest and focus on the students which is very needed in every lecture. Students really do appreciate when their teachers show interest and focus on them, observing them but not ignoring them.

#### **2.2.3.8. Interest and Focus on the Students**

It is very important in every lecture that the lecturer focus on his students by looking at them and do not ignore them in order to improve their level of understanding since it is the main goal of any good lecturer. Many lecturers make the mistake of focusing on the lecture; they deliver information without even observing their students. Aarabi (2007) states: "*The audience's understanding of a topic is the goal. To maximize or optimize this level of understanding, it is very important to routinely observe the audience*" (Aarabi, 2007:54)

In short, all these three elements (the audience quality, the lecture quality, and the lecturer quality) are essential. They all related together and contribute to the delivery of an effective and successful lecture which equally means better and effective level of understanding of the audience 'the students'. In the following point, we provided clear description of the important steps of delivering the lecture which they are beginning the lecture, during the lecture, and ending the lecture.

#### **2.4. Beginning and Ending a Lecture**

Giving lectures to a large number of students consists of two hundred or more is not an easy task. The lecture needs to be well prepared and well delivered. The teacher needs to organize a structure for his lecture in order to achieve his teaching goals. Firstly and most importantly, the beginning of the lecture which is considered as the first step in the scale of the whole lecture, then, what happens during the lecture, and finally the end of the lecture.

In our university, the time devoted to one lecture is one hour and a half which means ninety minutes. During this period of time, the teacher should be able to control his session and provide the content effectively. Usually, lecture takes place in the amphitheater. The teacher stands in front of large rows and speaks loudly. According to Meehan and Gravestock (1999) "*... the typical lecture is a one-way transmission of information.*" (Meehan & Gravestock, 1999:1). In sense that, the teacher is the active addresser and the students are the passive audience. They do the little as attending, listening, and taking notes. However, the teacher does the hard job of explaining the topic, keeping students interested, and making

them understand the content of the lecture. Therefore, it will be helpful for the teacher to follow an organized structure in preparing his lectures. Thus, in the following item we will discuss the structure of the lecture.

### 2.4.1. Structure of the Lecture

Designing well planned and formed lecture will facilitate the teaching as well as learning process. The teacher as lecturer should take into consideration his students' needs. He is required to define a relevant content, use appropriate and simple language, identify unfamiliar concepts and vocabulary, and provide comprehensible information. Thus, "... *the structure of the lecture can be discussed and it is often helpful to have the structure detailed on a slide, transparency, or on a handout. This will give the listener a roadmap to follow during the talk.*" (Scherokman, Fairfax, Waechter & Bethesda, 2009). The students will be able to follow their teacher's explanation because they knew the points and elements of the lecture being discussed. Cantillon (2003) offers two significant structures for effective lecture: The first figure is an "*Example of a lecture plan with a classic structure*", whereas the second figure is an "*Example of a lecture plan with a problem oriented structure*". (Cantillon, 2003:15-16)

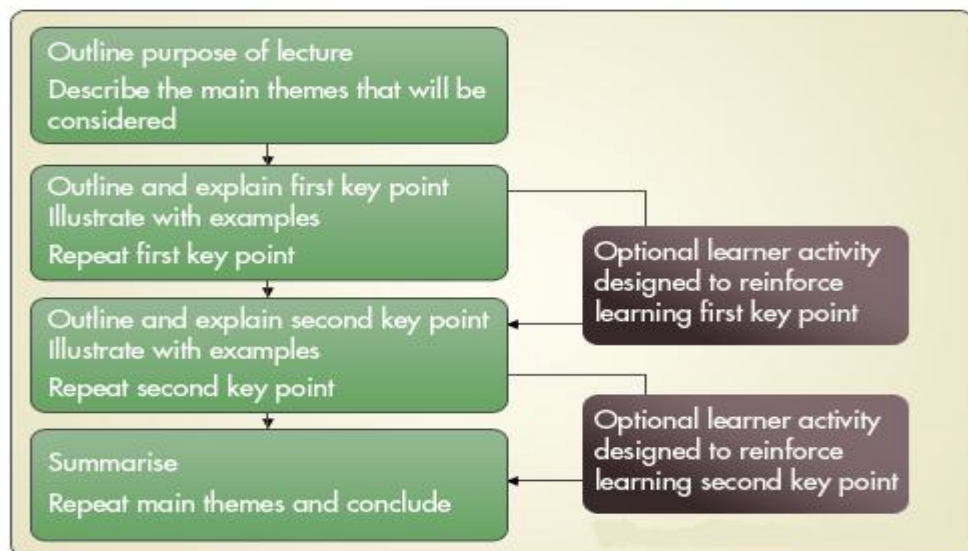


Figure 1: "*Example of a lecture plan with a classic structure*" (London Deanery, Faculty Development for E-learning Clinical Teachers)



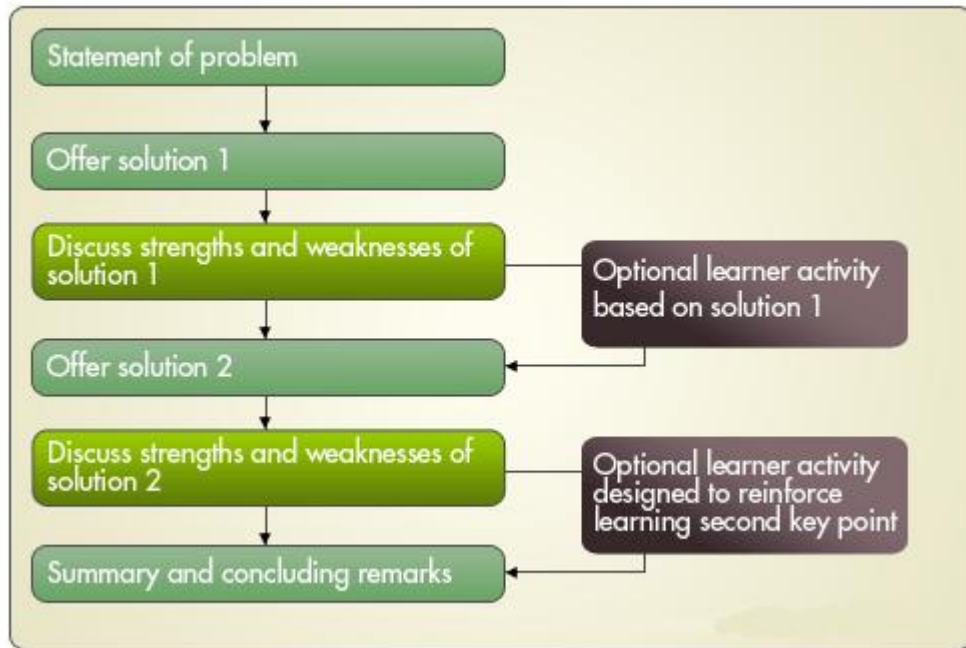


Figure.2: "Example of a lecture plan with a problem oriented structure" (London Deanery, Faculty Development for E-learning Clinical Teachers)

According to Cantillon (2003), it will be appropriate to follow the "classic" structure (figure1) if the teacher aims to develop and present new knowledge and concepts. In other words, the teacher states the objective of the lecture and describes the main elements that will be discussed, then supports his explanation with examples in order to reinforce the students learning of the key points and finally he concludes the lecture with a brief summary. Otherwise, the "problem oriented" structure (figure2) will be more appropriate if he aims to discuss a particular problem following different approaches. That is to say, the teacher provides the problematic issues, then offers solutions with thorough discussion and explanation and finally makes a summary of the whole results. (Cantillon, 2003:15)

Generally speaking, trying to put too much information in the students' heads will make them confused and unwilling to learn. Therefore, structures of lectures will be more effective if they contain acceptable amounts of information. On the one hand, giving less amounts of information which is detailed and emphasizes the main parts of the topic will help the lecturer present a worthy explanation. On the other hand, students will maintain their concentration and their interest in the topic under discussion. In the next section, we will talk about the second step after providing the structure of the lecture which is the beginning of the lecture.

### **2.4.2. Beginning the Lecture**

Although the teacher has prepared a very organized structure including all the necessary points, it will not be beneficial unless the audience (students) is interested and focused. The audience, as it was described by Aarabi (2007) "*is the reason for the lecture, the means by which the lecture can succeed or fail, and a source of energy and inspiration for the lecturer.*" (Aarabi, 2007:5). Since the audience, in our research work, is the students of first year we should refer that they are unfamiliar with the method of lecturing and they are also non-native speakers of English language. Thus, the lecturer (teacher) should adjust his methods of lecturing to serve the students' level and needs.

After selecting the content and preparing the suitable structure for delivering the lecture, the teacher is ready to begin lecturing. "*The beginning of [the] lecture should engage, encourage curiosity and create expectations. The first 5 minutes are [the] 'golden window' to establish a meaningful link with [the] students.*" ("*Improve your lecturing*", 2009:468). In order to make the input easy and accessible for students, showing enthusiasm and presenting positive attitudes towards the topic will be helpful. It is advisable for lecturers to state clearly and orderly the main elements of the current lecture either by writing them on the board or displaying them with the use of the media in order to attract students' interest and make them think about those points and draw general idea about the topic being discussed. Usually, the lecturer starts the lecture with brief review of previous lecture, define parts of the new topic, or raise an important question to be answered by the end of the lecture. This can be done to show confidence and knowledge by clear and perfect explanation of the topic being discussed. Concerning the audience, try to make them curious to know more and feel that they are concerned with the topic in order to make them "*... an important part of the lecture rather than non-participating observers.*" (Aarabi, 2007:50).

In short, the beginning of the lecture is between 5-10 minutes. Considering the importance of this period, the teacher should do his best efforts to engage students in the new topic. As soon as he succeeds to make them involved and fully concentrated, the delivery of the lecture will be smooth and he can move to the body of the lecture.

### **2.4.3. During the Lecture**

Lectures are means of communication between the lecturer and the audience. Successful delivery of lecture relatively depends on both the lecturer' method and the

audience level of interest. *"The body of the lecture contains the core of the information to be transferred to the students."* (Sullivan, 1996:8). Therefore, there are many things needed to be included during the lecture. On the part of the teacher, giving all information in one block especially new information that is difficult to be understood will certainly hinder the process of learning. Instead, the teacher should include hints, examples, engage students by asking subtle questions, and try to make them participate so they can feel that they are active and not asleep. In addition, it will be useful to distribute handouts in relevance to the subject being lectured, and give students time to read and deduce the main ideas. Doing this, will help students develop their reading skills, allow them to think, and follow the lecturer explanation. (Brown & Race, 2002:48). On the part of the students, making interruption, asking question, or requesting for clarification in relevant to the topic of the lecture is an indication that the students are interested and they seek for comprehension. (Aarabi, 2007:57). This verbal feedback contributes greatly to measure the understanding of the students, in that; the teacher can observe the progress of his lecture in accordance to the students' reactions. Besides that, as they are listening to the lecture they take notes. Dunkel (1988) refers that *"Taking lecture notes is widely accepted as a useful strategy for argumenting student attention and retention of academic discourse"*. (Dunkel, 1988:14). What students write down in their notes will help them memorize, remember, and recall information. Sometimes students are unable to recognize the major significant ideas. At this point, the teacher can make focus on certain idea and advice students to write down their notes.

Moreover, devoting time for discussion and receiving students' points of view and comments will create a flexible lecture. Throughout the presentation, students tend to lose concentration and get tired or bored. Teacher can observe their *"...facial expressions, nonverbal behavior, or oral comments"* (Brown & Race, 2002:48). As a result, varying the activities during the lecture will help refresh their minds and bring them back to the topic. He can make few pauses during each 15 minutes or suggesting pair or group work which gives them opportunity to discuss and share ideas with each other. Also, including humor, stories and real-life examples will be effective. (*"Improve your Lecturing"*, 2009:468). After explaining the assigned elements, the teacher needs to draw out the conclusion and end up the lecture.

#### **2.4.4. Ending the Lecture**

Ending or closing the lecture is important as the beginning. Manipulating the last few minutes of the lecture should be also planned and organized. By the end of the lecture the teacher as well as students will be tired. In order to ensure an effective ending the teacher can make a summary of the whole lecture to recapitulate the main ideas and provide brief review of the key points that has been discussed. (Soliman, 1999:10). Reiterating and focusing on the most important elements included in the lecture is likely help students memorize and remember them. Also, it is beneficial to direct student to further reading and research concerning the topic through giving them homework and activities to prepare. (Mackimm & Jollie, 2003). Some teachers prefer to give the outline of the next lecture in an attempt to make students look for information and draw an idea about the next lecture content. Usually, teachers end the lecture with statements such as "Is everything clear? Have you understood? Any questions?" in an attempt to check students' understanding and make sure that there is no ambiguous ideas.

Generally speaking, lecture is a useful method to transmit information and it gives students opportunity to share ideas within a large group. An organized ending of the lecture will ensure that students leave the amphitheater with clear understanding of the information. It is also worthy to mention that the teacher can add a support to his lectures by using some effective tools and materials that contribute in enhancing and motivating students to learn.

#### **2.5. Effective Tools to Energize your Lecture**

The ultimate goal of teachers is to promote students' learning outcomes and develop their level of comprehension. At present time and with the advancement of technology in the field of EL teaching, this goal can be achieved. Thus, integrating teaching materials such as tape recorder, videotapes, OHP, computer presentations, and many others will make lectures more active and lively. Being good lecturer with very long experience in teaching and lecturing does not prevent to consider the use of teaching materials as supportive tools in motivating students to learn. Brown and Manogue (2001) state that "*By varying student activities during a lecture one can renew their attention, generate interest, provide opportunities for students to think and obtain some feedback of their understanding.*" (Brown & Manogue, 2001:17). This will help teacher to change the traditional mode of only lecturing, listening, and taking notes to a more active learning and unforgotten lectures. With the different types of teaching materials, a careful selection of the appropriate ones will serve the

purposes of the lectures. Those teaching materials or audio-visual aids can be used to clarify difficult points in the lecture and add an emphasis to the teacher's explanation. In the following points, we will discuss some of these effective teaching materials and indicate the important role of using them as tools to energize lectures and make active learning.

### **2.5.1. Play Recording Text**

The most involved skill in lectures is listening. Students, in lectures, spend the whole lecture listening to the lecturer, storing information, and taking notes. Providing audio recording will save teachers efforts and break the routine of listening only to the teacher's voice. Harmer (1998) supports that:

The main method of exposing students to spoken English ( after the teacher) is through the use of taped material which can exemplify a wide range of topics such as advertisements, news broadcasts,... and manner of spoken exchanges. Teachers can imitate these, but good tapes for more powerful. (Harmer, 1998:98)

After listening to a passage, conversation, or an interview in relevance to the lecture, the teacher may ask questions, discuss, and interact with students. Playing the tape recorder will be at the appropriate time and in the appropriate way. Avoid playing the tape recorder during the whole lecture because this will leads students to feel bored and pulls their attention away. Listening to an audiotape should be for few times and, in this case, the teacher provides his own explanation and clarification while students can interrupt and comment concerning what they were listening to. We need also to refer that playing recordings more than once gives a second chance for students to catch what they have missed. Thus, *"Listening to appropriate tapes provides such exposure and students get vital information not only about grammar and vocabulary but also about pronunciation, rhythm, intonation, pitch and stress"* (Harmer, 1998:98). Students can also learn better by using their visual senses such as viewing the information written on the blackboard.

### **2.5.2. Blackboard**

Blackboard is the most traditional tool used in the educational settings. In every amphitheater there should be a board in the middle of the wall. Teachers use chalk to write on

the board what they intend to present such as the outline of the lecture, key concepts, main ideas, or even draw pictures and maps. This simple tool still has benefits and effects in EFL classrooms. Good teachers make effective use of blackboard through dividing it to sections, write with clear and readable handwriting, using colors and good quality of chalk if it is blackboard or marker pen in the case of whiteboard. "... *blackboards and whiteboards have one very significant advantage in lectures: whatever's written on them can be there for students to see for quite some time. It doesn't disappear at the click of a mouse or the push of a remote-control button.*" (Brown & Race, 2002:89). Students will copy down the information on their notes, so this helps them write organized notes for later revision. They will certainly appreciate the teachers' efforts to summarize and write information on the board, instead of sitting on the desk and lecturing.

Moreover, the teacher may bring pictures and images to use them in the lecture and usually hangs them on the board. It is beneficial to provide visual illustrations to reinforce the comprehension of difficult concepts. Although they are simple tools and do not need power to work, they have an important role to play in enhancing, encouraging, and motivating students to acquire knowledge.

### **2.5.3. Using Overhead projector**

Overhead projector or OHP is useful equipment for demonstrating large pictures with the use of transparencies. It is appropriate to teach large groups and reinforce lecture presentations. Davis (1993)"*suggests that overheads can be use to present the day's outline, difficult names or terminology, diagrams, charts, maps, graphs, drawings,... , and major points of lecture*" (Davis, 1993: Cited in, University center for the Advancement Teaching, 2009). One of the advantages of overhead projectors is that images or piece of information displayed on a large screen will be easy memorized and they can aid students to recall information. This use of overhead projector can be really effective if the teacher prepares precise and concise information in transparencies with organized and clear format, so that students will not face difficulties in understanding the content of the transparencies. As Brown and Manogue (2001) strongly advice that:

...illustrations, diagrams, bullet points and summaries should be simple, brief and readable from the back of the class. Avoid reciting the list of bullet points on the transparency or slide. Instead, link the bullet points in meaningful way. If the illustrations are available in a book, give the title and page number. (Brown & Manogue, 2001:16)

#### **2.5.4. Providing video**

Unlike audio which we can only listen to the spoken language, video provides real scenes. *"Video is richer than audio tape. Speakers can be seen. Their body movements give clues as to meaning, so do the clothes they wear, their location etc"* (Harmer, 1998:108). In other words, video transfers the abstract ideas and concepts into concrete images and motion pictures. So, the lecturer as well as the students will experience near reality situations. The use of videos in lectures enhances students' interest in a topic and keeps their attention. Buck claims that *"Seeing the situation and participants tends to call up relevant schema."* (Buck, 2001: 172). Providing visual information helps students store images, pictures, and build schemas in their minds for further uses. We need to refer that using videos that suit students' level of comprehension and serve their learning needs will help making effective lectures and facilitate lecturing. Generally, videos are means for delivering lectures, clarifying concepts, and improve understanding of the foreign language.

#### **2.5.5. Use of Power Point to Enhance Lectures**

Computers, laptops, and software become widely used in the educational settings. Nowadays, presenting lectures with the use of power point software is acceptable method for enhancing and developing learning. In order to present a lecture we need a computer, a data show projector, and of course a power point software. Those equipments are available at most universities. The teacher can easily prepare his lectures in form of presentations using pictures, diagrams, graphics, models, and also animation and sound effects. *"Software programs can blend text, diagrams, animation, and recordings of audio and video to enhance classroom lectures and initiate discussion"* (University Center for Advancement Teaching, 2009). Power point software is not a high complicated technology. Even if teachers who are unable to use it or unfamiliar with its components can be skillful and produce meaningful presentations by few days of training. This software offers a wide range of features in which there are options for font size and color, incorporating pictures and diagrams, and choosing

transition and sound effects. In the article of "*Technology in the Classroom*" it was referred that:

By using PowerPoint, the instructor can emphasize major concepts and reinforce them through special layout (e.g., hierarchical structure, different font size, color coding, progressive disclosure, and highlighting the currently discussed issue and dimming the previously discussed ones). With these special features, it can also help maintain students' interest and attention. (University Center for the Advancement of Teaching, 2009)

In short, using power point and slide presentations offers good opportunity for students to view lectures rather than listening to them, recognize key points written in bold or colored, and write organized notes for easy revision. We stressed the useful role of these materials because we have not experienced learning with them. For five years of study at the department of English we used to learn in lectures without the aid of teaching materials. The teacher and handouts were the only source of input in the classroom situation. The lack of these equipments made most of the students hold in their minds the idea that lectures are very boring.

## **Conclusion**

As we have seen in this chapter, lecturing is a useful way for delivering information to large groups. However, lecturers need to be aware of the different features and characteristics that help produce effective lectures. In order to create a good perception about lecturing and deeply engage student in the topic, the teacher should manage his lecture by opening the session with attractive introduction and well presentation of the main points. Allow time during the lecture to interact with students, create space for interruption and discussion, and allow them express their ideas concerning the topic. Finally end the lecture with brief review of the subject and give suggestions for further reading. Besides that, avoid boring lectures and uninterested students by incorporating teaching materials such as audio recordings, videos, power point presentations, or overhead projectors that significantly contribute in motivating and enhancing students to improve their language skills and their learning outcomes.



## Chapter Three: Listening

Introduction.....	39
3.1. Defining Listening.....	39
3.2. The Nature of Listening Comprehension.....	40
3.3. Models of the Listening Process.....	41
3.3.1. The Bottom-up Model.....	41
3.3.2. The Top-down Model.....	42
3.3.2. The Interactive Model.....	43
3.4. Types of Listening.....	44
3.4.1. Extensive Listening.....	44
3.4.2. Intensive Listening.....	45
3.5. Listening Stages:.....	46
3.5.1. Pre-listening stage.....	47
3.5.2. While listening stage.....	48
3.5.3. Post listening stage.....	49
3.6. Difficulties of Listening to FL.....	50
Conclusion.....	53

# Chapter Three: Listening

## Introduction

It is known that before we can produce our first language we need to listen to the language used in our environment. The listening process plays great importance either in acquisition of L1 or learning of L2. During our education we have learnt how to speak, how to read, how to write, but never how to listen. This may be due to the fact that students or listeners can improve their listening abilities over time and through practice. In this chapter, we will start by defining the listening skill and providing some researchers' views about the nature of listening comprehension. Then, we discuss the main models of listening (Bottom-up model, top-down model, and interactive model). Also, we identify extensive and intensive types of listening and we refer to the principal stages which are (Pre-listening, while listening, and post listening) that help providing better learning. We end up our chapter by explaining the difficulties that are mostly encountered by students in listening to FL followed by a conclusion.

### 3.1. Defining Listening

Listening is a receptive skill. Students or listeners receive what the speakers say. They mentally recognize sounds, identify vocabulary, and understand grammatical structures which help them interpret the input they listen to. (Vandergrift, 1997). Since it is an abstract mental process, many researches and findings e.g., Osada, 2004; Martinez, 2006, have viewed listening as neglected and passive language skill. This ignorance of listening skill was mainly attributed to the difficulty to measure or test students listening performance and abilities in FL, and also was attributed to the belief that students improve their listening abilities over time. Therefore, listening skill has given the little attention among the four language skills. However, with the emergence of the Communicative Approach around the 1970s, listening has gained its status as an important and vital skill in foreign language teaching. (Osada, 2004:55). Nation and Newton (2006) describe listening as a vehicle of learning the language in which:

It gives the learner information from which to build up the knowledge necessary for using the language. When this knowledge is built up, the learner can begin to speak. The listening-only period is a time of observation and learning which provides the basis for the other language skills. (Nation & Newton, 2006:38)

This supports the fact that through listening people construct their own maps of meaning in their minds. In addition to that, some researchers e.g., Hedge (Hedge, 2000:229) indicate that in early stages of learning the FL students (especially beginners) should have "silent period" i.e., they listen to target language and store information until they will be able to produce the language. This view states that students will have time to construct knowledge and acquire amounts of vocabulary in order to use them when communicating in FL. If we are good listeners we will be good speakers and will have successful communicative abilities. Good listeners does not mean just to hear what was said but it involves understanding key words, analyzing information, and using prior knowledge in order to produce meaningful output.

Generally speaking, in communicative situations, conversations involve receiving and producing messages. Listening plays an important role in daily interaction and in students' achievement in language learning. Therefore, a considerable attention should be given to listening skill and strategies in order to create a balance between the four language skills and to promote students' level in FL. In the coming section, we will identify the concept of listening comprehension with much detail.

### **3.2. The Nature of Listening Comprehension**

In order to acquire a language we need to receive input. The input should be comprehensible. Listening comprehension considered as an important element in language learning. Buck (2009) states that "*Listening comprehension is the result of an interaction between a number of information sources, and listeners use whatever information they have available, or whatever information seems relevant to help them interpret what the speaker is saying.*" (Buck, 2009:3; cited in Lewier, 2009:50). While listening, students try to identify each word and make sense of every sentence. They believe they will achieve a full comprehension of the message. According to Rost (2002) "*Complete comprehension then refers to the listener having a clear concept in memory for every referent used by the speaker.*" (Rost, 2002:59). The process of comprehension occurs while listening to a

continuous speech. Thus, students need to concentrate and grasp key words that help them interpret the meaning of the discourse.

There are many factors that may contribute in developing comprehensible and accessible language input. They are explained by Wilson (2008) as "*believability, relevance to the listener, new information and appropriateness in terms of language level.*" (Wilson, 2008:25). In other words, when teacher provides a recorded discourse or presents a lecture, he needs to take into consideration the content believability, i.e. propose facts and real information. Also, the content should be relevant to listeners' needs and serves their interests and above all it should be appropriate to their language level not too easy that seems invaluable or very complex that seems unreachable. Therefore, being aware of the factors mentioned above, the teacher can help students develop their listening comprehension to achieve successful communicative purposes. Another aspect that should be taken into account is the listening models which they are fully explained in the following section.

### **3.3. Models of the Listening Process**

Since listening is a complex process, we use some strategies that help us understand the meaning conveyed by the speaker. Those strategies have been investigated by researchers such as Flowerdew and Miller, 2005; Hedge, 2000; and Nation and Newton, 2009 and they called them Models of listening. In the coming section we will discuss them in details and they are bottom-up, top-down, and interactive models.

#### **3.1.1. The Bottom-up Model**

When listening to a foreign language, listeners hear sounds, words, sentences, phonological and grammatical structures which they use them to infer the meaning of the whole message. Hedge (2000) points out that "*we use information in the speech itself to try to comprehend the meaning.*" (Hedge, 2000:230). In other words, listeners deconstruct speech into small units as phonemes and syllables that lead to build up the complete message. (Wilson, 2008:15). This strategy is called "bottom-up process". In bottom-up process we move from language to meaning. As listeners, we use our knowledge of grammar, syntax, semantics, phonetics and other aspects of the foreign language to deduce what we have heard. Richards (2008) claims that understanding the message is based on analyzing the incoming input. According to him "*Comprehension is viewed as a process of decoding.*" (Richards,

2008:4). Therefore, students need to construct storage of vocabulary and a good master of grammar rules to help them figure out the appropriate intention of the speaker. In this sense, it was also stated by Richards (1990) that *"A person's lexical competence serves as a mental dictionary to which incoming words are referred for meaning assignment."* (Richards, 1990: 51)

It is too often that students are unable to interpret or misunderstand what they hear. Usually, they need more practice and attention to the foreign language. The teacher can provide a positive practice to develop students bottom-up skills by including activities such as *"dictation, cloze listening, the use of multiple-choice questions after a text, and similar activities that require close and detailed recognition, and processing of the input."* (Richards, 2008:5). The teacher can also make use of teaching materials like listening to recorded conversations to identify items of the discourse, view pictures and expect what they describe, watch a video to determine what event is occurred, and many other materials that would enhance students listening skill.

### **3.1.2. The Top-down Model**

Unlike bottom-up process in which we use language to infer meaning, in top-down process we move from meaning to language. (Richards, 2008:7). In this process, while listening to spoken language, listeners activate their previous knowledge about the topic being discussed in order to understand the meaning of the message. Top-down process was defined by Wilson (2008) as a *"... model emphasizes the use of background knowledge to predict content."* (Wilson, 2008:15). Background knowledge consists of what we have earlier stored in our memory about specific situations, social behaviors and cultural use of language. Memory greatly plays an important role in maintaining and storing information. In everyday interaction we encounter new situations and different events in which we stock them in our long-term memory in form of schemas for later suitable uses. *"A schema consists of "an active organization of past experiences"* (Bartlett, 1932:201 cited in Flowerdew & Miller, 2005:26). It is the representation of our previous experiences. In addition to that, *"... new schemata are created every day and existing ones are updated constantly: every time we read, listen to, or observe something new we create a new schemata by relating one fact to another through logical or semiotic link"* (Attarriba & Forsythe, 1993 cited in Rost, 2006:53). For instance, when a speaker said he is going to the bank, the listener may draw a picture in his mind about the situation and participants; the customer, recipient, cash, money, etc.

Since there is already an existing knowledge about the situation, the speaker and listener will understand each other. FL students need to develop a shared knowledge about the social use of the foreign language to avoid misunderstanding and miscommunication. Many activities and exercises may emphasize the role of top-down process in EFL classroom. Therefore, teachers should provide students with opportunities to build up a solid awareness of how language functions and how cultural and social behaviors play important role in comprehending the meaning. Again, the teacher can make use of teaching aids to enrich and develop students' schemata; watching a video about a relevant topic to their studies will be very useful to hold a picture in their minds. Listening to a tape recorder or display a presentation will enhance and stock images in their memory. Also, using overhead projector will activate and update their previous knowledge about the topic. In short, using teaching aids will contribute effectively in developing students' top-down processes.

### **3.1.3. The Interactive Model**

While listening to a lecture or other kind of discourse in FL, the listeners' main aim is to comprehend the intended meaning by using either bottom-up, top-down, or both of them. Wilson (2008) states that "... we use both processes simultaneously when we listen, something that is known as the interactive model." (Wilson, 2008:15). We do not totally depend on using only bottom-up process to infer meaning or on top-down process. They often occur together in that we are not sometimes familiar with the situation so we cannot provide the appropriate schemata; in this case, bottom-up process is required. (Richards, 1990:54). In the present section we will define the interactive model. It is the combination of both bottom-up and top-down processes in which "*linguistic information, contextual clues, and prior knowledge interact to enable comprehension.*" (Hedge, 2000:234-235). We use our linguistic knowledge involving: syntax, semantics, phonology, and lexis as well as non-linguistic knowledge involving: social and cultural use of language, topic knowledge, people behavior, etc for successful comprehension of meaning. This supports Richards' view (1990) that "*Bottom-up processing alone often provides an insufficient basis for comprehension*" (Richards, 1990:52). For example, we can sometimes identify a word or ideas in discourse using our syntactic knowledge but at the same time we have knowledge about the context of the topic that helps us interpret the meaning. (Buck, 2001:2)

Some students tend to comprehend meaning using bottom-up process, others may be advanced learners develop their top-down skills applying their previous knowledge (schema). Generally speaking, both processes are needed in learning listening skill. By using listening models listeners become active participants. Those models contribute to facilitate the comprehension. Thus, teachers as instructors and facilitators are required to help students create a balance use of such processes for better learning. It is worth mentioning that regardless of the important role of these models in learning the FL, our teachers of English do not emphasis on teaching them. We, as students, are not aware of the role these models play in helping us improve our level of comprehension and understanding of the foreign language. In order to have a general overview about the listening process, we devoted the following section to discuss the main types of listening.

### **3.4. Types of Listening**

Listening has two types: extensive and intensive. A combination of both extensive and intensive listening helps students develop their listening skills as well as their pronunciation. Intensive and extensive listening is very significant because it offers students with an opportunity of real exposure to a wide variety of voices other than their teachers' voice. (Harmer, 2001:228). In this section, we are going to explore the two types of listening: extensive and intensive listening.

#### **3.4.1. Extensive Listening**

Field (2009:14) argues that extensive listening involves listening to a tape recording; for example, in order to have a general idea about the speakers, who are they, what they are talking about. The teacher can ask general question such as who are the participants? What is the topic they are speaking about? And what are their attitudes: happy? Sad? Angry?

Ucán (2010:37) writes that extensive listening involves exposing the students to different materials that makes them enjoy listening. It is essential that the materials used during extensive listening should be selected according to the students' level and needs, because if the material does not fit the students' level, they will not benefit. Moreover, the material should be entertaining so that it allows students opportunity to enjoy listening. This type of listening, students should be encouraged and motivated to listen for pleasure only, so the teacher is not expected to evaluate or test the materials they have been listening to. It is very important that the students should feel at ease when doing their activities.

In extensive listening, the teacher gives his students freedom to select what they want to listen to. He encourages his students to enjoy listening, and kind of activity 'selection of what they want to listen to' will increase their motivation. (Harmer, 2001:228). In order to encourage students to do extensive listening, the teacher can help them to perform different tasks in order to foster their interest to listen more, including "*Fill in report forms which we have prepared asking them to list the topic*", or "*assess the level of difficulty*", another task could be "*summarise the content of a tape*" (Harmer, 2001:229). Moreover, Harmer (2001) writes that these tasks allow students to have an opportunity to share knowledge with their peers which gives them feeling that they have "*contributed to the progress of the whole group*" (Harmer, 2001:229). During our studies at the university, we have not learned the extensive type of listening; they did not teach us what this type is.

### **3.4.2. Intensive Listening**

Field (2009) claimed that intensive listening involves listening to an audio tape for a second time in order to gain specific information and details. The teacher asks more specific, focused and more detailed questions. Playing the recording many times allow the students to benefit from listening, and offer them an opportunity to get accustomed to the rhythms, intonation patterns of the FL. Moreover, repetition of listening enables the teacher to concentrate on the language. Harmer (2001) says that using taped material during intensive listening is very important. It is very beneficial device in language learning. He further argues that "*many teachers rely on tapes to provide a significant source of language input*" (Harmer, 2001:229). Harmer (2001) writes that live listening is very significant way which offers them with real communication. In this sense, "*A popular way of ensuring genuine communication is live listening where the teacher and/or visitors to the class talk to the students*" (Harmer, 2001:229). Live listening is very beneficial for the students in a number of ways: the first important thing is that students are able to see directly the person that they are listening to. Unlike listening to audiotapes, live listening offers students with opportunity to "*interrupt speakers and ask for clarification*" as well as they will be able to "*indicate if the speaker is going too slowly or too fast*" (Harmer, 2001:230). Harmer (2001) says that live listening takes four forms which are: reading aloud, story-telling, interviews and conversations. (Harmer, 2001:231). We will discuss them separately:

The first form is reading aloud. It is very entertaining activity done by the teacher in front of the class. It offers the students an opportunity to "*to hear a clear spoken version of*



written text". In addition, "*the teacher can also read/act out dialogues either by playing two parts or by inviting a colleague into the classroom*" (Harmer, 2001:231)

The second is called story-telling. It is very significant activity. It provides great listening experience for the students. "*At any stage of the story, the students can be asked to predict what is coming next, or be asked to describe people in the story or pass comment on it in some other way*" (Harmer, 2001:231)

The third activity is the interviews. The live interview is another important listening activity. It is really interesting in which the students listen to the questions that they have constructed and written by their own. They will have the opportunity to hear answers that "*they themselves have asked for*" (Harmer, 2001:231)

Conversations are considered to be very important listening activities. Conversation is a motivating activity. For example, students can invite a colleague to the class and make the conversation with. There are some benefits and advantages of this activity. "*Students then have the chance to watch the interaction as well as listen to it*", students also have the possibility of telling a story by role-playing. (Harmer, 2001:231)

Since we have suffered from lack of teaching materials we did not learn what intensive listening is, because we did not learn with audio tapes also live listening we did not experienced it. In the following section, we will deal with the three stages of listening: the pre-listening stage, the while-listening stage and the post-listening stage.

### **3.5. Stages in Teaching Listening**

As we have already mentioned that listening is very important skill for foreign language learning. Students' basic role is to develop and improve their listening skills. However, it is the teachers' responsibility to create useful opportunities for the students to achieve this goal by providing positive environment full of motivation, support and encouragement before, during and after listening. Listening process consists of three stages: pre-listening stage, while-listening stage and post-listening stage.

### 3.5.1. The Pre-Listening Stage

This is the first listening stage which serves as a warming up, expectations and background knowledge about the topic in order to raise the students' interest and involve them in the topic. We will give a definition of this stage, its purpose and the different types of activities it comprises.

#### 3.5.1.1. Definition, Purpose and Types of Activities

It is the most important stage. In this stage the teacher should set his objectives before starting the lecture. Before selecting the topic he should considerate that it is interesting and fits the students' needs. This stage requires that the teacher should prepare his students. What he expects from his students to know. Before he introduces the lecture he should know the background knowledge of his students, which means what they already know about the topic. The teacher should give his students an overview of what they are going to listen to. The teachers' role is to motivate, encourage and raise his students' interest in order not to get bored.

The teacher can use some teaching aids to help him present the lecture; for example, using pictures, videos, or tape recorder. These aids provide support to the students to listen as well as help them to predict and guess about what is coming next. "*Visual aids are immensely helpful in aiding students' comprehension*" (ChenTao-ming: South China Normal College of Foreign Languages). In this stage, the teacher may ask his students some questions and the students answer by giving their opinions and points of view. For example, what do you see? Who are the participants? Can you guess his/her occupation? The teachers' role is to increase the activeness and participation in his lecture so; he should motivate, assist, encourage and raise his students' interest in order not to get bored. Pospieszynska (2000) argues that "*The pre-listening stage helps learners to find out the aim of listening and provides the necessary background information*".

The purpose of pre-listening stage is to build students awareness about the topic. There are different varieties of pre-listening activities including:

- Activating students' background knowledge
- Teacher and students discussion by asking and answering questions : expressing students opinions and beliefs
- Expectations about the topic which they are going to listen to

- Expectations about words and expressions
- Reading texts (McGloin, 2008)

### 3.5.2. The While-Listening Stage

The second listening stage is called the while-listening stage; it is more difficult than the pre-listening stage. It includes different activities that are done by students during the lesson; this stage requires more focus and concentration. We will give a clear definition of this stage, its purpose and the types of tasks and activities that can be used in this stage.

#### 3.5.2.1. Definition, Purpose and Types of Activities

According to Fantahun (2003), “*While-listening activities can briefly be described as all tasks that students are asked to do during the time of listening to the text*” (Fantahun, 2003:32). It is worth saying that this stage is quite difficult because it is where the students have to gain information and focus in order to comprehend. In this sense, “*The while-listening stage is the most difficult for the teacher to control, because this where the students need to pay attention and process the information actively*” (ChenTao-ming: South China Normal College of Foreign Languages).

It is very important during this stage that the teacher should encourage pair or group work to do the activities in order to help each other and exchange points of view together. Motivation is really an essential part in any stage of listening process. Therefore, the teacher as an instructor he should provide the necessary support for his students in order to help them carry out listening and do the activities and the tasks successfully. According to Hedge (2000): “*the aim of while-listening task is to confirm learners expectations and to help them to get the gist of the content as it relates to the written text*” (Hedge, 2000:252). Using instructional aids during listening tasks is quite interesting and significant such as videos and tape recorders.

There are a number of activities which can be used while-listening stage. The teacher can use the tape recorder which is very beneficial source of authenticity; it may include an interesting story, interview, news or a conversation. For instance, listening to the news on the tape and then they are asked to categorize which kind of news: Religion, Economics, Education, Sports, Health, Political/ Government (Nunan, 1991:33). Instructions and directions of the teacher are very important. The students should listen carefully to their

teachers' guidelines. It is very essential at this stage to give the students sufficient time to compare their answers with their classmates (Anonymous, 2010). Another activity is ordering the sentences according to what you have heard. Also, ticking the appropriate answer is another type of task. The teacher reads a dialogue or records it on the tape recorder and while the students are listening they may take notes and then complete the dialogue. It is very significant that the teacher use a variety of activities while-listening stage and each activity should have a purpose.

### **3.5.3. The Post-Listening Stage**

The third stage is the post-listening stage. It requires all the different activities that can be done after listening. In this stage the teacher is required to evaluate and check the understanding of his students. Therefore, we will explore different points in this stage: the definition, the purpose and the types of activities which are carried out after listening.

#### **3.5.3.1. Definition, Purpose and Types of activities**

It is the final stage. *"The post-listening stage comprises all the activities which are carried out after listening is completed"* (Fantahun, 2003:33). The purpose of post-listening stage is to check and evaluate the students' understanding. In other words, The teacher can plan for the post-listening activities in order to have an opportunity to verify and check that the students have understand and help the ones that have not successfully complete the tasks in order to provide the necessary solutions for them. It is very essential to keep supporting and motivating the students in every task. Variation of tasks is very important because it increases interest (Jones). In addition, Jones argues that there are certain important factors that should be taken into account by the teacher when he plans for the after-listening stage: *"How much time is available, is the after listening task interesting and motivating, is the type of task (reading, writing or speaking) relevant to the students being taught?"* (Jones: 21). According to Yamile and Ingrid there are a number of activities that can be done in post-listening stage including: the teacher can ask his students to summarize a text, or a story in their own words that they have listened to. He should encourage them to work in groups or in pairs in order to help them to be involved more in the lecture, and raise their confidence to talk in front of their classmates. (Yamile and Ingrid: 9-7-16). Role-play is another kind of activity. After listening to a dialogue on the tape many times in order to understand the topic, the students may work in pairs and imitate and this will develop not only their listening skills but

also their speaking skills as well. Problem-solving and decision-making is very important activity, it involves that there are some students which had problems and mistakes during-listening activities, and therefore after listening those problems can be solved (Yamile and Ingrid).

### 3.6. Difficulties of listening to FL

There are a number of challenges and difficulties that students encounter when listening to a foreign language. Learners are less confident, they feel anxious and stressed when they listen to a foreign language. In this sense, Hedge (2000) writes:

Many learners are anxious about listening to a foreign language. This is partly understand every because of difficulties presented by the text, for example the speed of delivery, and partly because learners have unrealistic expectations, for example that they need to word. (Hedge, 2000:253)

Undoubtedly that pronunciation is very common problem that FL students encounter. (Ur, 1999:43) claimed that L2 learners find it difficult to “*catch the actual sounds*” when native speakers talk. Moreover, the delivery of speech of native speakers is another obstacle that L2 students face in L2 listening. Because native speakers tend to speak fast and therefore foreign students will not understand unless the speech is slow and clear. (Ur, 1999:43). Another difficulty is the lack or the limited vocabulary. When listening to a foreign language the L2 students may encounter new words that are unfamiliar and unknown for them so, they start to think about these words rather than continue listening and as a result they miss the coming information. Ur (1999) says that learners in order to be successful listeners, they think that they have to understand every word that is said and if they miss something they feel that they have failed. (Ur, 1999:43). In addition, failure to concentrate is another significant problem. There are certain factors that lead to lack of concentration. Firstly, when the foreign students find that the topic is neither interesting nor motivating, they do not focus. Machackova (2009) says: “*Selection of good topic is very important as it is easier for students to concentrate if the topic is appealing for them*” (Machackova, 2009:14).

Secondly, if the students spend a long time listening they will lose their attention, get tired and bored (Ur, 1999:43). Unfamiliarity with the context is another difficulty faced by FL

students. It means that when students do not have knowledge about the context this will lead to mis-comprehension of the meaning. In this sense, Osada (2004) writes: *“Even if listeners can understand the surface meaning of the text, they may have considerable difficulties in comprehending the whole meaning of the passage unless they are familiar with the context”* (Osada, 2004:62). Anderson and Lynch (1988) say that background knowledge is very important in order to comprehend the foreign language. They claim that *“... where it is the lack of shared schematic or contextual information that makes comprehension difficult or impossible”* (Anderson & Lynch, 1988:37). Another serious difficulty is that FL listeners do not have the ability to have things repeated for them. However, the teacher is the only one who can control the listening and the only one who make the decisions and students are unable to do that. Ur (1999) claimed that FL students will not understand and comprehend things from the first time unless they are repeated more than once for them. (Ur, 1999:43). Anderson and Lynch (1988) claimed that FL learners encounter difficulties in L2 listening when the language input is difficult. Young children and older foreign learners face the same syntactic difficulties.

One seemingly obvious way in which input can be more or less complex is in terms of its syntactic structures. It was this aspect of language comprehension that was the subject of psycholinguistic research in the 1960s and early 1970s ( ... ) Various forms that caused difficulty for young native speakers were also often misinterpreted by lower-level L2 learners. Older L1 learners and more advanced L2 learners had no such problem. So it seems that input which is syntactically difficult for young children causes comparable problems for older foreign learners. (Anderson & Lynch, 1988:37)

According to Rost (1994:133), foreign learners’ main goal is to achieve higher level of achievement and proficiency as well as to develop their communication abilities in L2. In addition, Rost (1994) writes that L1 listening is easier than L2 listening. However, he presented some of the difficulties of second language listening: motive, transfer, input and neurological development.

The first difficulty is called motive. Rost (1994) argues that the purpose behind our learning L1 is to understand ideas and concepts, he says that *“Once we have learned the basic objects and concepts in the world and have associated them with words, we have lost one of the principle motives to learn language-self expression”* (Rost, 1994:134).

The second difficulty as proposed by Rost is the transfer. Transfer is a psychological difficulty. It is “*the process of using knowledge from one concept to learn another concept*” (Rost, 1994:134). Second language acquisition is not an independent system; however, it is a combination between L1 and L2. Specifically, in listening when we encounter unfamiliar word we tend to translate in order “*to understand the new language*”

Psychologists claim that the similarity between our language and another language is easier for us in terms of acquiring the grammatical and lexical systems. Moreover, sociolinguists argue that the similarity between our culture and another culture makes it easier for us in terms of the acquisition of social competence.

Psycholinguistics have noted that languages that are similar to ours may be easier for us to acquire grammatically, sociolinguists have noted that languages based on cultures similar to ours may be easier to acquire in terms of social competence. (Rost, 1994:135)

Input is the third difficulty mentioned by Rost. “*Access to useful input*” is another difficulty in L2 listening. This input is not available for L2 learners which is very important condition that guarantees full understanding and success in L2 acquisition. However, “*it seems to be that the most successful learners will often be those who develop the social strategy of making friends who will provide them with the right kind of language input*” (Rost, 1994:136).

Neurological development is another second language difficulty. It is a biological reason of L2 listening difficulties. Psychologists claimed that there is a critical period after the age of twelve “*...which terminates around puberty when specific neurological connections in the brain are complete*” (Rost, 1994:136). And whether there is a critical period or not, learners still face L2 listening obstacles and problems. “*Adults may have superior grammatical and lexical knowledge that is available to them during reading and writing, but may be unable to use this knowledge during speech processing*” (Rost, 1994:136).

It is worth saying that since our studies at the university as foreign students we have encountered FL listening difficulties and problems. The most common that we have faced is the lack of vocabulary; we have encountered many complex, new, and unfamiliar words that make it difficult for us to understand what have been said. Also,

pronunciation of the teachers; we have experience many teachers with different pronunciation of the foreign language. In addition to that, lack of concentration and focus is another problem we have faced when learning in large classes sometimes because the topic is not interesting or motivating and sometimes because we had a tendency to understanding every word or sentence that is said by our teachers.

## **Conclusion**

From this chapter we can determine that listening is very important skill in foreign language teaching and learning process. It is from which listeners gain their input. Listening contains three models: the bottom-up, the top- down and the interactive model. Moreover, listening skill includes two kinds of listening extensive and intensive listening. Furthermore, we have discussed that teaching listening skills consists of three stages : pre-listening stage, while-listening stage and post-listening stage, and the important role that the activities and the tasks done before, during and after listening play in developing the students listening abilities and skills, in addition to the help and support of the teacher. And lastly, we provide some of the most common difficulties and obstacles that FL students encounter when listening to FL.



## Chapter Four: Data Analysis

Introduction.....	54
4.1. Students' Questionnaire.....	54
4.1.1. Aim of the Questionnaire.....	54
4.1.2. Description of the Questionnaire.....	54
4.3.1. Analysis of Students' Questionnaire.....	56
4.2. Teachers' Questionnaire.....	74
4.2.1. Aim of the Questionnaire.....	74
4.2.2. Description of the Questionnaire.....	74
4.2.3. Analysis of Teachers' Questionnaire.....	75
4.3. Results.....	100
Conclusion.....	101

## **Chapter Four: Data Analysis**

### **Introduction**

Teaching English as a foreign language in amphitheaters is a difficult task. However, teachers are able to use some useful teaching materials such as videos, tape recorders, power point presentations, computer, etc in order to ensure effective teaching and develop better learning. In this study we aim to determine the role of teaching materials in enhancing first year students' listening comprehension in lectures. Therefore, we saw the necessity to support our research work by information collected from teachers and students who are concerned to teach and learn with the use of teaching aids. These data will be collected through two questionnaires: one is given to first year students and the second to their teachers who are supposed to teach first year students in amphitheaters "lecturing". Hence, in this chapter a description and analysis will be given for both students and teachers' questionnaires and then we end up our chapter with a conclusion.

### **4.1. Students' Questionnaire**

#### **4.1.1. Aim of the Questionnaire**

Students' questionnaire seeks the students' opinions and beliefs about learning with the use of teaching materials in lectures. Also, the questionnaire seeks to know whether teaching materials will help the students to overcome their listening difficulties in FL as well as help them to develop and improve this skill.

#### **4.1.2. Description of the Questionnaire**

Since it is not possible and difficult to administrate a questionnaire to about 691 (the whole population) students of first year, a questionnaire was distributed to a sample of (50) students of first year at the department of foreign languages at Biskra University who were chosen randomly and they were provided with the necessary instructions on how to complete the questionnaire and for what purpose before answering the questionnaire.

In the students' questionnaire, students were asked to answer different types of questions: open and close-ended questions by ticking the appropriate answer and by expressing their opinion and feelings towards the importance of using teaching materials in lectures. Also, there was some questions were the students were asked to justify their answers in open-ended questions. Students' questionnaire is made up of four sections composed of thirty five (35) questions.

### **Section One: General Information**

Section one includes five (5) questions. It starts from question one (1) to question five (5). This section aims at obtaining general information of the respondents including their gender, age, the type of baccalaureate they hold and if their choice to study English was personal or imposed followed by the reasons behind their choice.

### **Section Two: Teaching Materials**

It is about the teaching materials. It contains eleven (11) questions. The section starts from question six (6) to question sixteen (16). It investigates the students' opinions and beliefs towards the importance and significance of using teaching materials when learning in large classes "lectures". Also, it seeks the respondents feeling towards these tools.

### **Section Three: Lecturing**

Section three includes five (5) questions. It starts from question seventeen (17) to question twenty-one (21). This section is entitled "lecturing". The questions of this section aim at highlighting the students' views and evaluation about their teachers' method of giving lectures. Also, students were asked if they prefer learning in lectures with the use of teaching materials.

### **Section Four: The Listening Skill**

Section four is the last section of the questionnaire. It is concerned with the listening skill. It consists of fourteen (14) questions. It starts from question twenty-two (22) to question thirty-five (35). The section seeks the students' opinions towards the importance of the

language skills, their personal evaluation of the language skills and of the listening skill in particular. This section aims to point out at the problems and obstacles the respondents encounter when listening to the FL.

### 4.3.1. Analysis of Students' Questionnaire

#### 4.3.1.1. Section One: General information

##### Question 1: Gender

Response	Female	Male
Participants	<b>41</b>	<b>9</b>
Percentage	<b>82%</b>	<b>18%</b>

**Table 01: Students' gender distribution**

Table (1) shows that among 50 students 41 (82%) are females and 9 (18%) are males. This high number of females over males is due to the fact that unlike males, females have more tendency towards studying foreign languages and mainly English. Females have strong desire and interest to be teachers or translators in the future. On the hand, males generally prefer scientific and technical branches.

##### Question 2: What is your age?

Response	18	19	20	21 - 23	30	No answer
Participants	<b>5</b>	<b>20</b>	<b>16</b>	<b>6</b>	<b>1</b>	<b>2</b>
Percentage	<b>10%</b>	<b>40%</b>	<b>32%</b>	<b>12%</b>	<b>2%</b>	<b>4%</b>

**Table 02: Students' age distribution**

Table (2) indicates that first year students' age is between 18 (10%) and 30 (2%) with a supremacy of the students aged 19 (40%). For unknown reasons, 2 students (4%) did not mention their age. We have found that 6 students are aged between '21-23' (16%) and one male student is aged 30 (2%). Those students are studying English language for many reasons. It could be because they fail and have passed baccalaureate exam many times.

**Question 3: What is your baccalaureate stream?**

Response	Literary	Scientific	Technical	N.A
Participants	<b>31</b>	<b>18</b>	<b>0</b>	<b>1</b>
Percentage	<b>62%</b>	<b>36%</b>	<b>0%</b>	<b>2%</b>

**Table 03: Students' type of baccalaureate**

According to table (03) the majority of the students 31 (62%) hold literary baccalaureate. 18 of the participants (36%) hold scientific baccalaureate and no one 0 (0%) came from technical branches.

**Question 4: Was your choice to study English?**

Response	Personal	Imposed	N.A
Participants	<b>38</b>	<b>11</b>	<b>1</b>
Percentage	<b>76%</b>	<b>22%</b>	<b>2%</b>

**Table 04: Students' personal/ imposed choice to study English**

Table (4) reveals the fact out of 50, 38 (76%) of the participants stated that their decision to study English language was personal; however, 11 (22 %) of the respondents claimed that their choice was imposed, it could be because of their parents or by the administration. Whereas the high number of participants that have chosen freely to study English this indicates their great desire and interest towards this language.

**Question 5: If it was your choice (personal), give your reasons**

After, we have asked the students to state the reasons behind their choice to study English language. Their responses are summarized as follows:

- Studying English make us understand and comprehend native speakers.
- Studying English was dream and passion since middle school.
- It is an international language “language of the world”.
- Wish to speak English like English and American people.
- Wish to travel to England or USA.

- Many students show their love and interest towards this language by stating “I like” and “I love very much “.
- Studying English to be a teacher or translator in the future.

#### 4.3.1.2. Section Two: Teaching Materials

##### Question 6: Do your teachers use teaching aids in the classroom?

Response	Yes	No
Participants	<b>15</b>	<b>35</b>
Percentage	<b>30%</b>	<b>70%</b>

**Table 05: Teachers’ use of teaching aids in the classroom**

The majority of the participants 35 (70%) reported that their teachers do not use teaching aids in lectures; however, 15 (30%) claimed that their teachers use teaching aids in lectures.

##### Question 7: How often do your teachers use teaching aids in the classroom?

Response	Always	Sometimes	Rarely	Never
Participants	<b>0</b>	<b>9</b>	<b>6</b>	<b>35</b>
Percentage	<b>0%</b>	<b>18%</b>	<b>12%</b>	<b>70%</b>

**Table 06: Frequency of using teaching aids in the classroom**

There is no doubt that teaching materials are very essential and significant tools in EFL context. From table (07) we notice that the majority of the students 35 (70%) reported that their teachers never use teaching materials when they present the lecture, and no one 0 (0%) reported that these tools are always used. Only 9 (18%) of the participants argued that their teachers sometimes use teaching materials and 6 (12%) said that they are rarely used. The percentage of 35 (70%) indicates that teachers never use teaching aids which means that they are not aware of the usefulness of these devices in EFL context, they are not interested in those tools, they are not familiar, and they do not emphasize their role in teaching and learning process. However, teachers who tend to use those devices from time to time or rarely, it could be that these tools are not always available and teachers cannot always have

accessibility to them which means that they are interested but there certain circumstances that prevent them from using teaching materials.

**Question 8: What are the teaching aids used in your classroom?**

Response	Audio aids	Visual aids	Audio-visual aids	Nothing
Participants	<b>2</b>	<b>8</b>	<b>2</b>	<b>38</b>
Percentage	<b>4%</b>	<b>16%</b>	<b>4%</b>	<b>76%</b>

**Table 07: Types of teaching aids used by teachers in the classroom**

This question aimed at identifying the different teaching aids used in the classroom. But since the majority of the students in the previous question have already mentioned that their teachers ignored the use of teaching aids, the majority of them 38 (76%) choose “nothing”. However, with a proportion of 8 (16%) students who said that their teachers use visual aids and mainly the blackboard, and 2 (4%) said they use audio aids and 2 (4%) who argued that their teachers use audio-visual aids.

**Question 9: What is your attitude towards the use of teaching aids in the classroom?**

Response	Positive	Neutral	Negative
Participants	<b>42</b>	<b>8</b>	<b>0</b>
Percentage	<b>84%</b>	<b>16%</b>	<b>0%</b>

**Table 08: Students’ attitudes towards the use of teaching aids in the classroom**

Through this question, we wanted to know the students’ attitude towards the use of teaching materials. Out of 50, 42 (84%) of the participants have positive attitude, 8 (16%) had no opinion and no one has negative attitude 0 (0%). This indicates the students’ awareness of the role and importance of teaching materials in facilitating the learning process and increasing the motivation and interest of the lesson.

**Question 10: In your opinion, are teaching materials necessary needs in learning language skills?**

Response	Yes	No
Participants	<b>48</b>	<b>2</b>
Percentage	<b>96%</b>	<b>4%</b>

**Table 09: Students' opinions towards the necessity and need for teaching materials in learning the language skills.**

The question was about whether the students think that teaching materials are necessary needs in learning the language skills or not. 48 (96%) said yes, and only 2 (4%) said no. so, the majority of the students agreed on the statement and they consider teaching materials as needed devices in order to learn the language skills. Whereas, the ones who disagreed, it could be because they are not interested and they do not give much importance to these aids.

**Question 11: If "yes", give your points of view towards their importance and significance?**

The next question is related to the previous one where the respondents who agreed that teaching materials are necessary need in learning the language skills were asked to state their opinions and points of view towards the importance and significance of these tools.

- a → Increase my motivation to learn
- b → Help me improve and develop my language skills and abilities
- c → Provide me with real experiences to practice the target language (12)
- d → Facilitate my learning tasks and activities
- e → Give me an opportunity to know English language culture
- f → No benefits

Response	a+ b	a + c	a + e	b + c	b + d	b+ e	c+d	c + e
Participants	<b>24</b>	<b>1</b>	<b>2</b>	<b>10</b>	<b>2</b>	<b>5</b>	<b>3</b>	<b>1</b>
Percentage	<b>50%</b>	<b>2,08%</b>	<b>4,16%</b>	<b>20,8%</b>	<b>4,16%</b>	<b>10,41%</b>	<b>6,25%</b>	<b>2,08%</b>

**Table 10: Students' points of view about the importance and significance of teaching aids**



According to table (10) we notice that the respondents are aware of the importance of teaching materials in learning. The majority of the students 24 (50%) focus on motivation and the improvement of their language skills (a-b), they believe that teaching aids are great sort of motivation which raise their interest and involvement during the lesson as well as significant tools which help them develop and improve their language skills since most of them encounter problems and difficulties when learning the four skills, and 2 (4%) of the respondents said that teaching materials provide them with real and authentic exposure to practice the target language and to know about the culture of the l2 ( traditions, lifestyle etc). The rest of the participants share almost the same views about teaching materials that (b+c, b+e, c+d, a+e, b+d) facilitate their learning tasks and activities.

**Question 12: How do you find learning with teaching aids?**

Response	Motivating	Helpful	Boring
Participants	<b>19</b>	<b>27</b>	<b>4</b>
Percentage	<b>38%</b>	<b>54%</b>	<b>8%</b>

**Table 11: Students’ views towards learning with teaching aids**

The question seeks the students’ beliefs and attitudes towards learning with teaching aids: motivating, helpful or boring. The majority of the respondents 27 (54%) think that teaching aids are helpful that help them to learn and understand things better and easily. 19 (38%) of the students claimed that they are motivating which means that those tools according to these students create a sort of motivation, interest and pleasure which are very essential elements in teaching-learning process. However, 4 (8%) of the participants consider teaching aids as boring tools which shows that they are not interested in these devices.

**Question 13: How do you differentiate between learning with the use of teaching aids and learning without using teaching aids?**

Response	Quite difference	Little difference	No difference	N.A
Participants	<b>26</b>	<b>18</b>	<b>3</b>	<b>3</b>
Percentage	<b>52%</b>	<b>36%</b>	<b>6%</b>	<b>6%</b>

**Table 12: The distinction between learning with teaching aids and learning without teaching aids**

Question (13) investigates the respondents' views about the distinction between learning with the use of teaching aids and learning without using teaching aids. 26 (52%) of the students reported that learning with the use of teaching aids is very different than learning without teaching aids, and 18 (36%) of the participants said that there is a little difference between the two settings and only 3 (6%) of the respondents argued that there is no difference and the settings are the same, for these students this demonstrates the indifference of the great value of these important tools in learning. For unknown reasons, 3 (6%) of the respondents did not give an answer to this question.

**Question 14: If you think that there is a difference, what is it?**

This question is related to the previous one. We have asked the students to state the different features which differentiate between learning with teaching aids and learning without teaching aids. The respondents' responses are summed up as follows:

- Learning with T.A is very helpful and motivating which is vice versa with other methods.
- Develop our listening skill to this foreign language.
- Facilitate learning of the lesson.
- Provide us with authentic and real pronunciation and spelling of the foreign language unlike their teachers.
- Using teaching aids in lectures increase interaction between the teacher and his/her students.
- Using teaching aids in the lecture make us relax and encourage us to learn.

**Question 15: Do your teachers encourage and guide you to use internet activities?**

Response	Yes	No
Participants	<b>16</b>	<b>34</b>
Percentage	<b>32%</b>	<b>68%</b>

**Table 13: Students' opinions about their teachers' guidance and encouraging them to use internet activities**

Our question seeks to know whether the teachers of first year encourage and guide their students to use internet activities. The majority of the students 34 (68%) said no, that their teachers neither guide nor encourage them to use internet activities which shows that those teachers do not care and appreciate until now the significant role of technology in EFL learning, whereas 16 (32%) of the participants claimed yes that their teachers do guide and encourage them to use internet activities.

**Question 16: If "yes", mention some activities**

In this question students who said ‘yes ‘were asked to mention some internet activities provided by their teachers. Their responses are summarized in the following points:

- Use the net to do different works: make research papers, some exercises, homework.
- Different sites names like English Facile, sites of vocabulary in order to help them improve their level of achievement
- Some teachers gave them their e-mails to keep in touch and answer their requests.

**4.3.1.3. Section Three: Lecturing**

**Question 17: How do you find your teacher's method of giving lectures?**

Response	Effective and Motivating	Normal	Boring
Participants	<b>11</b>	<b>31</b>	<b>8</b>
Percentage	<b>22%</b>	<b>62%</b>	<b>16%</b>

**Table 14: Students’ opinions and evaluation of their teachers’ method of giving lectures**

In question (17) of this section students were asked to give their opinions and evaluation about their teachers’ method of giving lectures. The majority of the participants 31 (62%) reported that their teachers method is normal, 11 (22%) said it is an effective and motivating and 8 (16%) of the students claimed that it is boring. The majority which reported that their teachers’ method is normal this could be because their teachers bring nothing new in the lecture just talk, explain the lesson, discuss few minutes with the students. There is nothing interactive which attracts the students or motivates them. On the other hand, the ones which consider their teachers’ method as motivating and effective this could be perhaps those teachers try always to do something new, create and innovate by varying the tasks and the activities to make the students enjoy the session, make the students interact with each other

and participate. Whereas, the 8 (16%) who see their teachers' method as being boring this could be probably because they speak a lot when they present the lesson, they do not try to provide the students with something new, they repeat the same activities which there is no activity or liveliness in the course.

**Question 18: Do you like the way of your teacher in presenting lectures?**

Response	Yes	No
Participants	<b>20</b>	<b>30</b>
Percentage	<b>40%</b>	<b>60%</b>

**Table 15: Students' appreciation of their teachers' way of presenting lectures**

From the table above we notice that the majority of students 30 (60%) reported that they do not like the way of their teachers in presenting lectures. However, 20 (40%) of them appreciated their teachers' way in presenting lectures. Students may find difficulty in understanding their teacher's intention and this is maybe due to the amount of information he presents, the way of explaining difficult concepts, or the complexity of defining and introducing a new subject. Moreover, the students are studying their first year at university and they are not familiar with attending lectures, so they may face difficulty to follow and catch whatever the teacher says.

**Question 19: If "yes", explain**

The other proportion of students (20, 40%) reported that they like their teachers' method of presenting lectures. According to them, their teachers explain the lecture very well, give examples, provide meaningful information, and have a good way of speaking and transmitting the message.

**Question 20: Do you prefer learning in lectures with the use of teaching materials?**

Response	Yes	No
Participants	<b>42</b>	<b>8</b>
Percentage	<b>84%</b>	<b>16%</b>

**Table 16: Students' preference of learning in lectures with the use of teaching materials**

It is obvious that most students prefer learning in lectures with the use of teaching materials in which 42 (84%) of them agreed to learn with the use of T.M but 8 (16%) students disagreed. These results support the importance and role of teaching materials. As we have defined them before, they are helpful means for teaching and useful tools for learning. Students find that using teaching materials will help providing meaningful information and clear explanation. They also raise their motivation and provide pleasure into the classroom situation. However for those who had different opinion they may tend to learn with just sitting and receiving information. They do not support using teaching materials in classroom maybe because they are not familiar with technology and they understand better from their teachers' explanation.

**Question 21: If "yes", which teaching material (s) you prefer**

The answers of the participants were similar. Some students like to learn with the use of “internet” in classroom which is faraway technology from our department, others prefer using “recording devices” and “data-show” which involve hearing and seeing senses, and other students prefer to view real scenes and motion pictures through providing “videos” and preparing “computer presentations” (power-point).

**4.3.1.4. Section Four: Listening Skill**

**Question 22: In your opinion, which of the following skills is the most important?**

Response	Listening+ Reading	Listening+ Speaking	Listening+ writing	Reading+ Speaking	Reading+ Writing	Speaking+ Writing	All of them
Participants	<b>8</b>	<b>14</b>	<b>2</b>	<b>14</b>	<b>3</b>	<b>3</b>	<b>6</b>
Percentage	<b>16%</b>	<b>28%</b>	<b>4%</b>	<b>28%</b>	<b>6%</b>	<b>6%</b>	<b>12%</b>

**Table 17: Students' classification of the four skills according to their importance**

Taking into account that all the four skills are important for learning a language, it is necessary to consider that we should build knowledge about all of them. However, the table above shows that 14 (28%) students considered “*Listening and Speaking*” as the most important skills to be learnt; while other 14 students (28%) considered that learning “*Reading and Speaking*” comes in the first place. Only 6 students (12%) indicated that all of them are

important and the rest referred to the significance of “listening+reading”, “listening+writing”, “reading+writing”, or “speaking+writing”. We can say that the usual situation of communication involves a sender and a receiver, a speaker and a listener, a writer and a reader. People usually use listening and speaking to communicate most than writing and reading. However, learning a foreign language is based on constructing all the linguistic aspects of this language. The information and input are acquired through the receptive skills, i.e. listening and reading, so that the students can build up knowledge of sounds, pronunciation, and vocabulary. In order to be able to communicate, students need to speak and write (productive skills). Generally speaking, students should be aware of the importance of the four skills and do not ignore one of them because they are interrelated.

**Question 23: Rank the four skills according to their degree of difficulty (From the most difficult to the easiest 1-4)?**

The Following table presents the students’ ordering of the four skills according to their difficulty

Skill \ Degree		Very difficult	Difficult	Easy	Very easy	N.A
Listening	Participants	<b>15</b>	<b>7</b>	<b>13</b>	<b>10</b>	<b>5</b>
	Percentage	<b>30%</b>	<b>14%</b>	<b>26%</b>	<b>20%</b>	<b>10%</b>
Reading	Participants	<b>4</b>	<b>12</b>	<b>9</b>	<b>19</b>	<b>5</b>
	Percentage	<b>8%</b>	<b>24%</b>	<b>18%</b>	<b>38%</b>	<b>10%</b>
Speaking	Participants	<b>16</b>	<b>14</b>	<b>5</b>	<b>10</b>	<b>5</b>
	Percentage	<b>32%</b>	<b>28%</b>	<b>10%</b>	<b>20%</b>	<b>10%</b>
Writing	Participants	<b>10</b>	<b>12</b>	<b>17</b>	<b>6</b>	<b>5</b>
	Percentage	<b>20%</b>	<b>24%</b>	<b>34%</b>	<b>12%</b>	<b>10%</b>

**Table 18: Student’ ordering of the four skills according to their difficulty**

The Following table is the final ranking of the four skills according to their difficulty

Rank	Very difficult	difficult	easy	Very easy	N.A
Skill	Speaking	Listening	Writing	Reading	
Participants	<b>16</b>	<b>15</b>	<b>10</b>	<b>4</b>	<b>5</b>
Percentage	<b>32%</b>	<b>30%</b>	<b>20%</b>	<b>8%</b>	<b>10%</b>

**Table 19: Skills according to their degree of difficulty**

The tables above indicate that most students 16 (32%) consider speaking as the very difficult skill, followed by listening as a difficult skill with 30% of the total responses and then writing with 20% and reading with 8% as easy skills whereas 5 (10%) students did not provide any possible answer. These two difficult skills are very important components in the communicative act. Listening is a receptive skill. Through this skill students receive input and be able to construct knowledge about FL grammar, vocabulary, syntax, and other aspects of language that help them produce meaningful language. They ranked it as a difficult skill because they obviously encountered difficulties in recognizing words, identifying new vocabulary, and introducing complex concepts. Concerning speaking skill, they ranked it as the most difficult skill. It is a productive skill. As first year students it is difficult for them to produce a second language that they had not yet built a baggage about it.

**Question 24: Mention at least two difficulties in listening skill:**

This question aims to identify the major challenges and problems that encounter students when listening to FL either to native speakers or to their teachers. Some of them provided clear answers but others did not write any answer. We summed up the following points:

- \* Find difficulty to recognize some words and concepts because of their pronunciation.
- \* Make spelling mistakes because when write some words are not as you hear them (Silent letters).
- \* The large number of student distract others concentration because of noise.
- \* Our amphitheaters are not equipped with microphones, so that makes it difficult to hear the teachers' voice.

**Question 25: How do you evaluate your listening ability?**

Response	Good	Not bad	Bad	Very bad
Participants	<b>14</b>	<b>31</b>	<b>5</b>	<b>0</b>
Percentage	<b>28%</b>	<b>62%</b>	<b>10%</b>	<b>0%</b>

**Table 20: Students' evaluation of their listening ability**

Out of 50, thirty-one 31 (62%) students claimed that they have an average or not bad listening ability. 14 (28%) students believed that their listening ability is good, whereas 5 (10%) participants evaluated their listening ability as bad. These results explain that the majority of students are able to understand the meaning of the discourse in L2. They do not perform complete comprehension of the spoken language, but with some misunderstanding or mishearing of some expressions and concepts. What generally can be understood from their answer is that when they listen to English they are able to infer the general meaning of the discourse even if they cannot interpret each word. For those who are “good” listeners, they may understand what have been said easily without any difficulties. Students who have bad listening ability they may suffer from different problems such as inability to catch rapid speech of native speaker or the teacher, unfamiliarity with new vocabulary that leads them to misunderstand the message, and inability to recall what has been heard because of hearing problems and lack of concentration.

**Question 26: Do you think that learning in large classes affect your listening ability?**

Response	Yes	No
Participants	<b>41</b>	<b>9</b>
Percentage	<b>82%</b>	<b>18%</b>

**Table 21: The effect of learning in large classes on students listening ability**

Learning in amphitheatres would be very appropriate for a large number of students, but there will be many problems and difficulties that affect students listening ability such as inability to hear the teacher or to see what is written on the board, noise, and loose of concentration. Taking these problems into account, 41 (82%) students stated that learning in large classes affect their listening ability. However, 9 (18%) students are adopted to learn within large groups. They maybe used to sit in the front rows to ensure that they keep focus on the topic and follow the teacher explanation. It is also difficult for the teacher to keep all students focused and interested in the lecture. He needs to manage the level of noise, tries to engage students in the course, and gives them opportunity to interact.



**Question 27: Do your teachers use certain methods and strategies to help you improve your listening skill?**

Response	Yes	No
Participants	<b>33</b>	<b>17</b>
Percentage	<b>66%</b>	<b>34%</b>

**Table 22: Teachers' use of certain methods and strategies to help their students improve their listening skill**

This question tries to find out whether our teachers adapt certain methods and strategies in order to help students overcome their learning difficulties and improve their level of proficiency in FL. The statistics shows that 33 (66%) respondents gave positive answer for their teachers' methods and strategies while 17 (34%) students gave negative answer. The main objective of the teacher is to develop students' language skills, competence and accuracy. Therefore, whatever the kind of the methods teachers use, they will help motivate and develop students learning abilities. Varying activities and tasks and engaging students in group work will create a space for interacting and sharing ideas. Some teachers may not follow any particular method or strategy and depend only on providing handouts and presenting lot of information. This explains why 17 students denied that their teachers follow any methods or strategies in order to improve their listening skill.

**Question 28: If "yes", to what extent have you improved this skill?**

Response	From 15- 45%	From 45- 60%	More than 60%
Participants	<b>22</b>	<b>11</b>	<b>0</b>
Percentage	<b>66.66%</b>	<b>33.33%</b>	<b>0%</b>

**Table 23: Students' success rate in improving their listening skill**

Some students 22 (66.66%) claimed that they have improved their listening skill in between 15 to 45% following their teachers' methods and strategies whether 11 (33.33%) students have progressed in between 45 to 60%. This refers that teachers follow appropriate and good strategies in order to facilitate the learning process, and students have benefited from them.

**Question 29: In which modules do your teachers use certain methods and strategies?**

Students stated that not all teachers follow certain methods and strategies to help them improve their listening skill. Most of them indicated the following modules: \*ESP, \*Methodology, \*Oral Expression, \*Linguistics, and \*Culture of the Language.

**Question 30: Do your teachers follow the listening strategies (pre-listening, while listening, post listening) in their teaching?**

Response	Yes	No	N.A
Participants	<b>32</b>	<b>16</b>	<b>2</b>
Percentage	<b>64%</b>	<b>32%</b>	<b>4%</b>

**Table 24: Students' opinions about their teachers whether they teach them listening strategies**

In order to ensure that students understand the language input, it would be beneficial to teach them how to listen, when to listen, and for what they should listen. The table above refers that 32 (64%) students are aware of the listening strategies and their teachers have taught them these strategies. Thus, teachers know that listening is an important skill for language building and a careful listening to the FL help produce appropriate and correct language. On the other hand, 9 (32%) students stated that they did not learn listening strategies. This is maybe due to their absence or they forgot them. However, 2(4%) participants did not provide any possible answer.

**Question 31: If "yes", in which module**

Again, not all the teachers taught their students listening strategies. The participants mentioned only four modules which they are: \*Methodology, \*Linguistics, \*Oral, and \*Phonetics. We deduced that most teachers ignore teaching listening skill even though they are aware of its importance and significance in language learning.

**Question 32: Do you enjoy listening to native speakers' language through the use of tape recorder?**

Response	Yes	No
Participants	<b>41</b>	<b>9</b>
Percentage	<b>82%</b>	<b>18%</b>

**Table 25: Students' attitudes towards listening to native speakers through the use of tape recorder**

The majority of respondents 41 (82%) gave positive answer towards their feeling when listening to native language. They stated that they enjoy exposing to authentic language which is quite different from their teachers' language who are not native speakers of English. Listening to FL conversations provided in tape recorder or other authentic materials would motivate students to learn the foreign language, introduce them to target language culture, enrich their language vocabulary, and help them use language appropriately. However, the rest of respondents 9 (18%) argued that they do not enjoy listening to FL. This is maybe due to the fact that non-native students cannot understand the spoken language produced by native speakers because of their difficult pronunciation, rapid speech, and overuse of idioms and informal concepts. These factors lead students to avoid listening to native language.

**Question 33: Do you face difficulties and problems when listening to native speakers' language?**

Response	Yes	No
Participants	<b>43</b>	<b>7</b>
Percentage	<b>86%</b>	<b>14%</b>

**Table 26: Students' probability of facing difficulties and problems when listening to native speakers' language**

Forty-three 43 (82%) of the participants argued that they have difficulties and problems when listening to native speakers' language. However, 7 (14%) students claimed that they are good listeners. These results support what we have already mentioned about listening to FL and its difficulties. The following question displays some difficulties that encounter the students when listening to FL and they were required to choose the most frequent ones.

**Question 34: If "yes", which of the following difficulties you may face when listening to FL provided in tape recorder, for example?**

- a → Native speakers' pronunciation
- b → Rapid speech of the native speakers
- c → Difficulty to understand what have been said
- d → Unfamiliarity with native speakers language (dialect for instance)
- e → Lack of using taped materials (Audio-Cassette and video-tape)

Response	a + b	a + c	a + d	b + c	b + d	b + e	c + d
Participants	<b>26</b>	<b>5</b>	<b>2</b>	<b>5</b>	<b>2</b>	<b>1</b>	<b>2</b>
Percentage	<b>60.46%</b>	<b>11.62%</b>	<b>4.65%</b>	<b>11.62%</b>	<b>4.65%</b>	<b>2.32%</b>	<b>4.65%</b>

**Table 27: Students' difficulties and problems when listening to native speakers' language**

Students encounter different problem when listening to the FL and this affects their ability to infer the correct meaning of the message. The majority of them 26 (60.46%) reported that the big challenges they face are “*Native speakers' pronunciation*” and “*Rapid speech of the native speakers*”. It is because they are not used to listen to non-authentic listening text like classroom lectures which are generally delivered in slowly and academically spoken English. These problems faced even excellent speakers of English language. However, if students are frequently exposed to authentic language with using authentic materials this will help eliminating some of their difficulties. 10 participants claimed that in addition to native speakers' pronunciation and their rapid speech they faced difficulty to understand what have been said even from their teachers and this is mainly because of lack of vocabulary. The rest of the participants 7 (16.27%) share the same problems and argued that the lack of taped materials prevents them from exposing to authentic language and being familiar with its informal use and dialect. Therefore, using some teaching materials may saves part of the problem.

**Question 35: What are the reasons that make you as foreign student face L2 listening difficulties?**

a → Lack of motivation

b → Limited vocabulary

c → Lack of practice (limited hours of exposure to the foreign language)

d → Non-use of teaching materials

e → Method of the teacher

Response	a + b	a + d	a + e	b + c	b + d	c + d	c + e	d + e
Participants	<b>10</b>	<b>3</b>	<b>2</b>	<b>14</b>	<b>5</b>	<b>8</b>	<b>2</b>	<b>6</b>
Percentage	<b>20%</b>	<b>6%</b>	<b>4%</b>	<b>28%</b>	<b>10%</b>	<b>16%</b>	<b>4%</b>	<b>12%</b>

**Table 28: Students' reasons behind their listening difficulties**

The major reasons that result in students' difficulties are due to mainly limited vocabulary and lack of practice. 14 students (28%) selected the options (b+c) which reflect their poor package in English and their level of knowledge about the second language. Also, limited hours of exposure to FL prevent them improving their listening skill. Since English is considered as the third foreign language in the society, they do not usually use it to communicate. Therefore, listening to spoken English outside the "lectures' period" is very limited chance to happen. However, 10 (20%) students selected options (a+b) revealed their difficulties to mainly lack of motivation. Motivation is considered as a significant element in language learning. If students are motivated they will acquire information easily and effectively, whereas if they do not have the desire to learn they will display low performance. 8 (16%) participants believed that the non-use of teaching materials increases their listening difficulties. They believed that extensive and intensive listening practice will be effective for developing their comprehension skills. The rest of respondents shared the same problems (a+d), (a+e), (b+d), (c+e), and (d+e). Some of them revealed their listening difficulties to the "method of the teacher". Because they are first year students and the teachers method of teaching differ from one to another, they may find difficulty to be accustomed.

## **4.2. Teachers' Questionnaire**

### **4.2.1. Aim of the Questionnaire**

Teachers' questionnaire aims to know the teachers' beliefs about the use of teaching materials in lectures. In addition to that, the questionnaire seeks to know whether teachers are aware of the significance and necessity of teaching aids in teaching and learning process and in particular in learning the language skills and mainly listening skill.

### **4.2.2. Description of the Questionnaire**

The sample of this study consists of (9) teachers who are teaching English language at the department of foreign languages at Biskra University for the academic year 2011-2012. The questionnaire was distributed to 10 teachers who are giving lectures but only 9 were given back. Those teachers teach different modules such as Phonetics, Methodology, Literally Text, ESP (English for Specific Purposes), and Culture of the language. The participants were required to answer different kinds of questions like close-ended and open-ended questions and each question in the questionnaire has a specific aim which is related to our theoretical part. Close-ended questions are questions in which the participants are required to choose one answer by ticking in the appropriate box. On the other hand, open-ended questions are used to help us to obtain the opinions and attitudes of the respondents towards our subject. Teachers' questionnaire is made up of four sections composed of forty nine (49) questions.

#### **Section One: General Information**

It consists of twelve (12) questions. This introducing section allows us to get background information about our teachers. It investigates their professional career including their age, qualification, experience of teaching and lecturing at the university and the modules they are teaching. It also enables us to know if they had a chance of training courses and if they participated in conferences and scientific activities.

#### **Section Two: Teaching Materials**

This section is concerned with "teaching materials". It includes fourteen (14) questions. It starts from question thirteen (13) to question twenty-six (26). This section seeks

the teachers' opinions and attitudes towards the importance and necessity of using teaching materials in lectures for better learning outcomes and specifically their role in enhancing students' listening comprehension. It investigates the teachers' use of teaching aids, kinds of teaching aids and how often they use them when presenting the lecture.

### **Section Three: Lecturing**

Section three is about lecturing. It contains eight (8) questions. Starting from question twenty-seven 27 to question thirty-four (34). In this section we shed light on different important points. We have asked teachers' views about their method of teaching, and if they empower and support them with some teaching aids like power-point presentations. Also, we have asked them about their feeling about giving lectures with teaching materials.

### **Section Four: Listening Skill**

The last section is entitled “listening skill”. It contains fifteen (15) questions. It starts from question thirty-five (35) to question forty-nine (49). This section seeks the teachers' opinions about the four language skills in terms of importance and difficulty. It also seeks their beliefs and views about the difficulties and obstacles that their students encounter when listening to FL and the strategies they use to help them improve this skill. Teachers were asked about the stages of listening, if they follow them when they present the lecture. In addition, teachers were required to give their opinions towards the teaching of listening skill in lectures in our university of Biskra.

## **4.2.3. Analysis of Teachers' Questionnaire:**

### **4.2.3.1. Section One: General Information**

#### **Question 1: What is your age?**

Response	23-29 years old	30-39 years old	40-49 years old	over 50 years old
Participants	<b>4</b>	<b>2</b>	<b>3</b>	<b>0</b>
Percentage	<b>44,44%</b>	<b>22,22%</b>	<b>33,33%</b>	<b>0%</b>

**Table 29: Teachers' age distribution**

Table (1) indicates that 4 (44,44% ) teachers of first year are aged between (23-29) and 3 ( 33,33% ) of the respondents are aged between (40-49) and 2 (22,22%) are aged between (30-39), no one is aged over 50 years old.

**Question 2: What is your degree?**

Response	B.A degree	M.A/ Magister degree	PhD (Doctorate degree)
Participants	<b>3</b>	<b>6</b>	<b>0</b>
Percentage	<b>33,33%</b>	<b>66,66%</b>	<b>0%</b>

**Table 30: Teachers’ qualification**

In this question, teachers were requested about their qualification. 3 (33, 33%) teachers hold BA degree and 6 (66, 66%) hold MA/ Magister degree and no teacher hold PhD which shows the lack of doctors in our department of foreign languages.

**Question 3: What is your specialty?**

According to the respondents’ responses, 5 (55, 55%) teachers are specialized in literature and civilization and only one 1 (11, 11%) in TEFL. From the results we obtained, we notice that the majority of teachers are specialized in literature and civilization which shows that there is lack of specialized teachers “lack of specialty”. For unknown reasons, 3 teachers did not mention their specialty.

**Question 4: How long have you been teaching at the university?**

Response	Less than one year	1 - 5 years	6 - 10 years	10 – 20 years	more than 20 years
Participants	<b>0</b>	<b>6</b>	<b>3</b>	<b>0</b>	<b>0</b>
Percentage	<b>0%</b>	<b>66,66%</b>	<b>33,33%</b>	<b>0%</b>	<b>0%</b>

**Table 31: Teachers’ experience in teaching**

According to table (3), we notice that the majority 6 (66, 66%) of the participants’ teaching experience at university is between (1-5) years which indicates that they have



recently get their BA degree and 3 (33, 33%) of the teachers have been teaching between (6-10) years. The statistics revealed that teachers' experience at the department of foreign languages is no more than ten years.

**Question 5: How long have you been lecturing?**

Response	1 - 5 years	6 - 10 years	More than 10 years
Participants	<b>9</b>	<b>0</b>	<b>0</b>
Percentage	<b>100%</b>	<b>0%</b>	<b>0%</b>

**Table 32: Teachers' experience in giving lectures**

This question seeks to know about the teachers' experience in giving lectures. All of the participants 9 (100% ) reported that they have been lecturing between (1-5) years old, and no one have experience of (6-10) years or experience of more than 10 years which shows that they lack experience of giving lectures.

**Question 6: Have you ever had a chance of training course in teaching large classes?**

Response	Yes	No	N.A
Participants	<b>3</b>	<b>5</b>	<b>1</b>
Percentage	<b>33,33%</b>	<b>55 ,55%</b>	<b>11,11%</b>

**Table 33: Teachers' training course in teaching large classes**

Our question was whether the teachers had a chance of training course in teaching large classes. The majority 5 (55,55%) of the respondents declared that they never had a chance of training course in teaching large classes and this makes them unqualified yet to lecture in large classes, whereas 3 (33,33%) of the participants reported that they had a chance of training course in teaching large classes. For unknown reasons, one (11, 11%) teacher did not give an answer.

**Question 7: Have you ever participated in conferences and scientific activities about using teaching materials in classrooms?**

Response	Yes	No	N.A
Participants	4	3	2
Percentage	44,44%	33,33%	22 ,22%

**Table 34: Teachers' participation in conferences and scientific activities about the use of teaching materials in classrooms**

According to the results shown in table (06), 4 (44,44%) of the respondents claimed that they have participated in conferences and scientific activities about the use of teaching materials in the classrooms which shows that those teachers had an opportunity to take part in conferences and scientific activities which tackled the topic of using teaching materials in the classrooms which indicates that they have grasped information and knowledge about this interesting topic; however, 3 (33,33%) reported that they have never had the opportunity to participate in conference and scientific activities about the use of teaching materials in the classrooms. For unknown reasons, 2 (22, 22%) did not give any answer.

**Question 8: If "yes", please indicate "where" and "when"**

This question is related to the previous one in which the participants were requested to state the place as well as the date of these conferences/scientific activities. The table below indicates the four (44, 44%) responses of the teachers:

Response	Place of conference/ scientific activities	The date
Teacher 1	<b>Teaching Humanities University of Guardia , The Competency Based Approach in Higher Education, Current Issues in Globalized Pedagogy University of Biskra</b>	<b>January 2010, Jan 2011, Dec 2010</b>
Teacher 2	<b>In Secondary Schools : Batna, Biskra, Algiers, Tiziouzou</b>	<b>1998-2002-2006-2011</b>
Teacher 3	<b>Biskra University</b>	<b>2011-2012</b>
Teacher 4	<b>Biskra University</b>	<b>/</b>

**Table 35: Teachers' place and date of participation in conferences and scientific activities about the use of teaching materials**

As it is mentioned in table (7), the first teacher stated that she (female teacher) takes part in three conferences/ scientific activities about Teaching Humanities at University of Guardia in January 2010 , The Competency Based Approach in Higher Education in January 2011 and Current Issues in Globalized Pedagogy Biskra in December 2010. The second teacher reported that she did participate in Secondary Schools: Batna 1998, Biskra 2002, Algiers 2006, Tiziouzou 2011. The third teacher claimed that he takes part in conference in Biskra University in 2011-2012. However, the fourth teacher has mentioned just the place but has not mentioned the date.

**Question 9: Have you ever participated in conferences and scientific activities about teaching listening in EFL classrooms?**

Response	Yes	No	N.A
Participants	2	5	2
Percentage	22,22%	55,55%	22 ,22%

**Table 36: Teachers' participation in conferences and scientific activities about teaching of listening in EFL classrooms**

Table (8) revealed that the majority 5 (55,55%) of the participants did never get a chance to participate in conferences and scientific activities about teaching of listening in EFL classrooms which confirms the fact that listening skill is neglected and taken for granted. However, 2 (22, 22%) of the respondents claimed that they have participated in conferences and scientific activities about teaching of listening in EFL classrooms. For unknown reasons, 2 (22, 22%) did not give any answer.

**Question 10: If "yes", please indicate "where" and "when"**

This question seeks to know about the place and the date of conference/scientific activities about teaching of listening in EFL classrooms. The two (22, 22%) participants' responses are stated in the following table:

Response	Place of conference/ scientific activities	The Date
Teacher 1	<b>Algiers-Biskra</b>	<b>2008-2009-2010</b>
Teacher 2	/	/

**Table 37: Teachers' place and date of participation in conferences and scientific activities about teaching of listening in EFL classrooms**

As it is noticed in table (9) one teacher had a chance to participate in conferences/scientific activities in Algiers and Biskra in 2008-2009-2010 and for unknown reasons the other one did not mention the place or the date.

**Question 11: Which method or approach do you base your teaching on?**

According to the participants' responses, 2 (22, 22%) teachers use the Communicative Approach, 1(11, 11%) teacher said that he follows no specific approach in teaching, and another one (11, 11 %) claimed that he uses electric approach, and one (11, 11%) said that (a female teacher), she integrates many approaches and specifically the Communicative Language Teaching (CLT) and the Competency Based Approach (CBA). For unknown reasons, 4 teachers did not give an answer.

**Question 12: Which module do you teach?**

participants	Response
Teacher 1	<b>Culture of Language</b>
Teacher 2	<b>Phonetics + ESP</b>
Teacher 3	<b>Culture of Language</b>
Teacher 4	<b>Culture of Language + ESP</b>
Teacher 5	<b>Culture of Language + ESP</b>
Teacher 6	<b>Methodology</b>
Teacher 7	<b>Literary Text</b>
Teacher 8	<b>Literary Text</b>
Teacher 9	<b>ESP</b>

**Table 38: Teachers' instructional career**

According to table (10), we notice that the majority of the respondents are in charge of many modules such as Culture of Language+ ESP, Phonetics+ ESP. There is availability of teachers of culture of language since the majority is specialized in literature and civilization and ESP so, six (6) teachers are in charge of the same modules (Culture of Language, ESP, and Phonetics). According to what is shown in table (10), 2 teachers teach Literary Text module. We notice that there is lack of teachers of methodology and phonetics. The classes are crowded (huge number), there is only one teacher who teaches the whole population (FL groups) of first year and it is worth mentioning that teachers are really doing great efforts in order to teach the students effectively and to meet their needs.

#### 4.2.3.2. Section Two: Teaching Materials

**Question 13: Are you familiar with the use of technology?**

Response	Yes	No	N.A
Participants	<b>8</b>	<b>0</b>	<b>1</b>
Percentage	<b>88,88%</b>	<b>0%</b>	<b>11,11%</b>

**Table 39: Teachers' attitude towards technology**

According to the results in table (11), out of 9, 8 (88, 88%) of the respondents are familiar with technology and no one indicated that he/she is unfamiliar with technology which shows that they are aware of the major role of technology in teaching and learning process in general and in helping, encouraging and raising the students interest to learn in particular. For unknown reasons, one (11, 11%) teacher did not answer this question.

**Question 14: Do you use a computer or a laptop?**

Response	Yes	No
Participants	<b>5</b>	<b>4</b>
Percentage	<b>55,55%</b>	<b>44,44%</b>

**Table 40: Teachers' opinions about using a computer or laptop**

Table (12) show that 5 (55, 55%) of the participants use a computer or laptop which reveals the fact that they are familiar with technology; however, 4 (44.44% ) teachers claimed that they do not use a computer or laptop which could be because they are not familiar with technology and they are not interested in it.

**Question 15: Do you have a personal website?**

Response	Yes	No
Participants	<b>4</b>	<b>5</b>
Percentage	<b>44,44%</b>	<b>55,55%</b>

**Table 41: Teachers’ personal website**

As the results in the table (13) show that, 5 (55, 55%) teachers claimed that they do not have a personal website. Whereas, 4 (44,44% ) of the respondents reported that they have a personal website which shows that those teachers want to help and encourage their students to learn and to be familiar with technology which is very important thing.

**Question 16: Do you use teaching materials in the classroom?**

Response	Yes	No
Participants	<b>7</b>	<b>2</b>
Percentage	<b>77,77%</b>	<b>22,22%</b>

**Table 42: Teachers’ opinions about using teaching materials in the classroom**

Table (14) reveals the fact that the majority 7 (77, 77%) of the teachers said that they use teaching materials in the classroom which confirms that they are aware of their significant and great role in EFL context. However, 2 (22, 22%) of the participants claimed that they do not use teaching materials in the classroom and this could be because they are not interested in these tools or they are not available at the department.

**Question 17: How often do you use teaching materials in the classroom?**

Response	Always	Sometimes	Rarely	Never
Participants	<b>0</b>	<b>5</b>	<b>3</b>	<b>1</b>
Percentage	<b>0%</b>	<b>55,55%</b>	<b>33,33%</b>	<b>11,11%</b>

**Table 43: Frequency of using teaching materials in the classroom**

Table (15) indicates that 5 (55, 55%) reported that they use teaching materials sometimes and 3 (33, 33%) of them said rarely and only one (11, 11%) said never and no one uses teaching materials always. The 8 (88,88%) teachers which declared that they use teaching materials from one time to time and rarely this could be because of the unavailability of teaching materials at the department of foreign languages or the teachers still do not appreciate the role of teaching materials in teaching.

**Question 18: What are the teaching materials do you use in the classroom?**

Response	AA	A+V	A+AVA	VA	V+AVA	AVA	All of them
participants	<b>0</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>2</b>
percentage	<b>0%</b>	<b>11,11%</b>	<b>11,11%</b>	<b>22,22%</b>	<b>11,11%</b>	<b>11,11%</b>	<b>22,22%</b>

**Table 44: Types of teaching materials used in the classroom**

Our question aimed to know the different types of teaching materials used in the classroom by the teachers so, according to the results shown in table (16), 2 (22,22%) of the participants use visual aids, and another 2 (22,22%) use a combination of all of them (audio, visual, and audio visual aids). the rest four teachers use: audio-visual aids, audio+visual, audio+audio-visual aids, and visual+audio-visual aids.

**Question 19: What is your attitude towards the use of teaching aids in classroom?**

Response	Positive	Neutral	Negative	N.A
Participants	<b>8</b>	<b>0</b>	<b>0</b>	<b>1</b>
Percentage	<b>88 ,88%</b>	<b>0%</b>	<b>0%</b>	<b>11,11%</b>

**Table 45: Teachers' attitude towards using teaching aids in the classroom**

According to the resulted shown in table (17), the majority 8 (88,88%) of the respondents have positive attitude towards the use of teaching aids in the classroom and no one have negative attitude which confirms the fact that teachers are aware of the great importance and necessity of teaching materials in teaching and learning process. For unknown reasons, one (11, 11%) teacher did not answer.

**Question 20: In your opinion, do teaching materials help students improve their language skills?**

Response	Yes	No
Participants	<b>9</b>	<b>0</b>
Percentage	<b>100%</b>	<b>0%</b>

**Table 46: Teachers’ attitudes towards the significance of teaching materials in helping the students to improve their language skills**

As it was expected, all of the teachers (100%) agreed that teaching materials do help the students improve their language skills, which confirms that teachers know that teaching materials have a great effect on the students' language skills. They know that teaching materials are powerful tools which help the students to develop their language skills and which is every student' goal.

**Question 21: If "yes", give your points of view towards their importance and significance**

In this question teachers are asked to state their opinions and their points of view towards the importance and significance of teaching materials. It is worth mentioning that most of the participants share the same points of view. Their responses are as follows:

**T1, T2, T3, T4** share, almost the same opinions:

**T1:** “They raise awareness and motivation, integrate students with culture, reduce anxiety and vary activities”.

**T2:** “T.M help students learn better and faster. They motivate them and keep them interested in the course. They expose them to authentic material and variety of learning resources”.

**T3:** “They enable a better understanding of the subject of study (in history and literature)”.

**T4:** “They help students to grasp the meaning rapidly and easily”.



The four teachers believe that teaching materials provide the students with great source of motivation, and offer students with real opportunities to know and become more familiar with the target language culture. Also think that teaching materials reduce anxiety since they provide the students with positive and enjoyable atmosphere for learning as well as help the students to learn faster and grasp and understand the meaning easily. According to the third teacher, teaching aids are very important because they help the students to have a better understanding of any subject matter like history and literature, in addition to that, teaching materials help the teacher to provide her/his students with a variety of activities which is very important thing that create interest, motivation and participation.

**T5:** “The use of T.M is both important and significant since it motivates and helps learners to carry on the learning process”.

**T6:** “T.M will motivate the students to develop their language skills. They also help teachers to clarify information for their students”.

**T7:** “They enhance learners’ interaction. Motivate and strengthen their will to learn more. Develop their learning skills”.

Based on teachers’ (5), (6), and (7) points of view, teaching materials are very important and significant because they provide the students with the necessary motivation and help in order to learn better. According to the seventh teacher teaching aids enhance and encourage the students to interact and participate more as well as help the teacher to make his students understand the information clearly, in addition, teacher (7) believes that teaching materials are powerful tools which help the students and provide them with the necessary support to learn better. Another significant advantage of teaching materials as reported by the participants is that teaching aids help the students to develop their language skills and abilities.

**T8:** “They improve the students’ verbal interaction (communicating) through reading the stories (From the PC, as an example), the students used to communicate while analyzing the stories, they learn how to listen and correct their pronunciation”

**T9:** “When the students spend time listening to the native speakers’ conversations, they will focus on the way the words are pronounced and how the grammatical features are structured in a sentence”

As it is noticed, teacher (8), and (9) believe that listening to native speakers’ talk (conversations) through teaching materials help the students to develop and improve their

listening skill and this means that they will be able to recognize how the words are pronounced and how the sentences are structured. Teacher (8) believes that teaching aids are very important because they help and encourage the students to interact and communicate, and one effective way is reading the stories from the computer.

**Question 22: How do you find teaching with teaching aids?**

Response	Motivating	Helpful	Motivating + Helpful	Boring	N.A
Participants	<b>2</b>	<b>1</b>	<b>5</b>	<b>0</b>	<b>1</b>
Percentage	<b>22,22%</b>	<b>11,11%</b>	<b>55,55%</b>	<b>0%</b>	<b>11,11%</b>

**Table 47: Teachers’ attitude towards teaching with teaching aids**

Question (22) seeks the teachers’ beliefs about teaching with teaching aids. The majority 5 (55,55%) of the respondents argued that teaching with teaching aids is not only motivating but also helpful which shows that the participants do believe in the essential role of these tools in the teaching-learning process, they not only motivate and encourage the students to learn better but also help them to understand and comprehend the lesson rapidly and easily. 2 (22,22%) teachers said that teaching materials are motivating and one teacher (11,11%) claimed that they are helpful tools and no one said they are boring which indicates their knowledge and awareness of the significance of these devices. For unknown reasons, one (11, 11%) teacher did not give an answer.

**Question 23: What kind of feeling or attitude does the use of teaching aids provide for you?**

Response	Confidence	Frustration/Fear	Pleasure	Confidence + Pleasure	N.A
Participants	<b>1</b>	<b>0</b>	<b>2</b>	<b>4</b>	<b>2</b>
Percentage	<b>11,11%</b>	<b>0%</b>	<b>22,22%</b>	<b>44,44%</b>	<b>22,22%</b>

**Table 48: Teachers’ feeling and attitude towards teaching with teaching aids**

In this question, teachers were asked about the kind of feeling or attitude which teaching aids provide for them (confidence, frustration/fear, pleasure). The majority 4 (44,44%) argued that teaching aids provide them with a combination of confidence and pleasure which indicates that those tools not only give the teachers a sense of confidence and push to work effectively and to do their best in order to guarantee successful learning but also

they provide them with a feeling of pleasure and entertainment; they create enjoyable atmosphere which motivates and supports their students to learn better. 2 (22,22%) of the participants said that teaching aids provide pleasure for them and one (11,11%) reported that TA's provide confidence for her (female teacher). For unknown reasons, 2 (22, 22%) teachers did not give an answer.

**Question 24: How do you differentiate between teaching with the use of teaching aids and teaching without using teaching aids?**

Response	Quite difference	Little difference	No difference	N.A
Participants	<b>8</b>	<b>0</b>	<b>0</b>	<b>1</b>
Percentage	<b>88,88%</b>	<b>0%</b>	<b>0%</b>	<b>11,11%</b>

**Table 49: Teachers’ distinction between teaching with teaching aids and teaching without teaching aids**

As it is noticed in table (21), out of 9, 8 (88, 88%) of the participants reported that teaching with teaching aids is quite different than teaching without teaching aids which revealed that they are aware of the important value and benefits of using teaching aids in the classroom as fostering the students' motivation, facilitating learning, raising interest and increasing participation and interaction in the classroom. For unknown reasons, one (11, 11%) teacher did not answer this question.

**Question 25: If you think that there is a difference, what is it?**

After differentiating between teaching with teaching aids and teaching without teaching aids, now the eight (8) respondents are requested to state the different features.

Most of the respondents share the same opinions. Their responses are summarized in the following points:

**T1:** “There is a difference because when we work with these aids the students will communicate more and participate and it is not the case in normal classroom without using teaching aids”

**T2:** “With the use of T.M, learners are more involved in both learning and teaching process”.

**T3:** “Teaching with teaching materials will make teaching easier, the students will enjoy studying and they will be motivated”

**T4:** “Teaching aids will motivate the students, guide them to be familiar with technology and reduce anxiety”

**T5:** “The use of T.M is both important and significant since it motivates and helps learners to carry on the learning process”

**T6:** “Motivation, acquisition of language, developing language skills, interest, efforts, participation”.

All the six (6) teachers believe that teaching materials are very significant tools; they increase the students’ motivation, interest, encourage them to communicate and participate, develop their language skills, help the students to be familiar with technology since they provide them with authentic opportunities as well as entertaining atmosphere in order to make them relax and reduce anxiety. Also, teaching aids facilitate learning and make the course easier.

**T5:** “Teaching with T.M helps in organizing, directing, and forming the course in the best way”.

**T6:** “Teaching with aids helps the teacher to manage the course and brings the outside world into the class”.

In addition, teaching with teaching materials according to teacher (5) and (6) is a good assistant to the teacher because they help him to manage and organize the course effectively as well as offering the students with authentic and real experiences which means bringing the outside world into the classroom.

**Question 26: What do you do to encourage large classes to use technology?**

Teachers as instructors are required to help their students and guide them. The least they can do is to advice them to use ways and techniques in order to gain effective learning of FL. Teachers’ opinions were relatively similar. Some of them said that we should first know the technology and materials, have them in our classes, and use them, so that we introduce them to students and encourage them to choose the appropriate assistant material. Other opinions supported the use of technology outside the classroom such as “*the social net*” and

“website address”. Those teachers preferred to be in contact with their students and gave them chance to express their opinions and problems. One teacher stated “*I allow my students to interact with me via facebook and e-mails to motivate them and deduce anxiety*”. Advising students to search the net, interact via e-mails, and look for useful websites for learning is a good way to build knowledge about FL and give them confidence that they keep pace with technology.

#### 4.2.3.3. Section Three: Lecturing

**Question 27: Are you satisfied with your method of lecturing?**

Response	Yes	No
Participants	<b>4</b>	<b>5</b>
Percentage	<b>44.44%</b>	<b>55.55%</b>

**Table 50: Teachers’ attitudes towards their method of lecturing**

5 (55.55%) teachers stated that they are not satisfied with their method of lecturing. They sincerely seek to be better and look for effective methods of teaching. Competency and proficiency are needed to be good teacher and to have self-confidence. The good teacher should show awareness of his students’ needs and, also, he should be knowledgeable, flexible, and comprehensive. The other 4 (44.44%) teachers are satisfied with their method of lecturing and they explained their reason in the following question.

**Question 28: If "yes", explain**

Some teachers said that the feedback of their students allow them evaluate their teaching performance, in which one teacher argued “*I guess the interaction in the amphitheater is a good evidence for my satisfaction*”. Another teacher strongly agreed that “*if the classroom is equipped with data-show and the students’ number is limited, interaction and varying activities will take place*”. Other teachers stated that they ask their students to prepare some points in relevance to the lecture beforehand, so that they enrich the discussion and avoid boredom during the lecture.

**Question 29: Do you know how to use power point software?**

Response	Yes	No
Participants	<b>9</b>	<b>0</b>
Percentage	<b>100%</b>	<b>0%</b>

**Table 51: Teachers' familiarity of using power-point software**

All nine teachers (100%) indicated that they are able to use power point software. This software is widely used to prepare "computer presentations" which allow displaying pictures, sound effects, and using different sizes and colors of the font. It is used to present well organized and well structured information, so that students can view the information on a large screen. In an attempt to know if teachers provide such presentations we asked them the following question.

**Question 30: Do you prepare power-point presentations to use them in your lectures?**

Response	Yes	No
Participants	<b>2</b>	<b>7</b>
Percentage	<b>22.22%</b>	<b>77.77%</b>

**Table 52: Teachers' using of power-point presentations in lectures**

Although all teachers argued, in the previous question, that they are familiar with using power-point software, there are only two among them who prepared power-point presentations in order to use them as a part of their lectures. The rest of teachers (7, (77.77%)) stated that they do not provide any power point presentations in their lectures. In order to know the reasons behind the non-use of power-point presentations to provide lectures we asked the teachers the following question:

**Question 31: If "No", say why**

Most answers of the participants attributed the non-use of power point presentation to many factors. The most prominent reason is the lack of teaching materials. The classrooms and amphitheatres are not equipped with tools such as data-show. Also, they reported that the rooms are uncomfortable because they teach overcrowded classes. Besides that, the

administration did not equip classrooms and amphitheatres with appropriate materials and tools which make them available all the time. Teachers claimed that because of these obstacles they could not provide “computer presentations” to use them in their teaching.

**Question 32: Do you prefer giving lectures with the use of teaching materials?**

Response	Yes	No
Participants	<b>9</b>	<b>0</b>
Percentage	<b>100%</b>	<b>0%</b>

**Table 53: Teachers’ preference of giving lectures with the use of teaching materials**

The nine (100%) teachers reported that they prefer giving lectures with the aid of teaching materials. Using these teaching materials would be helpful and motivating. In the following question, they explained their points of view.

**Question 33: If "yes", explain your point of view**

The explanations provided by the teachers support the use of teaching materials in lectures and most of them share the same opinions. They can be summarized as follows:

**T1:** Using teaching materials will help and support the lesson, provide variety of activities, save time, motivate students, and make them familiar with technology.

**T2:** Teaching with materials will save time and efforts, and students will find occasion to talk.

**T3:** They make the lecture more attractive, will help students focus more and help them to build their language skills.

**T4:** Teaching materials help me in teaching especially when it comes to giving instructions. They keep students’ attention.

**T5:** Through the use of teaching materials, the lecture becomes more interesting, attractive, and easier.

**T6:** Save time, help for best learning, and motivate students.

**T7:** In my opinion, teaching materials will facilitate the explanation of the lecture and involve students in the topic.

**T8:** These aids enable a better understanding of the subject.

**T9:** They provide students with an opportunity to listen to FL and view scenes, for instance, through the use of videos.

#### 4.2.3.4. Section Four: The Listening Skill

**Question 35: In your opinion, which of the following skills is the most important?**

Response	Listening	Listening +Speaking	Reading	Speaking	Writing	All of them
Participants	<b>1</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>5</b>
Percentage	<b>11.11</b>	<b>11.11</b>	<b>0%</b>	<b>11.11%</b>	<b>11.11%</b>	<b>55.55%</b>

**Table 54: Teachers' classification of the four skills according to their importance**

The table above shows that 5 (55.55%) teachers reported that the four skills are important, whereas four teachers chose different answers. One chose “*listening*” as the most important skill. Another teacher gave much importance to “*listening and speaking*” skills. A third teacher claimed that “*speaking*” is the main skill and the last teacher chose “writing” skill, but no teacher mentioned “*reading*” as the skill which should be given much importance. Taking into account that all the four skills are interrelated and no skill can stand alone, we found that the 5 teachers are aware of this fact. The productive skills (Speaking and Writing) come as a result of the receptive skills (Listening and Reading). We cannot deny the role of listening skill through which we receive input and construct information. We first listen to FL a lot in order to speak well. Speaking as a productive skill allows communication to take place. Reading and writing allow student develop their style and enrich their vocabulary. Generally speaking, these four skills should be integrated together in the teaching and learning process.



**Question 36: Classify the four skills according to their difficulty in teaching (from the most difficult to the easiest 1-4)**

Skill \ Degree		Very difficult	Difficult	Easy	Very easy
Listening	Participants	2	5	0	2
	Percentage	22.22%	55.55%	0%	22.22%
Reading	Participants	1	0	3	5
	Percentage	11.11%	0%	33.33%	55.55%
Speaking	Participants	1	2	4	2
	Percentage	11.11%	22.22%	44.44%	22.22%
Writing	Participants	5	2	2	0
	Percentage	55.55%	22.22%	22.22%	0%

**Table 55: Teachers' evaluation of the four skills according to their difficulty in teaching**

The Following table is the final ranking of the four skills according to their difficulty:

Rank	Very difficult	difficult	easy	Very easy
Skill	Writing	Listening	Speaking	Reading
Participants	5	2	1	1
Percentage	55.55%	22.22%	11.11%	11.11%

**Table 56: The ranking of the four skills according to their teaching difficulty**

In students' questionnaire we asked them about the difficulties they encounter when learning the four skills, whereas in this question, we seek to know the problems that face teachers when teaching them. From the statistics above, we noticed that most teachers considered "writing" as the most difficult skill with 55.55% of the total responses, followed by listening with (22.22%) classified as a difficult skill, then speaking and reading with 11.11% for each ranked as easy skills to be taught. Unlike listening and reading which are not classified as modules, writing and speaking are officially taught as two basic modules in the program of first year students. The results revealed that teachers encounter difficulties in teaching the writing process. It is a complex system of rules that are combined together to produce meaningful message. Students are required to learn how to formulate sentences, write paragraphs and essays in FL because they eventually will pass a written exam. Besides that, listening skill is also difficult to be taught. Teachers are not able to keep all students focus in

the lecture for a long period of time. They cannot ensure that students are listening to them and understand what they are saying.

**Question 37: Mention some difficulties encountered by students in listening skill**

From the total number of teachers (9), we had only 5 answers. The rest of participants did not provide any possible answer. According to the teachers' opinions, students encounter many difficulties in listening to FL. Some teachers claimed that students are not aware of the note-taking strategies and they show lack of interest. Also, the large number of students and overcrowded classes create noise that disturbs the listening process. Other teachers referred to the rare exposure to native speakers' conversations, limited knowledge about English language, unfamiliarity with FL phonological aspects, inability to recognize words in normal communication, and lack of self-confidence in their learning abilities.

**Question 38: Do you use certain methods and strategies to help your students improve their listening skill?**

Response	Yes	No	N.A
Participants	4	2	3
Percentage	44.44%	22.22%	33.33%

**Table 57: Teachers' attitudes towards following certain strategies to deal with students listening difficulties**

Four (4) teachers (44.44%) answered positively and stated that they adopt some methods and strategies in order to help their students improve their listening skill. Two (2) teachers (22.22%) provided negative answer, whereas 3 teachers (33.33%) avoided answering this question. The role of the teachers is to help their students learn effectively and develop their level of language proficiency. The good teacher tries always to create new ways and techniques that fit students' needs and achieve better teaching and effective learning.

**Question 39: If "yes", mention at least three of them**

Each teacher follows certain methods. One teacher claimed that he/she strongly advice his/her students to do a listening comprehension at home, for example, listening to news, tapes, conversations, etc. This allows students to be familiar with FL language and practice it outside the classroom situation. A second teacher advocated that he/she has already taught his/her students the learning strategies, listening strategies, listening micro-skills, and note-taking strategies. These strategies are very significant in which they allow students to listen better and take useful notes during the lecture. A third teacher argued that he/she depended mainly on exposing the students to authentic materials via audio or video. A fourth teacher paid more attention to develop students learning abilities through listening to a piece of information then he/she asked them to summarize the most important points, so that they listen carefully then recall the information and take organized notes.

**Question 40: Do you teach your students listening strategies?**

Response	Yes	No
Participants	2	7
Percentage	22.22%	77.77%

**Table 58: Teachers' attitudes towards teaching their students listening strategies**

The majority of teachers (7), (77.77%) indicated that they did not teach their students listening strategies. Only 2 teachers (22.22%) reported that they did. These results explain that either the teachers considered that students will improve their listening skill with time and by practice, or they ignored teaching this skill because it is not a part of their program and it is not taught as a module.

**Question 41: If "yes", indicate how**

For those teachers who gave positive answer, we asked them to explain their points of view. The first teacher claimed that he/she taught his/her students the listening strategies because they are included as a part of his/her module. The other teacher, indicated that he/she

tries to keep students focus in the lecture and gives them instruction of how to listen carefully and take notes, so that they avoid being absent minded during the lecture.

**Question 42: In your opinion, to what extent have you succeeded in improving your students' skill?**

Response	From 15- 45%	From 45- 60%	More than 60%	N.A
Participants	<b>1</b>	<b>1</b>	<b>0</b>	<b>7</b>
Percentage	<b>11.11%</b>	<b>11.11%</b>	<b>0%</b>	<b>77.77%</b>

**Table 59: Teachers' successes extent in improving their students' listening skill**

This question is related to the above questions (Q 40), (Q 41) and since we have already found that (7) teachers did not teach their students listening strategies; they did not provide any possible answer in this question. The rest of participants (2), (22.22%), gave us their own evaluation of their success extent in teaching their students listening strategies. One of them believed that he helped his students improve their listening skill from 15% to 45% which is an acceptable result. However, the other teacher believed that his students improved their listening skill from 45% to 60% which is good outcome. In fact dealing with students learning difficulties is really a hard task. It takes much time and efforts to achieve the desired objectives since the students have different learning styles and different mental abilities.

**Question 43: Do you think using tape recorder help your students develop their listening skill?**

Response	Yes	No
Participants	<b>8</b>	<b>1</b>
Percentage	<b>88.88%</b>	<b>11.11%</b>

**Table 60: Teachers' opinions about the use of tape recorder as a means to help students improve their listening skill**

Eight (8) teachers (88.88%) agreed that using tape recorder as a means to listen to FL would be beneficial for students to develop their listening skill. Only one teacher holds a different opinion and shows a negative response. Tape recorder is considered as a significant

source of authentic language. It helps expose students to FL pronunciation, vocabulary, real situations, and different conversations.

**Question 44: Do your students face difficulties and problems when listening to native language?**

Response	Yes	No	N.A
Participants	7	0	2
Percentage	77.77%	0%	22.22%

**Table 61: Teachers' evaluation of their students' difficulties and problems when listening to native language**

The majority of teachers (77.77%) reported that their students face difficulties and problems in comprehending the native language discourses. However, two teachers did not provide any possible answer. Taking into account that first year students are used to listen to formal and academic English produced by their teachers, they may find obstacles and problems when listening to the FL produced by native speakers. In order to have an idea about these difficulties, we asked their teachers to mention the most prominent problems.

**Question 45: In your opinion, what are the most common FL listening difficulties they face?**

Out of nine (9) teachers, only 4 of them expressed their points of view concerning this question. The rest of them showed that they have no idea. The responses revealed that students' problems are confined mainly in; the lack of FL vocabulary, unfamiliarity with FL accent, inability to cope with speed rate of the speech, and the lack of integration to FL culture. These factors result in misunderstanding of the intended meaning of the message.

**Question 46: Do you follow the stages of listening when presenting your lecture (pre-listening, while listening, and post listening)?**

Response	Yes	No
Participants	<b>6</b>	<b>3</b>
Percentage	<b>66.66%</b>	<b>33.33%</b>

**Table 62: Teachers' presentation of the lecture by following the stages of listening**

According to the results revealed in the table above, 66.66% of participants argued that they followed listening stages when present their lectures. Three (3) teachers (33.33%) maintained that they do not follow them. We need to refer that at the beginning of the lecture the first stage (pre-listening) offers an opportunity to students to understand what the lecture is about. It is as a warming up or an introduction of the new subject. The while-listening stage provides a space for receiving information from the teacher and discussing the main points. In the post listening stage, the teacher concludes his lecture and checks his students' understanding. So, we deduce that the six (6) teachers included these steps in their preparation of the lecture whereas the other teachers may directly go to the point or have their own methods and ways of teaching.

**Question 47: If you follow the stages of listening, how often do you follow them?**

Response	Always	Sometimes	Rarely
Participants	<b>2</b>	<b>4</b>	<b>0</b>
Percentage	<b>33.33%</b>	<b>66.66%</b>	<b>0%</b>

**Table 63: Teachers' frequency of following the stages of listening**

In the previous question, six 6 teachers stated that they follow the stages of listening when presenting their lectures. Four of them (66.66%) followed listening stages from time to time, not in all lectures whether only two teachers (33.33%) followed them frequently. They maybe follow these stages according to the type of the topic they present. The topic can be new for students, complex and difficult to be explained or simple and easy to be understood. It depends on the way the teacher deals with the subject and his perspectives towards it. Also, if the teacher is aware of his students' level of comprehension he will make use of the appropriate method.

**Question 48: Do you think the stages of listening are needed for presenting the lecture (pre-listening, while listening, and post listening)?**

Response	Yes	No	N.A
Participants	<b>5</b>	<b>1</b>	<b>3</b>
Percentage	<b>55.55%</b>	<b>11.11%</b>	<b>33.33%</b>

**Table 64: Teachers' attitudes towards the importance of listening stages as a part of the lecture**

Five teachers (55.55%) agreed on the importance of listening stages (pre-listening, while listening, and post listening). One teacher answered negatively and 3 teachers (33.33%) avoided answering. Some teachers believed that it is significant to include these stages in the preparation of the lecture. The lecture will be organized, the students will be involved and interested in the topic, and comprehension will take place.

**Question 49: What do you think of teaching listening skill in lectures in our university?**

In this question, we attempted to conclude our questionnaire with teachers' views and suggestions about teaching listening skill. Among the nine teachers of our sample, only four teachers provided us with their opinions and ideas about teaching listening skill in lectures in our university. Their responses are summarized in the following points:

**T1:** Teaching listening skill in lectures in our university is not an easy task. We need to have less crowded groups and more preparation for teachers.

**T2:** Listening should be taught in small classes with appropriate teaching aids (the laboratory, for instance, videos, internet, etc).

**T2:** Despite the fact that listening is so important, there is a lack in teaching this skill. Most of teachers do not pay attention to this skill because they think that it is the domain of those who specialized to teach it. They rather focus on writing and speaking skills.

**T4:** The large number of students made teachers unable to do anything.

According to teachers' comments and views, we can say that listening has no chance to be taught in our university. It is not part of the curriculum and there is lack of teaching materials and devices that help develop students' listening abilities.

### 4.3. Results

The results obtained from the students' questionnaire indicated that the students who came from different backgrounds have positive attitude towards the use of teaching materials, they do believe that the use of teaching aids will help them to learn better. The results revealed that first year students encounter difficulties and problems when listening to the foreign language in lectures like lack of vocabulary, loss of concentration rapidly etc. However, they have reported that using teaching aids will help them to improve their language skills in general and their listening comprehension in particular.

The analysis of the students' questionnaire indicated that teaching materials are not widely used by teachers in lectures; however, the majority claimed that their teachers never use these tools in lectures, this shows that teaching materials are not given much importance. In addition to that, the results showed that the majority of the students believe that the most important benefit of using teaching materials is that they raise their motivation and interest to learn as well as provide them with real opportunities to practice and use the foreign language. Also, they believe that teaching materials are very effective tools which will help them to develop and overcome their listening difficulties in FL.

On the other hand, the teachers' questionnaire revealed that teachers have different educational backgrounds (Magister degree and BA degree) and different specialties. The results showed that all teachers share the same opinions towards the important and significant role of using teaching materials in lectures. They have positive attitudes towards these tools; they believe that teaching aids have powerful effect on the students' learning.

In addition, the analysis revealed that teachers ignore listening skill and focus on writing and speaking skills because they think that listening should be taught by teachers who are specialized in it. They do not follow the listening stages when they present the lecture and there are some teachers which do not even know what the three listening stages are.

The results also indicated that the majority of teachers are not satisfied with their method of teaching. The main reason is the large number of the students. Teachers have criticized the large number of students and claimed that the conditions of teaching are not appropriate and make them unable to do anything.



Hence, the results from both questionnaires confirms our hypotheses that teachers' awareness of their students need to learn with teaching materials will help them to reach effective teaching as well as improve their language skills and in particular listening skill. However, the lack of these important tools in EFL context can really affect the students' learning achievement.

## **Conclusion**

According to the findings revealed from both teachers' and students' questionnaires, we conclude that the majority of students agreed that they never learnt with the use of teaching materials and their teachers do not teach them with these supportive tools. They also indicate that they encounter difficulties in listening skill which can be improved through the use of appropriate teaching materials and regular practice. In contrast, the majority of teachers argued that they present their lectures with the use of teaching materials, but occasionally. We deduced that there is a contradiction between the students' results and those of teachers'. However, we have not learnt with the use of teaching materials throughout our academic studies, and we are aware of the fact that our Department of Foreign Languages does not provide these helpful equipments that aid teaching as well as learning the foreign language.

## **General Conclusion and Recommendations**

The major aim of this study was to find out if using teaching materials in classroom settings will enhance students' listening comprehension of the foreign language. A focus on developing the listening skill and application of various listening strategies will be helpful for students to build up an effective language input. It also enables them improve effective ways of communication using the foreign language. We indicated in the previous chapters, that listening requires much attention in the educational settings. Therefore, this research work investigates the role of teaching materials in enhancing students' listening skill. Based on the findings of this study, we concluded that teaching materials receive positive attitudes from both teachers and students. However, they are rarely used in the classroom situation because of their lack. Teachers attributed this lack of teaching materials to the least efforts of the administrators to equip the classrooms and amphitheatres with these useful means. The results also show that teaching the listening is neglected in our university. Besides that, teachers do not incorporate teaching listening with the other skills which prevent students from the opportunity to improve their level and develop their learning abilities.

Moreover, the findings revealed that the classes of first year students are overcrowded which contributed in creating inappropriate environment for teaching as well as learning. On the one hand, the teacher, in such situations, is unable to make all the students involved in the lecture. Also, he cannot make the entire class understand what he has explained. On the other hand, the students have different levels of thinking and different mental abilities which make them need more attention and make them the center of the learning process. Besides that, the teachers' questionnaire indicated the fact that the department of foreign languages there is lack of doctors and professors in teaching English language because the sample of teachers have revealed that all of them hold Magister degree and few teachers hold BA degree; also their experience is very limited between (6-10) years. In this sense, we need to refer that involving teachers in training courses, participating in conferences and scientific activities, and trying to create their own methods and strategies will be very helpful in developing their teaching abilities and improving their methods for better learning.

Based on the obtained results and findings, we put forward the following recommendations and suggestions:

We have found that students find that using teaching materials in the classroom is very important and useful; however, they suffer from the lack of these tools. Therefore, we suggest that every teacher should use AVA and in particular audio aids in every class and especially in lectures in order to develop and improve the students' listening skills. It is worth saying that listening skill is very important skill through which the students gain their input. It enables the students to communicate by using the foreign language. In addition, we suggest that teachers should be motivated and have more interest to use teaching materials in the classroom in order to help their students and facilitate learning.

On the other hand, the administration support is very significant. So, it is recommended that teaching aids should be available in the EFL classroom in order to facilitate learning and understanding of the foreign language. Teachers should also give much importance to the listening. This skill should not be neglected. It should be tackled in conferences as well as be taught to the students like writing and speaking skills. Listening should be programmed as a module. Another suggestion is that amphitheatres should be equipped; classes should not be crowded, each class should contain thirty (30) students at least in order to ensure better understanding and better learning environment. There is a lack of training in teaching in amphitheatres. Hence, availability of appropriate and suitable teaching materials especially audio materials as well as the administration support and teachers proficiency will maximize the use of teaching aids in EFL classrooms and therefore ensure better learning outcomes.

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# Appendix I

## *Questionnaire for Students*

Dear student,

Our research work aims at determining the "*The Use of Teaching Materials as Motivator to Enhance Students' Listening Comprehension in Lectures*" The case study of first year students of English at Biskra University. This questionnaire is designed to identify your problems and difficulties in listening skill and how teaching materials can motivate and help you solve those problems. You will be very kind to provide us with your answers to help us accomplish this research work. Thank you in advance for your contribution.

### Section one: General Information

1. Gender: Tick in the appropriate box

Female

Male

2. What is your age?

3. What is your Baccalaureate stream?

a. Literary

b. Scientific

c. Technical

4. Was your choice to study English

a) Personal

b) Imposed

5. If it was your choice (personal), give your reasons

.....  
.....

## Section Two: Teaching Materials

6. Do your teachers use teaching aids in the classroom?

Yes

No

7. How often do your teachers use teaching aids in the classroom?

a. Always

b. Sometimes

c. Rarely

d. Never

8. What are the teaching aids used in your classroom?

a) Audio aids (tape recorder, radio)

b) Visual aids (blackboard, pictures and images, OHP)

c) Audio-visual aids (video, computer)

d) Nothing

9. What is your attitude towards the use of teaching aids in classroom?

Positive

Neutral

Negative

10. In your opinion, are teaching materials necessary needs in learning language skills?

Yes

No

11. If "yes", give your points of view towards their importance and significance?

(Please, choose one or two)

- a) Increase my motivation to learn
- b) Help me improve and develop my language skills and abilities
- c) Provide me with real experiences to practice the target language (L2)
- d) Facilitate my learning tasks and activities
- e) Give me an opportunity to know foreign language culture
- f) No benefits

12. How do you find learning with teaching aids?

- a) Motivating
- b) Helpful
- c) Boring

13. How do you differentiate between learning with the use of teaching aids and learning without using teaching aids?

Quite different                       little different                       no difference

14. If you think that there is a difference, what is it.....  
.....

15. Do your teachers guide and encourage you to use internet activities?

- Yes
- No

16. If "yes", mention some activities.....  
.....

### Section Three: Lecturing

17. How do you find your teacher's method of giving lectures?

- a) Effective and Motivating
- b) Normal
- c) Boring

18. Do you like the way of your teacher in presenting lectures?

Yes

No

19. If "yes", explain.....  
.....

20. Do you prefer learning in lectures with the use of teaching materials?

Yes

No

21. If "yes", which teaching material (s) you prefer  
.....  
.....

**Section Four: Listening Skill**

22. In your opinion, which of the following skills is the most important?

a) Listening

b) Reading

c) Speaking

d) Writing

23. Rank the four skills according to their degree of difficulty (From the most difficult to the easiest 1-4)

a) Listening

b) Reading

c) Speaking

d) Writing

24. Mention at least two difficulties in listening skill:

Listening: .....  
.....

25. How do you evaluate your listening ability?

Good       not bad       bad       very bad

26. Do you think that learning in large classes affect your listening ability?

Yes

No

27. Do your teachers use certain methods and strategies to help you improve your listening skill?

Yes

No

28. If "yes", to what extent have you improved this skill?

a) From 15 – 45%

b) From 45 – 60%

c) More than 60%

29. In which modules do they use certain methods and strategies?

.....  
.....

30. Do your teachers follow the listening strategies (pre-listening, while listening, post listening) in their teaching?

Yes

No

31. If "yes", in which module.....

.....

32. Do you enjoy listening to native speakers' language through the use of tape recorder?

Yes

No

33. Do you face difficulties and problems when listening to native speakers' language?

Yes

No

34. If "yes", which of the following difficulties you may face when listening to FL provided in tape recorder, for example?

a) Native speakers' pronunciation

b) Rapid speech of the native speakers

c) Difficulty to understand what have said

d) Unfamiliarity with native speakers language (dialect for instance)

e) Lack of using taped materials (Audio-Cassette and video-tape)

35. What are the reasons that make you as foreign student face FL listening difficulties?

a) Lack of motivation

b) Limited vocabulary

c) Lack of practice (limited hours of exposure to the foreign language)

d) Non-use of teaching materials

e) Method of the teacher

# Appendix II

## *Questionnaire for Teachers*

Dear teachers,

We are designing this questionnaire as a data collection tool to determine "*The Use of Teaching Materials as a Motivator to Enhance Students' Listening Comprehension in Lectures*" Case Study of the First Year Students at Biskra. Your contribution will greatly help us prepare our Master dissertation and achieve the research work objectives. You are therefore kindly requested to answer the following questions either by ticking or providing your own information whenever necessary.

Thank you very much.

### **Section One: General information:**

1. What is your age?

23-29 years old

40-49 years old

30-39 years old

over 50 years old

2. What is your degree?

B.A degree

M.A/ Magister degree

PhD (Doctorate degree)

3. What is your specialty?

.....

4. How long have you been teaching at university?

Less than one year

10 – 20 years

1 - 5 years

more than 20 years

6 - 10 years

5. How long have you been lecturing?

1 - 5 years

6 - 10 years

More than 10 years

6. Have you ever had a chance of training course in teaching large classes?

Yes

No

7. Have you ever participated in conferences and scientific activities about using teaching materials in classrooms?

Yes

No

8. If "yes", please indicate "where" and "when"

Place of Conference / scientific activities	The Date

9. Have you ever participated in conferences and scientific activities about teaching listening in EFL classrooms?

Yes

No

10. If "yes", please indicate "where" and "when"

Place of Conference / scientific activities	The Date

11. Which method or approach do you base your teaching on?

.....  
.....



12. Which module do you teach ( please, tick your choices)

Methodology

Culture of the Language

Literary text

English for Specific Purposes (ESP)

Phonetics

### Section Two: Teaching Materials

13. Are you familiar with the use of technology?

Yes

No

14. Do you use a computer or a laptop?

Yes

No

15. Do you have a personal website?

Yes

No

16. Do you use teaching materials in the classroom?

Yes

No

17. How often do you use teaching materials in the classroom?

a) Always

b) Sometimes

c) Rarely

d) Never

18. What are the teaching materials do you use in the classroom?

a) Audio aids (tape recorder, radio)

b) Visual aids (blackboard, pictures and images, OHP)

c) Audio-visual aids (video, computer)

19. What is your attitude towards the use of teaching aids in classroom?

- Positive
- Neutral
- Negative

20. In your opinion, do teaching materials help students improve their language skills?

- Yes
- No

21. If "yes", give your points of view towards their importance and significance

.....

.....

.....

.....

22. How do you find teaching with teaching aids?

- a) Motivating
- c) Helpful
- d) Boring

23. What kind of feeling or attitude does the use of teaching aids provide for you?

- a) Confidence
- b) Frustration/ fear
- c) Pleasure

24. How do you differentiate between teaching with the use of teaching aids and teaching without using teaching aids?

- Quite different                       little different                       no difference

25. If you think that there is a difference, what is it?

.....

.....

26. What do you do to encourage large classes to use technology?

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

**Section Three: Lecturing**

27. Are you satisfied with your method of lecturing?

Yes

No

28. If "yes", explain.....

.....

29. Do you know how to use power point software?

Yes

No

30. Do you prepare power-point presentations to use them in your lectures?

Yes

No

31. If "No", say why.....

.....

32. Do you prefer giving lectures with the use of teaching materials?

Yes

No

33. If "yes", explain your point of view.....

.....

.....

34. If "No", explain why.....

.....

**Section Four: Listening skill**

35. In your opinion, which of the following skills is the most important?

- a) Listening
- b) Reading
- c) Speaking
- d) Writing

36. Classify the four skills according to their difficulty in teaching ( from the most difficult to the easiest 1-4)

- a) Listening
- b) Reading
- c) Speaking
- d) Writing

37. Mention some difficulties encountered by students in listening skill

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

38. Do you use certain methods and strategies to help your students improve their listening skill?

- Yes
- No

39. If "yes", mention at least three of them

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

40. Do you teach your students listening strategies?

- Yes
- No

41. If "yes", indicate how.....  
.....  
.....

42. In your opinion, to what extent have you succeeded in improving your students' skill?

- a) From 15 – 45%
- b) From 45 – 60%
- c) More than 60%

43. Do you think using tape recorder help your students develop their listening skill?

- Yes
- No

44. Do your students face difficulties and problems when listening to native language?

- Yes
- No

45. In your opinion, what are the most common FL listening difficulties they face

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

46. Do you follow the stages of listening when presenting your lecture (pre-listening, while listening, and post listening)?

- Yes
- No

47. If you follow the stages of listening, how often do you follow them?

- a) Always
- b) Sometimes
- c) Rarely

48. Do you think the stages of listening are needed for presenting the lecture (pre-listening, while listening, and post listening)?

Yes

No

49. What do you think of teaching listening skill in lectures in our university

.....

.....

.....

.....

## ملخص

يهدف هذا البحث إلى تسليط الضوء على الدور الكبير الذي تلعبه الأدوات التعليمية في التدريس و بشكل خاص في تطوير قدرات طلبة السنة الأولى بقسم اللغة الانجليزية بجامعة محمد خيضر بسكرة. كما يهدف بحثنا إلى دراسة مواقف الأساتذة والطلبة تجاه استعمال هذه الأدوات عند إلقاء المحاضرات.

في دراستنا هذه حاولنا الإجابة عن سلسلة من الأسئلة البحثية المترابطة كما ركزنا على فرضيتين رئيسيتين: الأولى هي إذا ما كان الأساتذة على دراية بحاجة طلابهم إلى هذه الوسائل أم لا ؟ أما الفرضية الثانية فهي تتعلق باستخدام وسائل التدريس من اجل تطوير المهارات اللغوية للطلبة بصفة عامة والمهارات السمعية بصفة خاصة.

اتبنا الطريقة الوصفية في بحثنا وتم جمع معطيات البحث من خلال تصميم استبيانين موزعان على عينة مكونة من طلاب السنة الأولى للغة الانجليزية و أساتذتهم في قسم اللغات الأجنبية في جامعة بسكرة. إن تحليل نتائج الاستبيانين كشف عن أهمية وتأثير الوسائل التعليمية على مستوى انجازات الطلبة. النتائج تشير بوضوح إلى أن مواقف كلا من الأساتذة والطلاب تجاه استعمال هذه الوسائل في التدريس و التعليم مواقف ايجابية لكن نقص استخدام هذه الأدوات ساهم بشكل رئيسي في انخفاض أداء و قدرات الطلبة السمعية وقد أظهر الطلاب رغبة كبيرة في الاستماع إلى لغة أصيلة من اجل تحسين واحدة من أهم المهارات اللغوية وهي مهارة الاستماع.

وبالتالي، فقد أظهرت نتائج الدراسة أن الوسائل التعليمية لها دور مهم جدا في تعزيز قدرات و مهارات الاستماع والفهم للطلبة. وفي الأخير، تم وضع توصيات بغية زيادة وعي الأساتذة و الإدارة لأهمية وفوائد استخدام أدوات التدريس وضرورة توفرها في كل قسم و مدرج من أجل تسهيل عملية التعليم و التعلم و بشكل خاص تطوير قدرات و مهارات الطلبة السمعية.