Teachers' Role in Enhancing Listening Skill: Case Study of Second Year LMD-University of Biskra

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General introduction

For teachers it is possible to be liked person and well respected profession. However, Some times, teachers may teach in a ways that do not give them the opportunity to teach in an appropriate manner which fits all students' needs. Teachers have an important role in the classroom because they are the original source of the information and at the same time the responsible who evaluates that information when it is received by students.

The fact in classrooms shows that teachers act and perform differently that causes a huge variety of activities and they may differ in giving instructions. To reach an effective level of achievement, teachers need to be aware about the variation of the ctivities to give students the opportunity to develop their abilities in all of learning skills. Obviously all these skills are related and developed gradually according to the learning process.

Starting from the idea that the most of our knowledge comes from the first class which is listening skill. In the academic and pedagogical settings, teachers are considered as a resource of the input. Through listening opportunities, students need to receive a comprehensible input which is getting the meaning from an input which is based on the oral input process. By this stage, teachers responsibility appears through the played role in classrooms by sending the input as a messages. Through learning process students need to learn the spoken form of that language through listening because the level of language learning through listening depends on the level of students and their experience in target language. We are supposed to highlight the efforts that teachers do in classrooms in order to promote their students levels in listening opportunities because there are other abilities will be developed through the listening skill improvement.

The enhancement of listening skill needs a learning ability in a side which is presented by students participation in a combination with teaching capacity in the second side which is presented by teachers efforts. We consider that teachers have an important role in managing sessions specially those of listening skill which are relatively more difficult than the other skills sessions. Our reseach is based on the importance of teachers role in enhancing learners listening skill; to prove certainty of this idea we suppose to ask the question: what teachers do in classrooms in order to deal with listening skill sessions to promote students levels.

1. **Statement of the problem:**

In teaching process, listening skill is the most important part because it is the fresh source of students' knowledge which depends on students' receptive competence. EFL teachers have the effective role in promoting students' proficiency in listening comprehension which emerges through the applied methods and teaching strategies in teaching listening skill for second year (LMD) at university level. Even though it is difficult to assess listening skill achievement, EFL teachers have to be aware about their responsibility toward the used teaching strategies and materials in teaching listening skill to help students to be competent in listening comprehension. This study aims to highlight the causative relationship between the effectiveness of EFL teachers in listening skill and the enhancement of this important skill.

2. **Significance of the study:**

Teachers may find a lot of books which are designed to guide them to be good teachers but this seems to be more theoretical than practical in accordance to what occurs in classrooms specially for listening skill sessions. For that reason, in this study, we contribute

highlight the role of EFL teachers in the improvement of listening skill by focusing on the following issues:

1. Show EFL teachers at Biskra University intelligence in facilitating the process of learning for their students in listening.

2. Concern with how much EFL teachers Biskra University endeavor to develop their students listening abilities.

3. Show how listening sill sessions are important for the learning process of second year LMD.

Chapter One: Literature Review

Introduction

Starting from the idea that naturally the spoken form of the language emerged first then the written form, this leads us to consider that the most important skill of English language is listening skill. Second language process begins with the language components as an oral input which needs the receptive ability (listening). Because of the importance of English language as international language, the English language bases on the quality of the input which is initially given as a form of oral input in different occasions as normal lectures, laboratories or even recorded materials. This means that listening skill has more importance than the other skills because it is the starting point of teaching second language. The students' level of achievement refers to the role of the teacher because classroom setting needs especial carefulness from the teacher to be responsible about what he/she is giving to the students. To cover this issues, it is important to highlight the essential related concepts of the process of teaching listening skill which are briefly: the nature listening skill itself, types of listening skill, the distinction between listening for comprehension and listening for acquisition, the issue of what is meant by comprehensible input, and the element related to a deep vision to what teacher talk is important. Conclusion clarifies the importance of listening skill even though the neglect ion of such theories. This chapter which is literature review includes two parts; listening skill (over view and related concepts) and teaching listening skill.

1.1.   Listening skill: overview and related concepts

1.1.1. Definition of listening skill:

Listening skill considered as an important skill for the process of acquiring a second language. "Listening skills are essential for learning since they enable students to acquire insights and information and to achieve success in communicating with others"(Wallace, Stariha and Walberg, 13). This means that students receive information from school settings to transfer it to their daily life to benefit from it for the purpose of communicating in a real social interaction. Moreover, Gary Buck argues the same point of view "listening is a complex process in which the listener takes the incoming data, an acoustic signal, and interprets it based on a wide variety of linguistic and non-linguistic knowledge (247). Spratt, Alla, Pulverness, and Williams (The TKT Teaching Knowledge Test Course) added that listening is sense of language sounds that have meaningful indication (30). The authors meant that when the person feels that there is audio sound which has a meaning, he/ she is listening by this way.

Jack C. Richards viewed in his introduction that considering listening as"…the mastery of discrete skills or microskills, such as recognizing reduced forms of words, recognizing cohesive devices in texts, and identifying key words in a text, and that these skills should form the focus of teaching" is not enough and adds that listening examination is not exclusively for comprehension but also for language learning it's self (1). Jack C. Richards' view shows the importance of what really should be taught and the aims of teaching should not be exclusive only on making students understand

for a moment. Students' understanding should cover the possible learning progression.

1.1.2. Types of listening skill:

1.1.2.1. Intensive listening: is when teachers use taped materials or materials on disk to make students practice their listening skill (Harmer, 129). In intensive listening, teachers have to concentrate on making students achieve and recognize the phonological and morphological elements of the language (Brown, 122). For example, the case of hearing two words nearly pronounced similarly but in fact these two words include two different vowels as what Douglas Brown showed here; phonemic pair, vowels, (123).

Test-takers hear: is he living?

Test-takers read:

a. Is he living?
b. Is he leaving?

This type of intensive listening helps teachers to assess phonological and morphological aspects of students' language.

1.1.2.2. Extensive listening will usually take place outside the classroom, in the students home, car, or on personal stereos as they travel from place to another. The motivational power of such an activity increase dramatically when students make their own choices about what they are going to listen to (Harmer, 228). In that case, students are free in their selection of what they are listening to. This type of listening gives teachers to play their role even if they are so far from the students by advising

students to listen, for example, to especial English accent more than other one. Douglas Brown considered dictation as one of extensive listening tasks (132). For EFL teachers, dictation considers as a means for assessing listening comprehension because dictation' nature shows that students need a verity of lexical grammatical competences.

1.1.3. Listening as comprehension and listening as acquisition:

The purpose behind making the distinction between listening for comprehension and listening for acquisition is to show readers the aim of their listening in a daily life situation and listening in academic situation.

1.1.3.1. Listening as comprehension:

Students of English listen to English language input in different occasions; in classrooms or outside (recorded materials). So listening to an input needs a situation where the discourse that is received takes place. In this case, students listen to understand what is saying. The purpose of listening here is for comprehending. This what Jack C. Richards states here "…listening is based on the assumption that the main function of listening in second language learning is to facilitate understanding of spoken discourse" (03). Jack C. Richards' idea emphasizes that listening skill serves reading skill and writing skill.

1.1.3.2. Listening as acquisition:

The main function of listening as comprehension is to understand the spoken discourse. However, the listening as acquisition goal is to extort the meaning from the messages that have been received by using listening processes and techniques. In

addition, to improve the second language acquisition process through listening, students need to recognize to words precisely, grammatical structures, and such expressions. It is important to avoid understanding problems by identifying the messages meanings. At this stage, EFL teachers should help students to be 'effective listeners' through teaching listening strategies (Richards, 14). For example, it is important to teach students how to extract main idea before make a summary of text which students have listened to.

1.1.4. Comprehensible input:

The given input, even by the EFL teachers or other materials, must be comprehensible because it is essential condition for acquiring L2. Pedro Luis Luchini emphasizes the same idea when he wrote "comprehensible input becomes a key point in the processes of learning a second language … input is unlikely to serve two purposes: 1) input to understand and 2) input to learn the L2"(319). That means that the input has two main phases. One as a component which has to be comprehended for that situation and the one is as element which needs more efforts because it is required in other skills.

EFL teachers should know that students listening comprehension influences by the level of proficiency in learning L2. This what Robin Wills and Naizhao Guo established in this quotation" Language knowledge is the foundation of learning English. If students' knowledge of pronunciation, grammar, and vocabulary is insufficient, it is probable that their English listening comprehension will be negatively affected by lack of language knowledge."(An Investigation of Factors Influencing English Listening, Comprehension and Possible Measures for Improvement, sec 7). EFL teachers should use a simple language which is fully of

explanation and clarification to help students to understand the given input in the correct way.

The main purpose of teaching listening skill is to enhance this skill to help students being skillful and proficient in L2. So, the role of EFL teachers is to give students the opportunity to listen to talk which includes grammar, vocabulary and pronunciation and then produce those aspects. For that reason, according to Liu Yongbing (Teacher-Student Talk in Singapore Chinese Language Classroom: Construction or obstruction. sec 5):

> there is clear evidence that the teacher, by matching pedagogic and linguistic goals, by encouraging students to produce longer utterances … facilitates and promotes reformulation and clarification, leading to greater involvement and language use on the part of the students.

That aims to highlight the importance of teachers' talk in increasing the interaction in the classroom because asking for clarification and giving it is an interaction itself.

The environment in classroom is considered as a natural for interactional function of L2. EFL teacher should organize the classroom mainly by encouraging the most important aspects language learning processes which are exclusively comprehensible input and 'social interaction'(Oral Language Development in Second Language Acquisition, 126). This idea summarizes what should teachers do to make classroom situation less academic and less formal by jokes and some games to make students feel comfortable.

1.1.5. Teachers talk' role in listening skill achievement:

The fact in classrooms shows that students who are studying English as second language face a huge variety of challenges especially cases of language difficulty in terms of vocabulary, grammar, or pronunciation. In addition, the complex sentences and idiomatic expressions may be considered as obstacles that prevent students understanding development. To help students in their learning progression, teachers are the most important responsible who give students this opportunity because "All students … need to acquire the specialized vocabulary and language skills…"(English as a Second Language and English Literacy Development, 18). This idea argues that the success of learning process depends on the success of teaching process even for simple things as success in the selection of the relevant tasks.

There are specific aspects in language that have direct influence in teaching process especially teaching listening skill. Those are aspects exclusively related to EFL teachers' talk which are: pitch, stress, intonation, speech rate, simplification and difficulty.

1.1.5.1. Pitch:

It is noticeable that there are many teachers have a high voice and others have a lower voice. These teachers' characteristics lead to find some obstacles that prevent the development of listening skill achievement when teachers have lower voice which may be made students non-active or not motivated. However, the high level of teachers' voice surely gives all students the opportunity to be involved in listening skill tasks. EFL teachers should know where they should raise their voices and where

they should drop them because raising voice all the time may disturb students; and dropping voice all the time also makes students feel boring and may fail in receiving the input. Intonation, of course, refers to psychological cases but EFL teachers should control their emotions and use the intonation of language for effectively in order to reach the best results. Expert teachers distribute their amount of energy to reach all the designed activities. However, less competent teachers may loose their energy at the beginning of the session. It is noticeable the "we start speaking at a high pitch than usual"(Harmer, 28), but teachers should be competent because their profession needs their patience.

1.1.5.2. Stress:

The phonological aspect of language plays an important role in teaching listening skill. EFL teachers do their best efforts to facilitate the given input in order to enhance their students' achievement by providing students with all opportunities to understand the aural input. Stress is a means that EFL teachers use to attract students' attention and to help students to determine the important uttered words and forms. The role of stress is to make emphasize to the important uttered words in such sequence of sentences to show some new elements. According to Micheal Rost, "in English, stressed syllabuses typically … mark the start of a new content"(96) which helps teachers to indicate the new words or forms for students. The following example illustrates that the stressed words are the important elements in such sentence that EFL teachers may concentrate on them.

Example:

Teacher asked students: do ALL the activities.

This example presents a clear view for the use of stress in teacher' instruction. By this way, students recognize the meaning of why the teacher make that stress on the word "all" which means that they obliged to do not miss any activity.

Stress exactly means that when EFL teachers want to emphasize the meaning of the words, they make a stronger force in producing words. Words with one syllabus need just initial stress but words with more than one syllabus; they need another case. For example, words in English like 'exPORT' as a verb stressed on the second syllabus. However, 'Export' as a noun it is stressed on the first syllabus. The role of EFL teachers is to know the importance of stress and its function in facilitating conveying the input messages (Harmer, 32). This point emphasizes the role of using by teachers to help students recognizing the speech segments. Gary Buck mentioning that it is true that the dressed words take time to be pronounced but the other non-stressed words pronounce 'quickly' (36) which means that using stress helps teachers to progress in short period of time to conveying the input.

Some times, attracting students' attention seems to be a difficult issue especially for EFL novice teachers. Listening skill courses need a great concentration and awareness from the students because teachers may not succeed in conveying the input effectively. Students' careless indicates several probabilities such as uninteresting input or ambiguity of the input. For that reason, EFL teachers should be intelligent to make their students being concerned and involved by using such ways like stress, intonation, or even pitch. Those three later aspects of language involved in voiced movement of classroom language in order to enhance listening comprehension and recognizing the language elements them selves.

1.1.5.3. Intonation:

English language characterizes by especial musical tune in the way of speaking which is presented by what is called intonation. "Intonation is those variations in the pitch" (Buck, 36). It means that the lower pitch shows the end of statement or the end of speech. However the high pitch shows questions.

Intonation is the combination of the two cases of pitch. When we start speaking, the listener can notice that we are changing the tune of pitch which leads to varying the meanings. So, one of the main function of intonation is to make variation in meanings. In addition to this function, we add that EFL teachers should use the intonation to convey meanings and at the time they should make their way of using intonation to make students being interested when they listen to the input. Moreover, intonation has other function like attracting others attention (Harmer, 28). In classrooms teachers suffer from the students' careless because students do not concentrate with what teachers are saying for many reasons. For that reason, teachers change the tune of speaking to refresh students mind to be involved in what is saying in the classroom. It is observable hat in a way students imitate their teachers' way of speaking. Because of that season, EFL teachers should be aware in using intonation because they are teaching it in fact teaching unconsciously.

1.1.6. Speech rate:

Fluency in speaking is speaking with the normal speed. Whatever students' level of proficiency they need to learn English understandable language input. The role of EFL teachers is to make students listen to the input easily without any comprehension problems. EFL teachers should speak slowly to the level that students

can understand the speech and recognize the most important language elements because "… the faster the speech, the more difficult it is to comprehend" (Buck, 38), but teachers should be careful about the amount of time they spend. Speaking slowly all the time reflects negatively on the teaching progression and speaking faster more than usual causes a weak content.

It is important to mention that when EFL teachers speak with speed rate they give less importance to what is really essential in their speech because "If the speech is too fast" students "will try to process what has just gone, and fail to keep up and anticipate what comes next" (Grauberg, 182). It is needed to mention that speech rate relates to two prominent issues which are speed and pauses.

To put these two important items in application in the classroom, it is required to mention how EFL teachers deal with speed and pauses in their speech to students. Teachers should make pauses to help students to highlight the important words and ideas. When teachers disrespect this point, the rate of speech will be faster. So, the result of all of these circumstances is the lower level of understanding.

1.1.7. Simplification and difficulty in EFL teachers' talk:

EFL teachers' language is one of the most important factors that affect students' achievement. Students prefer the teachers how have the degree of proficiency which is as students view near from the students' level of education. Before being researchers, we are students. To judge if teachers' language is simple or difficult, we see that it refers to the following points. First, Teachers should reduce the formality and the standardization of English in the way of speaking but at the same time they respect origins of the language. Second, teachers should be careful to construct short

sentences and must avoid long sentences because long sentences may confuse students (Rost, 129). Moreover, "The teacher creates a social environment in the classroom that could be described as a learning community featuring discourse or dialogue designed to promote understanding" (Harmer, 33). This point means that teacher may become unable to express the expected meaning which convinces students. For that reason, teachers think suggest some thing new as a dialog or story telling to make the topic clearer and at the same time to motivate the students.

Conclusion

Listening skill is a very important skill because the other three skills (speaking, reading, and writing) are dependent skills if isolated from listening skill. The process of acquisition of L2 requires stating from the spoken form of L2 and then the written form. This idea shows the importance and the significance of the role of listening skill. "Every teachers of language knows that one's oral production ability-other than monologues, speech, reading aloud, and the like is only as good as one's listening comprehension ability"(Brown, 119). The fact here in Algeria classrooms, teachers do not consider listening skill sessions as the other skills' sessions. The evidence for saying that is the lower level of pronunciation starting from middle school till university level. The neglection of this of this important skill surly will affect its development and the other skill because each skill serves the other one.

Introduction

This research aims to highlight the importance of EFL teachers' role in teaching listening skill based on what grateful efforts they do in listening skill activities. The main purpose of ideal teachers is to facilitate the process of students' learning progression. To reach these goals, teachers try to play the role of the active element in the class. According to Jeremy Harmer, the teacher act differently. He/ she modifies his/ here methods and techniques from one activity to another, and sometimes from one activity' stage to anther (57). This means that teachers should be flexible in their way of teaching to reach students' needs because in different stages of listening lessons teachers may find that some points need to give them the priority to be taught first for their importance.

The useful and applicable teaching listening strategies and materials give teaching and learning its value. The variation of teachers' strategies and the teaching used materials considered as one of the well known factors that affect learning process positively or negatively. If the teacher varies his/ here strategies in order to fit his/ here objectives in accordance with to nature of the task it's self, students will find facility to deal with the tasks even task' difficulty still exists. In addition, teacher should not be hesitated in using new material, because using a book and read it for students is traditional way of teaching. Using multimedia or what is called recorded materials becomes a famous method of teaching which aims to help teachers and to give students the opportunity to benefit from the advanced technology of nowadays.

Perfect EFL teachers recognize the importance of their role and their responsibilities toward their students' achievements through the well organized preparation. In addition, teachers should be care about students' awareness because it helps students and teachers to exceed the obstacle in listening skill sessions. All the main

mentioned point will be discussed in this chapter in details to give this research' readers a clear view for teachers efforts in teaching listening skill.

1. 2. Teaching listening skill

1. 2.1. EFL Teachers' strategies in teaching listening skill:

According to Jack C. Richards, the most important teaching listening strategies are summarized in the following three stages. Initially, the preparation before giving the content of the lesson, classroom real situation where teachers practice the activities to enhance listening skill, and after listening where teachers give the instructions to students to reflect the results of achievement of their listening (10). This means that the main strategies of teaching listening skill are three which include preparing students for receiving the content, convey the content of the lesson, and checking if students understanding.

Jill Robbins adds that the main strategies of listening skill that teachers should follow and apply are: A) "**Before listening:** includes two steps: think of what I know and set a goal"**.** This means that the teachers should make students aware about the objectives behind listening to any production to make them ready to deal with the instruction. B) "**While listening"**; this idea realizes just during the practical part in listening session when students are listening to the teacher or to the tape recorder. This step is very important because if students find any obstacles in determining the key words and the main ideas they will be unable to understand the whole message. C) The last strategy to teach listening skill effectively is "**after listening"** where the role of teachers is to give students instructions to summarize, personalize and make the content their own by encouraging them to use their styles. (Lend Me an Ear -

Teaching Listening Strategies for World Language Learning, sec 4). We noticed that Jill Robbins ensures Jack C. Richards because they share nearly the same opinion

There are other additional teaching listening strategies suggested by Yiching Chen which are: grasping the main idea, key-word strategy, selective attention, grouping, elaboration, self-monitoring, and imaging (Barriers to Acquiring Listening Strategies for EFL Learners and Their Pedagogical Implications, sec, 2). Even though Yiching Chen viewed listening strategies from the students part but that does not mean that teachers' role is neglected because teachers' role in this case is to guide students to act.

Michael Berman added that "note-taking" is also considered as strategy to enhance students listening skill because they may forget to take notes about what they are hearing (02). Here, we expect that the role of EFL teachers is to encourage students to write the important ideas and the new vocabulary because the may be easy to be lost. By these listening skill strategies, teachers have a great responsibility to improve this skill by helping students to use these valuable strategies. Teaching listening skill needs valuable efforts to enhance students listening skill proficiency. There are other considerable aspects that lead teachers change their strategies eve during the same session (Strategies for ESL Teachers, sec 5). This means that some times teachers must be flexible to give all students the opportunity to be creative and interactive by making integration of the four skills to meet the students' needs.

Some teachers find difficulty to raise level of interaction in the class. There are strategies that lead to this goal. To increase students listening skill, teachers should take in consideration students' attention because it is the most important factor that

directly affect the level of achievement. Psychologically speaking, calling students by their names in the class give the students such of self confidence to make familiarity with them. That may motivates them to interact with classroom real situation.

1.2.2. Teacher' preparation:

Teaching the four skills requires the appropriate equipment. For example, reading skill needs a book or short story, writing skill may need a pen and copybook and speaking needs, of course, previous knowledge as a competence and some courage to speak. However, listening skill sessions need specific materials and special environment putting in consideration classroom management. Uncomfortable students' sitting may affect students' achievement. In addition to that, developed material and good quality of the produced sounds help students to understand what they listen to. Teachers should test the material that they will use to teach listening sessions to check if it works before coming to the classroom to gain time. The use of materials considered as an important factor that EFL teachers should apply as a motivational factor which leads to interactional and active styles of learning.

Classifying strategies of teaching listening skill into three stages helps us to determine exactly what EFL teachers should prepare to give students a lesson in listening skill especially at university level. According to Joanna Baker and Heather Westrup, for listening skill, during 'before listening' stage EFL teachers prepare their students based on prediction. When teachers attract students' attention and make them aware about the topic of the production that they will listen to, students play the role of predicting the context and the expected vocabulary (31). This step makes students knowledgeable about the topic and being involved. The purpose behind gathering

information and ideas as a brainstorming prepares and raises students' curiosity to discover what they will listen to.

It is important to add that the instruction its self considered as preparation because teacher instruction make students knowing the aim for listening to the normal teacher lesson, story, or to conversation on the radio. Preparation for a lesson is a very important step that helps teachers to progress without any problems and obstacles. The purpose of preparation is teaching with an organized plan to gain time and to reach all the tasks.

1.2.3. Worksheet (lesson plan) for listening skill lesson (sample):

The purpose of preparing lesson plan is to facilitate the process of teaching and learning. It helps teachers to do not forget or jump some steps in the lesson. Lesson plans includes information provide teachers by which class they teach in, the size of the class, and the used sources (Joanna Baker and Heather Westrup, 109). This means that if teachers do not use this important thing, the lessons they present will include some defects. To illustrate these discussed points, the following example of essential information founded at the initial part of the lesson plan to emphasize its value.

Lesson plan	**Date**
Class size: 40	
Language objectives: Expressing comments and making requests	
Resources used: books/ photos	
Time: One hour	

Figure 01: Initial lesson plan information

Planning a lesson plan in listening skill lessons includes many important elements which are summarized as follow: what the aim of the lesson and what students will learn as language aspects; grammar, vocabulary, pronunciation, considering the variation of tasks, determining teacher and students' activities, and the division of lesson duration. Finally, in the teachers' observation we may find some comments and evaluations that teachers write to indicate obstacles or needed equipments. The following example (Bachar, 7) shows the five important elements of lesson plan.

Language exponents	Timing	Teachers' Activities	Students' activities	Objectives	Observation
Teacher/ doctor/ musician/ psychologist Passive voice To be + PP + by + agent	5 manes to 10 mns	T: Younes, what would you like to be in the future? T: what about you Ali?	S: I like to be a midwife. S: I would like to be a musician.	To involve students. To extract names of jobs from students.	(I need more pictures of people at work, preferably color ones).

Table 01: Lesson plan (sample)

The practical part of lesson plan should be as the table above because each element has its importance and its neglection will prevent the process of teaching and learning. For example, if a teacher forgets one or two objectives, he/ she will find difficulty to develop his/ here lesson and he/ she fails to reach all lesson objectives and even fails to connect the current lesson with the coming ones.

1.2.4. Teaching Listening processing models:

Whatever the level of proficiency that students reach, they face difficulty in understanding the spoken form of English language because aural form of English language influences by the English accents. According to Walter Grauberg most important factors that affect understanding the spoken form of English language are: complexity of the audible input, features and characteristics of the spoken form of English language, and the capacity of receiving and understanding of that input (181). This view emphasizes that the students' capacity for receiving information and the simplicity of the input help them enhance their understanding. At university level, to acquire English as second language as an aural input, students receive the input of English language as lecture or lessons in normal classes. The input of English language as a whole combination of English language aspects, divided into various modules to be taught at university level. The most amount of the input that is received purely in aural way is exclusively appears in listening skill lessons. Students use their listening ability all the time but Oral Expression sessions as module give this skill more importance and priority where students' opportunities to listen to spoken English raises.

In teaching listening skill, EFL teachers use the two major processes which are: Bottom-up processing and Top-down processing to make students understand what they have heard whatever the situation is explaining grammar or lexical components. Bottom-up

processing and Top-down processing are used by EFL teachers to explain the structure of the English language words, sentences, or texts and to explain the meaning of these structures.

1.2.4.1. Bottom-up processing:

Teaching listening skill with using bottom-up processing is starting from the grammatical structure of the word, sentence, or the whole text to reach the point of explaining the meaning of that structure. According to Jack C. Richards that to understand the incoming input students should have a good competence in mastering grammar and lexical aspects (4). This statement emphasizes that knowing grammatical rules is condition for recognizing such word meaning.

1.2.4.2. Top-down processing:

When EFL teachers use top-down processing to teach listening skill, they begin with explaining and clarifying the surface meaning of such words or sentences until they reach the linguistic structure of the input. Here, the teacher should use especial intonation and pauses to help students to make distinction between the grammatical structures and recognize the exact and the intended meaning (Jack C. Richards, 5). We can predict that when teachers use Top-down processing, that refers to the complexity of that structure for that reason they start by explaining the meaning first.

The following diagram gives a clear view about what have been said**.**

Top		Semantic meaning		up	

Surefac meanin to

Down

Language structure

bottom

Linguistic structure to the meaning
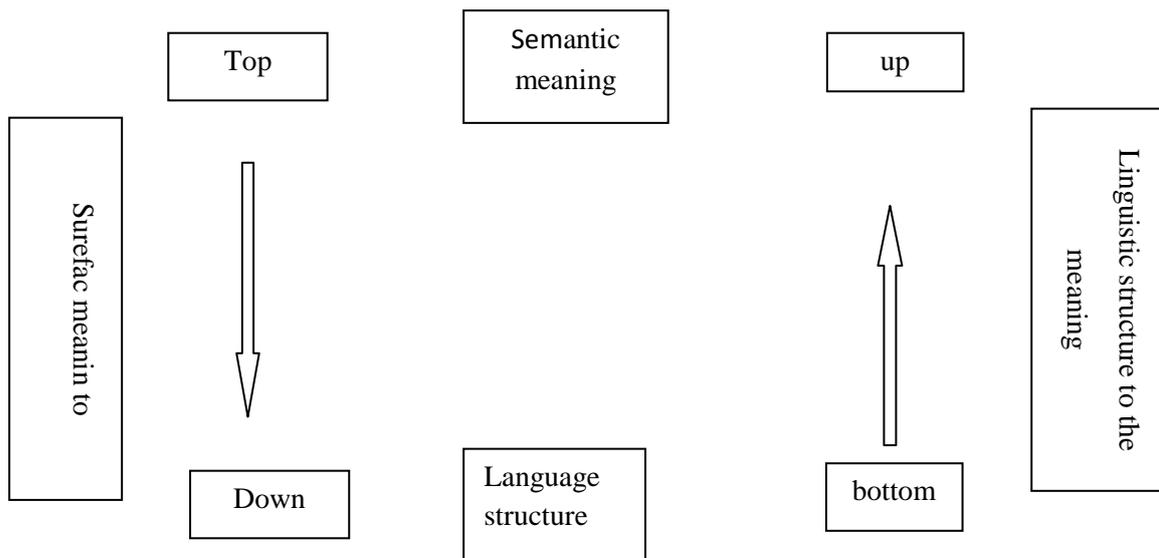
Figure 0 2: Bottom-up/ Top-down models. (Ahmed Bachar lecture)

This diagram shows the operation of giving the input and explaining the structures which is used by teachers to teach listening skill.

1.2.5. Students' awareness role in helping EFL teachers in teaching listening:

Long time duration of listening skill lessons, boring topics, studying at afternoon, and no new strategy followed by the teachers are some affective factors that influence the psychological aspects of students which leads to students' careless and unconsciousness. Students' awareness is a very effective factor in the progress of the lesson its self and in the process of teaching and learning. If students feel uninteresting or tired, whatever EFL teachers do, they will never succeed in promoting students' listening skill. For that reason, EFL teachers should follow motivational strategies to attract students' attention to make them involved in the lesson. Students' awareness has an important role in the process of teaching because it is the most difficulty that EFL teachers face. Briefly speaking, if students being

involved and aware about what the teachers say or instruct, in this case, students facilitate the role of teachers and get progress in their learning promotion.

1.2.6. Effective tasks in listening skill:

There are various types of tasks for teaching listening skill lesson mentioned briefly by Ahmed Bacher (7) but it is important to explain them in details as the following.

1.2.6.1. True/ false tasks:

This type of tasks aims to ensure information of what students listened to by asking students to decide whether the statements are true or false. For example, after or while listening to a conversation which took place in hospital, teacher asks students if the conversation took place in a classroom. So, if students understood what they have listened to, they will get the answer easily and state whether it is true or false.

1.2.6.2. Cloze tasks:

In this type of activities, teachers ask students to fill in the gaps in a written passage. This instruction takes place after listening to a conversation, dialogue, story telling, or other recorded materials. For example, if students listened to conversation between two students who talked about, for instance, their marks in different modules. So, teachers, in this case, ask students to fill in the gaps by the correct mark according to the appropriate modules.

1.2.6.3. Multiple choice questions (MCQ):

After listening to the tape or the teacher, teacher asks students to give a correct answer to some question but the teacher here provides students by options and students should select just the right one(s). The purpose of giving students extra choices is to enrich students by new

vocabulary and teach students how to decide intelligently. As an example, the story that students listened to was about a mother and her son Peter. The proposed question is: what the name of Juliet's son? The options that teacher gives, for instance, are: John, George, Peter, or James.

1.2.6.4. Dictation:

Dictation is a very prominent task that most EFL teachers rely on for teaching different educational levels (secondary and high school, or even at university level). Teaching listening skill by using dictation task is a simple activity that needs especial conditions. According to H. Douglas Brown that the appropriate passage longer is around 50 to 100 words which should be repeated three times (132). This means that the dictated passage should not be so long or so short. If students feel that the passage is long, they will get boring. Teachers should prepare the circumstances to fit the aim of teaching.

Dictation task needs quiet classroom situation, acceptable tune (teacher voice), and a great degree of students' concentration. Noise in classroom disturb the teacher and affect negatively students' desire to listen to the teacher. EFL teachers' purpose behind teaching dictation is to enhance students listening ability. Moreover, dictation in its nature aims to tests writing abilities (Gary, 78). This view emphasizes the importance of dictation task because it enhances both students listening and speaking skill.

1.2.6.5. Dicto Comp:

Using Dicto Comp task means that the teacher reads a passage and then students try to rewrite that passage but by using their own words. Dicto Comp seems similar to dictation but in dictation tasks students are supposed to write what they hear word by word. However, in Dicto Comp students are expected to use their syntactic, lexical, and pragmatic competences.

There are numerous types of tasks that aim to enhance students listening skill but as usual that students tend to see the interesting tasks which are easy to correct as what is called by H. Douglas Brow the 'chart- filling' task. Chart- filling task is when students are supposed to tick responsibly in the appropriate place in the table.

The table bellow is an example of this type of tasks. So students should do this task according to what they listened to not to what they know.

	David	Micheal	Christina	Peter
Tall	✓			✓
Thin		✓		
Fat				✓
Small			✓	

Table 02: Sample of 'chart- filling' task

1.2.7. Useful listening materials:

The role EFL teacher is to advice students to vary their sources of listening skill. Teachers are considered as human source which is very important to enhancing students listening skill. Effective teachers know which material is exactly the appropriate one for such task. Moreover, the ideal teacher is the one who varies his types of materials to motivate and make his/ her students to be interested.

In the case that the source of input that students are listening to is not teachers but a taped material, the role of teachers is to help students to change the routine of what is usual.

Taped materials used to give students the opportunity to practice their listening abilities (Harmer, 229), (The Practice of English). Here, the role the teacher is to control the quality of sounds especially in laboratories for, example, he/ she should test the headphones if they work well. Moreover, according to Jeremy Harmer (How to Teach English), teachers need to know their students' needs because they may need to listen to the tape twice or three times (98). This means that teachers should be knowledgeable about the use of materials for example the use of projectors.

According to Carla Meskill (conclusion), multimedia as a means of technology that supports listening skills enhancement. Multi modal processing promotes listening skills through, and 1) the role of text and visuals as aids to language processing; 2) the motivational aspect of video; 3) the combination for multimedia sources improves the second language progression. That indicates that it is helpful for teacher to use multimedia to motivate students and to vary the input sources but teachers should be aware about the correct use of the materials.

There are other materials considered as teaching equipments which help teachers indirectly because the use of them is outside the classroom but these materials help students directly which concern as motivational factors. These materials are: Radio, television programs, public announcements (airport, train, bus station), speeches, plays, telephone customers service recordings (Harmer, 98). Movies, sitcoms, and video games are included with later mentioned materials. EFL teachers should give students to practice their listening skill outside the classroom as homework tasks. The teachers' vital voice remains the all time available source of the input but using taped material gives students the opportunity to listen to different voices (Harmer, 229). This point gives teachers' role very important place in the

process of teaching listening skill because teachers' voice is the source the classroom interaction.

1.2.8. Obstacles in teaching listening tasks:

In the process of teaching and learning, EFL teachers may face some difficulties and obstacles that prevent them to progress. Some times teachers teach students different tasks and through this development, they unconsciously make some faults that lead students to get failure such as: redundancy (yes/ you know/ I mean/ its right), reduced forms (won't you help them), rate of delivery, and miss using of stress and intonation (Bachar, 4). In addition to those kinds of problems, there are other difficulties teacher faces through doing listening tasks. According to H. Douglas Brown, the difficulty in teaching listening by using dictation task is the length of the passage and the complexity of the grammar, vocabulary, and the discourse (131). This means that teacher gets failure if his/ here students face problems related to language aspects.

Teaching listening skill activities especially cloze task needs an acceptable degree of students' concentration because students are listening and at the same time check where exactly the deletion occurs. Unfortunately, students some time continue reading the passage and forget the essential purpose which is listening. This leads to a transfer from listening skill to reading skill (Brown, 126). The difficulty increases and reduces according to the nature of tasks and to complexity of what students listened to. In addition, the role of teachers as guides gives them the responsibility to attract students' attention to help them to continue their concentration.

Conclusion

The process of teaching listening skill is different from teaching the other skill because the nature of listening skill is abstract. Listening skill considered as the hidden skill because all what happen in listening skill lessons in the mind of students. For that reason, EFL teachers try to reduce listening skill abstractness by using materials and design tasks to give students concrete view about this skill. Perfect organization and using effective teaching methods and materials help teachers to teach in better way.

Chapter Two: Research Methodology

2.1. Research questions and hypotheses

2.1.1. Research questions: The source of any research is a question, as researchers, we try to find answers for the following questions:

1.What are the techniques and strategies EFL teachers of Biskra University should apply in order to enhance students listening skill?

2.How are EFL teachers proficient in the selection of useful materials for effective listening comprehension at this level (second year LMD)?

3.How can EFL teachers encourage and motivate students to listen effectively?

4.How EFL teachers of Biskra University concern with listening skill importance especially for second year LMD?

2.1.2. Research hypotheses:

Following scientific researching method, argues that any research includes at least one hypothesis. Of course, in our research we come up with the following hypotheses which are the starting point of the investigation through which we will answer our research questions:

1.If teachers do their best efforts in varying their methods and techniques of teaching, then students will get progress in their listening skill.

2.If teachers use variety of materials, then students will reach a good level of achievement.

3.If teachers motivate students to be involved in listening, then students will raise their receptive competence.

4. If teachers give listening skill its importance, then that will affect the real level of students' proficiency.

2.2. Participants:

2.2.1. Teachers questionnaire: Sample 1

The questionnaire planned for seven (7) teachers of oral expression at the Department of English, University of Biskra. The selection of this sample based on the consideration of those teachers of oral expression who would benefit us more than other teachers because they teach students how to develop oral skills that we focus on. Most of those teachers are females (71.42%). More than half (57.14%) of teachers at Biskra University are experienced in teaching at university level for more than five years. Most of EFL teachers (85.71%) have experience in teaching oral expression.

2.2.2. Classroom observation teachers and students: Sample 02

2.2.2.1. Sample of Teachers: the selected sample is two teachers of oral expression which are chosen under the conditions that one teacher is experienced, while the second one has relatively less experience in accordance to the first one but both of them teach oral expression module. Moreover, the selected EFL teachers are exclusively teach second year LMD.

2.2.2.2. Sample of Students: the chosen sample is four groups of second year LMD students. The selection of groups was randomly. Two groups study with one teacher, while the remaining two groups study with another teacher. The number of students was about 40 to 50 students. Female were numerous (about 85%) than boys (about 15%).

2.3. Research instruments:

2.3.1. Questionnaire: To give our research more credibility, we use the questionnaire as a tool of investigation and gathering data. The questionnaire designed for seven (7) EFL

teachers of oral expression at Biskra University to know the role of teachers in the enhancement of students' achievement exclusively in listening skill. We see that oral expression module is the most appropriate one for students to acquire second language components through listening skill.

2.3.2. Classroom observation: In addition to the questionnaire strategy, observation is used. It aimed to study the variation in using materials and techniques in teaching listening skill. Moreover, observation applied exclusively with second year LMD classes. It lasted from 22 to 25 April 2012 for four sessions with different groups and different teachers. Furthermore, the observation aimed to describe and analyze teacher talk (teacher's language).

2.4. Research procedures:

2.4.1. Procedures of the teachers' questionnaire:

The questionnaire contains 17 questions. In addition to the background information about teachers, it includes two sections. Background information is about EFL teachers at Biskra University: gender (1), teachers' qualification (2) to know the effect of teachers' competences, teaching experience at university level (3) and teachers experience exclusively in teaching oral expression module to be sure about what their replies about teaching this skill. Moreover, question (4) is about what modules teachers taught to help us to compare between the gathered data and teachers background.

2.4.1.1. Section one: listening skill

Section 1 consists of seven questions that are about listening skill and its related concepts. Question (1) designed to know if teachers teach oral expression module and on which skill they may focus on listening/ speaking. Question (2) proposed to know if EFL

teachers teaching for comprehension or for acquisition. On question (3), we intend to know how teacher order the elements pronunciation, vocabulary, grammar, and clarity simplicity of the input. Moreover, question (4) is to know if EFL teachers give importance to pitch, stress, intonation, and speech rate and to know how they order those aspects. Question (5) dealt with the cases of when EFL teachers decide to be fast or slow in their speech in classroom. In question (6) we demanded from teachers to mention some results of their exaggeration in their speech rate. In the last question (7), we aim to make teachers give us some solutions for negative results of exaggeration in speech rate.

2.4.1.2. Section two: teaching listening skill

Section tow contains ten questions. Those ten questions are about teaching listening process. For example, question (8) designed to know if teachers really follow and respect the three well-known stages of teaching listening skill by giving them three choices yes, no, or some times to determine if they work in organize way of teaching. Questions (9) planned to know if EFL teachers give importance to the worksheet for listening skill as the other skills. We propose question (10) to know if EFL teachers really engaged in the daily use of the worksheet by giving them a scale of choices to help them. Question (11) designed to make teachers indicate which model they use to help us to determine which model is the appropriate one for teaching listening skill for second year LMD. Question (12) purpose is to know how EFL teachers deal with the unacceptable behavior (noise) of students in the classroom especially when silence is required. Knowing the main useful tasks in teaching listening skill, is the purpose for ask question (13) for teachers to order the list of tasks that we mention.

We organize questions (14), (15), and (16) about the use of materials and their availability. The aim behind asking teachers question (14) is to know usefulness of teaching

listening materials and the order that we ask for is to help us to know which one is more important. From the list of materials, we mention previously for teachers, we ask them question (15) to determine which one is the best for second year LMD. Question (16) to know if teachers find the materials they use to teach listening skill are available. The final question (17) we ask our teachers is to mention the obstacles they face in teaching listening skill for second year LMD.

2.4.2. Procedure of classroom observation:

Classroom observation lasted for four sessions; two sessions with teacher x and two sessions with teacher y. Teacher x is experienced teacher. However, teacher y has less experience but act actively and effectively. The procedure that we followed is live classroom observation. We focused on the use of use materials in teaching listening skill at Biskra University especially second year LMD. Moreover, we concentrate on students' participation and involvement. In addition to that, we do not forget to observe teachers level of language they use.

2.5. Research materials:

The questionnaire (see appendix 1) considered as material used in this research to help EFL teachers to read carefully because what is read needs more concentration more than what may say. In addition to the questionnaire, to make a good classroom observation, we use the worksheet as material which helps us to observe and take notes in an organized way (see appendix 2).

Chapter three: Results and findings

3. 1. Results of teachers' questionnaire

To give our research more credibility, we use the questionnaire as a tool of investigation and gathering data. The questionnaire designed for EFL teachers at Biskra University to know the role teachers in the enhancement of students' achievement exclusively in listening skill. We see that oral expression module is the most appropriate one for students to acquire second language components through listening skill.

3. 1. 1. Background information:

3. 1. 1. 1. Gender of teachers:

Options	number	Percentage
Male	2	28.57%
Female	5	71.42%
Total	7	100%

Table 03: Gender of teachers

Most of EFL teachers (71.42%) at Biskra University are females. However, 28.57% of teachers are males. That may refer to that females prefer teaching oral expression more than males.

3.1.1.2. Teachers' qualifications:

Options	number	Percentage
License	1	14.28%
Magister	5	71.42%
Doctorate	1	14,28%

Table 04: Teachers' qualifications

Most of EFL teachers (71.42%) of Biskra University have MA (Magister) degree. However, teachers who have license degree are 14.28%. Teachers who have PhD (Doctorate) are 14.28%. It is important that some of teachers who have MA (Magister) mention that they are preparing their studies for PhD.

3.1.1.3. Teaching experience at university level:

Years	Number	percentage
1-5	2	28.57%
5-10	4	57.14%
10-15	0	0%
Other	1	14.28%

Table 05: Teaching experience at university level

The majority of EFL teachers (57.14%) at Biskra University have taught for 5 to 10 years 28.57% of them taught for less than five years. However, 14.28% of teachers have more than 15 years of teaching experience at university level. What has attracted us is the majority

of EFL teachers at Biskra University who teach oral expression have relatively short time of teaching experience (less than 10 years). It is logical to interpret it referring to the simplicity of this module.

3.1.1.4. Taught modules:

We concentrate on the most repeated modules that EFL teachers at Biskra University taught.

Options	Number of teachers	Percentage
Grammar W. expression Oral expression	6	85.71%
Other modules	1	14.28%
total	7	

Table 06: taught Modules

From the table above, we recognize that the most repeated mentioned modules by teachers are grammar, written expression, and oral expression. However, just one teacher who has no experience with the other mentioned modules.

3.1.1.5. Teaching oral expression module:

Options	Number	Percentage
Yes	6	85.71%
No	1	14.28%
Total	7	100%

Table 07: Teaching oral expression module

The sample (7 teachers) that we chose includes 85.71% of teachers who teach oral expression module. This percentage ensures that oral expression is the first module, which teachers teach when they start teaching at university level. However, 14.28% of teachers do not teach this module.

3.1.2. Section one: listening skill concepts

3.1.2.1. Teaching oral expression: focusing on listening/ speaking

Options	Number	Percentage
Listening	0	0%
Speaking	4	57.14%
Both	3	42.85%

Table 08: Teaching oral expression: focusing on listening/ speaking

During oral expression sessions, 42.85% of EFL teachers at Biskra University focus on both skills; speaking and listening, while the remaining teachers focus only on speaking skill at the degree of 57.14%. There is an apparent neglection for listening skill importance (0%).

3.1.2.2. Cases of teaching listening for comprehension/ acquisition:

Some of EFL teachers at Biskra University mention that when they teach listening for comprehension their focus is on to enhance students' receptivity for the input. However, they claim that teaching listening for acquisition is to enhance students' productivity.

3.1.2.3. Teachers' classification for language aspects through teaching listening skill:

Options	Pronunciation		Vocabulary		Grammar		Clarity and simplicity	
Teacher 1	2	75%	1	100%	3	50%	4	25%
Teacher 2	2	75%	1	100%	3	50%	4	25%
Teacher 3	2	75%	3	50%	1	100%	4	25%
Teacher 4	1	100%	2	75%	3	50%	4	25%
Teacher 5	4	25%	3	50%	2	75%	1	100%
Teacher 6	2	75%	1	100%	3	50%	4	25%
Teacher 7	1	100%	2	75%	4	25%	3	50%

Table 09: Teachers' classification for language aspects through teaching listening

Teachers (01) and teacher (02) provide us by the same classification. They give the priority for vocabulary (100%) and give less importance (25%) for the clarity and simplicity aspects. That indicates that those teachers are aware about the students' lack of vocabulary especially at this level (second year LMD). Giving less importance (25%) for clarity and simplicity of teacher talk is affects students understanding negatively.

Teacher (03) gives grammar initial position (100%). However, he/ she put clarity and simplicity aspects at the end of the classification (25%). He/ she gives a secondary priority for pronunciation and vocabulary. This teacher aims to enhance students' grammar through his speech.

Teacher (04) gives the priority to pronunciation (100%), while he/ she put the clarity and simplicity aspects at the end (25%). This teacher aims to use understandable pronunciation to give students the opportunity to hear his speech clearly.

Teacher (05) starts the classification by the clarity and simplicity aspects (100%), and he/ she finished by pronunciation (25%). This teacher is aware about his speech clarity and simplicity, which students need at this level (second year LMD)

Teacher (06) begins with vocabulary (100%) and he/ she closes the list of classification by clarity and simplicity aspects. At this level of learning, second year LMD students need unlimited number of vocabularies in English language to reduce the lack of using mother tongue thinking.

Teacher (07) gives pronunciation the first place (100%) and he/ she put grammar at the end (25%). When this teacher gives pronunciation essential importance, surely he/ she knows that unclear pronunciation affects negatively students receptivity of speech components.

3.1.2.4. Agreement of giving importance to language aspects (pitch, stress, intonation, and speech rate):

Option	Number	percentage
Yes	4	57.14%
No	0	0%
Sometimes	3	42.85%

Table 10: Agreement of giving importance to language aspects

Teacher talk is the key for students to succeed. Giving 57.14%, importance to pitch, stress, intonation, and speech rate is not enough because unfortunately (42.85%) of teachers give those aspects of language

3.1.2.5. Teachers' classification for pitch, stress, intonation, and speech rate

Options	Pitch		Stress		Intonation		Speech rate	
Teacher 1	3	50%	1	100%	2	75%	4	25%
Teacher 2	4	25%	2	75%	3	50%	1	100%
Teacher 3	3	50%	2	75%	1	100%	4	25%
Teacher 4	4	25%	3	50%	1	100%	2	75%
Teacher 5	4	25%	3	50%	2	75%	1	100%
Teacher 6	3	50%	4	25%	2	75%	1	100%
Teacher 7	4	25%	2	75%	3	50%	1	100%

Table 11: Teachers' classification for pitch, stress, intonation, and speech rate:

Teacher (01) puts stress at the beginning (100%) of the classification and he/ she ended by speech rate (25%). He/ she gives intonation and stress a secondary played role in the teacher speech.

Teacher (02) gives priority to speech rate (100%) and put pitch at the end of the classification (25%). Stress, intonation classified as secondary elements (75%), (50%) which affect the students understanding for teachers' speech.

Teacher (03) starts by intonation (100%) and finished by speech rate (25%). According to teacher (03), stress and pitch considered as secondary important elements (75%), (50%) in he teacher speech.

Teacher (4) begins with intonation (100%) and considers pitch as the last (25%) element in the classified list. In teacher (4) opinions, speech rate stress and are less important than intonation and more important than speech.

Teacher (05) gives speech rate the priority (100%). However, he/ she classify pitch as the last aspect (25%) in the list. However, intonation and stress classified in the secondary position (75%), and (50%).

Teacher (06) begins with speech rate (100%) and closes the list by stress (25%) as final and the less important element in the list. Intonation and pitch followed speech rate as secondary level of importance (75%) and (50%).

Teacher (06) provides us by this classification. He/ she puts speech rate at the beginning of the list (100%) while he/ she classifies stress (25%) at the end. Stress and intonation follow speech rate as secondary place (50%) and (75%).

3.1.2.6. Cases of being fast/ slow speech rate:

Fast speech rate	Slow speech rate
✓ Common speech ✓ Normal occasions ✓ Discussion ✓ Giving examples	✓ Important explanation ✓ Giving instructions ✓ Giving new elements ✓ Asking questions ✓ Giving feedback

Table 12: Cases of being fast/ slow speech rate

EFL teachers' speech rate affects by the different situations during giving the lesson. Teachers control their ways of speaking to students intelligently. According to the suggestions

above, sometimes, teachers become slow in their speech rate to the level that students can recognize the instruction or catch the information even if it is new. However, other times, they seem fast at the level they reach all their goals from the lesson by gaining time. EFL teachers at Biskra University propose those cases to show where exactly they be speed or slow speakers. This technique of teaching allows students to recognize the main segments of the speech.

3.1.2.7. Results of slow/ fast speech rate exaggeration:

Positive results	Negative results
1. Speaking slowly motivate second year LMD students 2. Fast speech saves time	1. If the teacher is fast in his speech, students cannot follow him. 2. Fast speech rate causes misunderstanding 3. Fast/ slow speech rate make students loose their concentration 4. Slow speech rate make students get bored

Table 13: Results of slow/ fast speech rate exaggeration

EFL teachers at Biskra University ensure the negative results of the exaggerating in the way of speaking to students especially that learn English at university for few years. The exaggeration in speech rate (too fast or too slow way of speaking) surely affects students' achievements directly. Even if EFL teachers at Biskra University suggest the two positive results above, that is not all the time continue positive because if teachers make their speech

rate slow, it becomes beneficial for some of the students while the will be bored. In addition, running to teach all what wrote on the worksheet, neglect students needs behind the goal of coming to class.

3.1.2.8. Suggested solutions for negative results of too fast/ slow speaker:

EFL teachers at Biskra University suggest three solutions for negative results of being too fast/ slow speaker. They mention that repetition becomes a solution for students to grasp what they miss. EFL teachers at Biskra University add that going with students level is a good way to make students progress without any obstacles that may prevent them from understand what teacher are trying to convey.

3.1.3. Section tow: teaching listening skill

3.1.3.1. Respecting teaching strategies of listening skill:

Options	Number	Percentage
Yes	5	71.42%
No	0	0%
Sometimes	2	28.57%

Table 14: Respecting teaching strategies of listening skill

Considerable number of EFL teachers (71.42%) at Biskra University respect and apply teaching listening skill stages (Before listening, while listening, after listening). However, 28.57% of them often follow those steps. The degree of disrespecting listening skill stages, here, relatively has high percentage in accordance to the importance of those helpful strategies.

3.1.3.2. The use of worksheet in teaching listening skill:

Options	Number	percentage
Never	0	0%
Rarely	1	14.28%
Sometimes	4	57.14%
Often	1	14.28%
Always	1	14.28%

Table 15: The use of worksheet in teaching listening skill

Only one teacher uses the worksheet all the time (14.28%). Moreover, one teacher who often uses the worksheet while 57.14% of EFL teachers at Biskra University who use the worksheet from time to time. This way of using of the worksheet may be a kind of disorganization of teachers that may lead to unsuccessful way teaching.

3.1.3.3. The use of teaching models:

Options	Number	Percentage
Bottom-up	1	14.28%
Top-down	3	42.85%
Mix them	3	42.85%

Table 16: The use of teaching models

Some of EFL teachers (42.85%) at Biskra University use the two models of teaching Bottom-up and Top-down at the same time as means of conveying the input to students. However, just one teacher (14.28%) use Bottom-up model. The remaining teachers (42.85%)

use Top-down model. That may refers to how teachers evaluate their students' level of recognition of the input.

3.1.3.4. Teachers' treatment for students' behavior during listening sessions:

Options	Number	Percentage
Soft treatment	7	100%
Harsh treatment	0	0%
Being careless	0	0%

Table 17: Teachers' treatment for students' behavior during listening sessions

All EFL teachers (100%) at Biskra University agree that soft treatment is the only solution for unacceptable students' behavior. They refuse absolutely to be careless or to deal with students inappropriately.

3.1.3.5. Teachers' classification for useful teaching listening tasks:

Teachers	True/ false tasks	Close tasks	Multiple choice questions	Dictation	Dicto-comp	Chart-filling
Teacher 01	2	1	3	4	5	6
Teacher 02	6	1	4	3	2	5
Teacher 03	4	5	6	2	1	3
Teacher 04	1	3	2	4	6	5
Teacher 05	2	1	3	5	4	6
Teacher 06	2	/	1	/	/	/
Teacher 07	2	1	3	4	6	5

Table 18: Teachers' classification for useful teaching listening tasks

It is difficult to ensure why teachers classification is so different. That may be because their opinion and techniques of teaching are dissimilar. What noticeable is that four teachers classify Close task as the first useful task. Four teachers classify True/ false task as the second useful task in teaching listening skill. Three teachers put Multiple-choice task as the third useful task for students at second year LMD. In addition, three teachers consider dictation as useful task for teaching listening skill under the fourth position. Three teachers select Chart filling as fifth useful task for teaching listening skill. Dicto-comp classification differs from teacher to another.

3.1.3.6. The useful materials in teaching listening skill:

Teachers	Books	Handouts	Multimedia	Own voice
Teacher 01	✓		✓	✓
Teacher 02			✓	✓
Teacher 03		✓	✓	
Teacher 04		✓	✓	
Teacher 05				✓
Teacher 06		✓	✓	
Teacher 07		✓	✓	✓

Table 19: Teachers' classification for useful teaching listening tasks

In addition to their own voice, EFL teachers at Biskra University use multimedia and handouts. However, the use of books is rarely applied.

3.1.3.7. The availability of teaching listening materials:

Options	Number	percentage
Never	1	14.28%
Rarely	1	14.28%
Sometimes	2	28.57%
Often	2	28.57%
Always	1	14.28%

Table 20: The availability of teaching listening materials

Generally, 14.28% of teachers mention that the used material is never available. Teachers give the same percentage (14.28%) to the case of "Rarely". Teachers give the two

cases sometimes/ often the same percentage 28.57%. However, the remaining teachers (14.28%) said that the used materials are always available.

3.1.3.8. Obstacles that EFL teachers at Biskra University face in listening lessons:

According to what EFL teachers at Biskra University, listening skill lessons need a great amount of silence in the classroom. For that reason, they view that large classes prevent them to reach their aims. Teachers mention that they are unable to find a solution to reduce the noise outside the classrooms. Moreover, they see that using multimedia material disturb the other classes. Some teachers said that handling materials from class to another might tire them. In addition to that, second year LMD students are not able yet to understand the spoken form of English especially the variations in such accents.

3.2. Results of classroom observation

3.2.1. Materials used in the observed sessions:

The materials that teachers used are exclusively handouts, multimedia materials, and teachers own voice. The table bellow shows the used materials in teaching listening skill.

Options	Teacher 1		Teacher 2	
	Session 1	Session 2	Session 1	Session 2
Handout	X	X		X
Multimedia	X	X		
Own voice	X	X	X	X

Table 21: Materials used in the observed sessions

According to this provided table, both teachers use their own voice as tool for teaching listening skill. In both sessions, teacher (1) uses both available materials: handouts and multimedia materials. However, teacher (2) uses only handouts.

The following table provides a clear view about the multi media materials that teacher (1) uses.

Multimedia materials	Taped materials	
	Data-show	X
	Own computer	X

Table 22: Multi media materials in the observed sessions

Teacher (1) concentrates on using visual material rather than audile ones (taped materials). We observe that teacher (1) used his own computer and she gave students to see more than five videos related to the topic. She shows students a speech with its video to make students practice what they learn in the lesson (handouts). By the end of the lesson, the goal of the lesson realized when students differentiate between the American and British vocabulary. Here, the use of videos is effective more than other materials because students were involved and find it interesting method of teaching.

3.2.2. Students' participation: (with teacher one)

Options	Group 1		Group 2	
	Number	percentage	Number	Percentage
Participated boys	12	28.57%	10	23.80%
Participated girls	29	69.04%	30	71.42%
Boys/ girls do not participate	1	2.38%	2	4.76%
Total	42		42	

Table 23: Students' participation: (with teacher one)

Even if students' number is huge (42), that do not prevents students to participate because the number of participated students is numerous. The number of participated boys (28.57%/ 23.80%) is few relatively to girls' participation (69.04%/ 71.42%) that because the number of boys is not numerous. According to the whole number of students (42), little number of students who do not participate (2.38% / 4.76%) indicates the interactive classroom environment.

3.2.3. Students' participation: (with teacher two)

Options	Group 3		Group 4	
	Number	percentage	Number	Percentage
Boys	10	23.25%	8	20%
Girls	16	37.20%	19	47.5%
Boys/ girls do not participate	17	39.53%	13	32.5%
Total	43		40	

Table 24: Students' participation: (with teacher two)

When we observe the huge number of students who do not participate (39.53%/ 32.5%), we can understand that participation rate is not valuable in accordance to the huge number of students (43/ 43).

3.2.4. Results of the comparesion between teacher (1) and teacher (2):

The following table presents the last results of students' participation in both sessions. Each given percentage is the average of boys/ girls in both sessions.

Options	Percentage of participated students (Average)		
	Boys	Girls	Students do not participate
Group 1 With teacher one	26.18%	70.23%	3.57%
Group 2 with teacher two	21.62%	42.35%	36.01%

Table 25: Results of comparesion between teacher (1) and teacher (2)

The comparison between the two previous results does not reflect the participation reality among boys (26.18%/ 21.62%) but it clearly appears among girls (70.23%/ 42.35%). However, the great difference between the percentages of students who do not participate in both groups gives an absolute evidence to ensure the divergent between the participation facts between the two groups.

3.2.5. Language simplicity and clarity:

Both of teachers (teacher one and teacher two) use a simple and clear language that help students to understand it easily. Even if the proposed topics were new for students (second year LMD), they tried to participate. Teacher 1 proposes difficult topics, for example, American/ British differences, but she uses a simple language to convey the message of the lesson. However, teacher 2 proposes a sensitive topic that was about man view about the worker woman. Both teachers clear in his instructions and if students do not understand, teachers repeat the instruction again. Teachers' language related to students level because we observe huge amount of explanation, clarifications, and given examples.

Chapter four: Discussions and recommendations

EFL teachers have an effective role on the level of students' achievements especially teachers consist on all of their capacities. This point realizes only when teachers use the appropriate strategies and materials. So, teachers' way of teaching listening skill affects students' enhancement and that appear in students level of communication.

4.1. Discussion of teachers' questionnaire analysis:

Starting from teachers' background information that we receive as data, we season some positive conditions. We mean that most (71%) EFL teachers of Biskra University have MA (Magister). In addition to that, good percentage (57.14%) of them taught for 5-10 years. Moreover, most (85.71%) of EFL teachers of Biskra University taught oral expression module because this later point ensured in both auction (4) and (5) in background information part. This acceptable qualifications that EFL teachers of Biskra University have, leads us to expect good and valuable level of teaching. According to the nature of oral expression module, teachers need just to be fluent speakers especially when the level of students is second year LMD. So from the analysis, we can say that EFL teachers of Biskra University are able to teach oral expression for students of second year LMD.

We noticed that teachers replies on section one, question (1) and (2), show the real neglection of listening skill in the oral expression lessons because no teacher mention that he/ she focus only on listening skill. It is unfair to do not give listening skill a whole session because good speakers surely are good listeners. In addition, saying that teaching listening for comprehension is for enhancing students' receptivity, and teaching listening for acquisition is for enhancing students' productivity is true but what unfair to mention that the focus must be more on teaching listening acquisition. That means that teachers give importance to students' productivity (speaking skill) more than receptivity (listening skill). The result of this passage

is EFL teachers of Biskra do not give special importance for exclusively listening skill lessons.

Teachers classify the input components according to their importance that are pronunciation, vocabulary, grammar, clarity, and simplicity. We noticed that most of EFL teachers of Biskra University give pronunciation and vocabulary high percentage (from 75% to 100%). This interpretation leads us to say that they give importance to pronunciation and vocabulary more than grammar and clarity/ simplicity. According to the level of students we talk about (second year LMD), putting pronunciation, vocabulary at the top of classification is good but classifying clarity, and simplicity of the input at the end of the list is unfair decision. We have said that because of the need of students at second year LMD for clear and simple language.

Most of EFL teachers of Biskra University give speech rate and intonation more importance than the other aspects (from 75% to 100%). This decision gives students the opportunity to understand teachers' pronunciation clearly. Moreover, giving speech rate valuable importance is for helping students to recognize the speech or the lesson. All what is said is positive and for the benefit of students but what is not logical id finding that just 57.14% of teachers who give importance to pitch, stress, intonation, and speech rate, while 42.85% of teachers do that occasionally.

According to the mentioned cases of where teachers should be fast/ slow in their speech, EFL teachers of Biskra University show that they are aware about their speech rate and they care about the negative results of exaggeration in speech rate. What we must appreciate is that EFL teachers of Biskra University are conscious about how to deal with the negative results of this issue when they suggest repetition and changing rate of speaking as a cure.

Most of EFL teachers (71.42%) of Biskra University respect teaching listening skill stages. This means that they work in organized way of teaching but their use of worksheet reflects negative image because more than half of EFL teachers (57.14%) of Biskra University use their worksheets occasionally.

Starting from the surface meaning of the structure of the components of the input (word, sentence or a text) or what is called top-down model is the most useful one by EFL teachers (42.85%) of Biskra University. However, other teachers (42.85%) mix this model with bottom-up model. For second year LMD level, we find that EFL teachers of Biskra University focus more on using top-down model. We refer that to the fact that second year LMD level requires more consideration of lexical aspects much more than syntax and grammar to be able to communicate.

EFL teachers (100%) of Biskra University as all teachers in other branches sometimes face unacceptable behaviors in classroom situation and they treat the problem softly without any kind of punishment. That indicates that teachers have a good relationship their students. EFL teachers of Biskra University show absolute neglection for the existence any kind of violence in classes.

EFL teachers of Biskra University are aware about the variation of types of listening tasks in each lesson even if they classify the tasks differently. That may be refers to the influence of other modules method of teaching because EFL teachers of Biskra University are specialized in one module but they mention that they use all of the suggested tasks. This leads us to say that students dot not feel bored by this variation in tasks.

Around of 85% EFL teachers of Biskra University use multimedia materials even if they use the other materials but what prevents them is that these materials are not available all the

time as they mention. This counted as an obstacle for teachers to teach in applicable way of teaching. In addition to that, the mentioned obstacles by teachers in the question seventeen surely will affect negatively the enhancement of listening skill and its method of teaching.

4.2. Discussion of classroom observation data analysis:

The comparesion between the uses of materials between both teachers shows a valuable relationship between the results in participation degree. When teacher 1 used multimedia: his own computer with group 1 and data-show with group 2, the final participation results is clear to appreciate effectiveness of using multimedia. The use of multimedia materials helps teachers to motivate students and make them involved in the lesson. The considerable variations in the percentage of participated students from groups with teacher 1 to the groups with teacher 2 give a value to the plied role of EFL teachers. In addition, the use of multimedia materials helps teachers to be not weary all the time. Moreover, it gives students the opportunity to listen to native speakers and active students not passive, whereas, when teacher 2 use only handouts and his own voice, he make his students bored.

Data gathered from classroom live observation encourage us to say that if teachers use their teaching techniques in order to make students succeed, nothing will prevent them because most things we hope to ensure realized. For example, when teacher 1 used material, she did not neglect the use of her language but used it in clear manner.

Recommendations:

Essential conditions must be provided to complete the EFL teachers' role in the EFL students listening skill improvement are: administrative role is so important to provide teachers by the demanded materials they need. In addition, listening skill needs special rooms which must be protected from outside noise. Moreover, Teachers should specify lessons for listening skill exclusively and do not mix it with speaking skill. Finally, EFL teachers should not neglect listening for its difficulties in assessing students' achievement.

General Conclusion

Even if the abstractness of listening skill in accordance to speaking, reading, and writing skills, listening skill has an important role in the level of EFL students in communicating. When EFL teachers provide students by the appropriate input in with effective strategy and by using the useful material, students classroom interaction surely will increase. EFL teachers' strategies influence the progression of teaching and learning processes. Even though EFL teachers face difficulty in assessing listening skill, that should not lead to neglect this skill because listening is foundation on which the remaining skills based especially speaking skill.

EFL students could raise their levels in reading, speaking, and writing skills by themselves. However, even if the availability of alternatives (the use of technology), without teachers, EFL students level will not increase because students need a vital source to listen to. For that reason, EFL teachers' role in the process of teaching listening skill is important in both cases; proving students by the effective input in the classroom situation or guiding them to select the valuable production the would listen to.

We can say that half of requires of the research hypothesis has been accepted when we find that EFL teachers at Biskra University have all qualifications to taught in very accepted way of teaching, while what we hoped to investigate is rejected because the results we have found that EFL teachers at Biskra University do not give listening skill its importance which leads to lower level of students achievements.

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Appendixes:

Appendix 1:

Questionnaire for EFL teachers at Mohamed khider University of Biskra

> You are kindly invited to answer the bellow questions to help us in gathering data to give more credibility to our dissertation which is under the title: ***Teachers' Role in Enhancing Listening Skill: Case Study of Second Year LMD, University of Biskra.***
>
> <u>Thank you for your help</u>

Background information:

1. Gender: Male ☐   Female ☐
2. Qualification: License ☐   Magister ☐   Doctorate ☐
3. Teaching experience in university level: 1-5 ☐   5-10 ☐
                                              10-15 ☐   other ☐

4. Mention the modules you taught/ teach (important, just abbreviation).

……………………………………………………………………………………………………….

……...

Section One: **Listening skill (overview and related concepts)**

1. Did you teach Oral Expression module?

   Yes ☐   No ☐

   ❖ If yes, do your focus on listening skill or on speaking skill? (If you do not teach Oral Exp, just give suggestions).

……….

……...

....……………………….

2. According to you, in cases you taught listening for comprehension (just to students understand the information) and in other cases for acquisition (to make students learn the information). Would you give us one case for each type?

…………………………………………………………………………………………...…

……………………………………………………………………………………………...

....

3. In your opinion, order the following comprehensible input' characteristics according to the priority you give. (Put numbers, order is important).

Pronunciation ☐ vocabulary ☐

grammar ☐ clarity and simplicity ☐

❖ If there are other suggestions, would you mention them?

……………………………………………………………………………………………

…………………………………………………………………………………………….

4. In listening lessons for second year LMD, do you give importance to pitch, stress, intonation, and speech rate in your talk?

Yes ☐ No ☐ sometimes ☐

❖ If "yes", would you order them according to their importance for second year LMD (put numbers, the order is important).

Pitch ☐ stress ☐

intonation ☐ speech rate ☐

5. When do you decide to be fast and when to be slow in your speech in the classroom?

....

....

....

....

6. If you felt that you were so fast or so slow in your speech, what the results of these two cases in your experience in the classroom situation?

……
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………………………………………………………………………… ……………………………….

7. How did you deal with the negative results of your too fast or too slow way of speaking in your teaching listening lessons?

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……

Section two: **Teaching Listening skill**

8. According to your experience, do you respect teaching strategies for listening skill (Pre-listening (e.g. worming up), While listening (e.g. activities), and After listening (e.g. check students understanding).

Yes ☐　　　No ☐　　　sometimes ☐

❖ If "No" would you justify why.

……
……
……

9. According to your experience especially with second year LMD, do you give importance to worksheet preparation for listening as what you deal with the remaining skills?

Yes ☐　　　No ☐　　　sometimes ☐

❖ If "No", please, would you justify?

……
……
……

10. For teaching listening skill, do you use your worksheet?

Never	
Rarely	
Sometimes	
Often	
Always	

11. According to your experience even in teaching other modules (not only Oral Exp) with second year LMD, what do you prefer to use as teaching processing models:

Bottom-up[1] ☐   Top-down[2] ☐   Mix up them   ☐

12. Which manner do you prefer to make your students concerned, quit, and involved?

Reward (soft treatment) ☐   Punishment (harsh treatment ☐   Being careless ☐

❖ If there are other suggestions, would you mention them please?

……………………………………………………………………………………………………

…………………………………………………………………………………………………….

13. Please would you order the following listening tasks according to your preference in using them (order is important)?

True/ false tasks	
Cloze tasks	
Multiple choice questions	
Dictation	

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[1] Explaining information by starting from linguistic structure to reach the meaning of a word

[2] Explaining information by starting from the meaning of a word to reach the linguistic structure

Dicto Comp: teacher dictate a passage and students rewrite that passage by using their own words	

gnillif -trahC	

14. Which materials do you use in listening lessons with second year LMD?

Books ☐   handouts ☐   multimedia materials (data-show, computers, taped materials…☐   your own voice ☐

  ❖ If there are other materials you use, would you mention them?

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………………

15. According to you, refering to the previous mentioned materials, What is the material that you see as useful and beneficial one ?

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…………………………………………………………………………………………
…………………………………………………………………………………………
……………………….

16. Are those materials available?

Never	
Rarely	
Sometimes	
Often	
Always	

17. Would you please mention every day listening lesson's obstacles that you face with second year LMD?

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…………………………………………………………………………………………
…………………………………………………………………………………………
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Appendix 02: English language teaching worksheet

Lesson plan	Date
Class size:	
Language objectives:	
Resources used:	
Time:	

Sociolinguistic expone	T	Teacher' task	Student' task	Objectives	Observation

Dedication

I dedicate this work to:

My mother and the memory of my father

My brothers and sisters

And all the extended family and friends

Acknowledgement

I would like first to thank ALLAH for giving me strength and capacity to complete

this work.

I would like to express my sincere gratitude to my supervisor Miss. Hanane Saihi for

her unaccountable guidance, support, help and patience.

I would like to express my warm thanks to my dear teacher Miss. Hanane Saihi who

accepted to examine my research work.

I gratefully wish to thank all the teachers of the Department of English for their help

and seriousness in completing the questionnaire.

I would also like to thank all my colleagues for the nice times that we spent together

helping each other.

Appreciations go also to all who helped me in one way or another to realize this work.

Table of contents

List of figures and tables

Abstract

The study has been designed to emphasize the role of EFL teachers as the prominent factor in enhancing students' achievement in listening skill. The research developed under the question how EFL teachers could enhance students' achievement in listening skill. This study aims to highlight EFL teachers' use of teaching techniques, materials, and teaching strategies to enhance students listening skill. The use of questionnaire, classroom observation, considered as a tool of investigation. The questionnaire designed for EFL teachers at Biskra University. However, the observation took place in second year LMD at Biskra University. Taking a good overview about listening skill considered as one of the research results. In addition, the results of the practical part which ended by providing us that EFL teacher at Biskra University have the capacities and qualification to teach listening skill, but they do not give listening skill its importance as the other skills.

ملخص

أجريت هذه الدراسة من اجل تأكيد دور الأستاذ الانجليزية كلغة أجنبية كعنصر أساسي في تحسين المستوى ألتحصيلي للطلبة من خلال القدرة الاستماعية. و صممت الدراسة تحت السؤال المطروح : كيف يمكن لأساتذة اللغة الانجليزية أن يحسنوا القدرات الاستماعية للطلبة ؟ تهدف الدراسة إلى تسليط الضوء على تقنيات و استراتيجيات التدريس و استعمال الوسائل التكنولوجية من اجل تحسين قدرة الطلبة الاستماعية . اعتبرنا استخدام الاستبيان لأساتذة الانجليزية في جامعة بسكرة ، و الحضور كعنصر ملاحظ في أقسام ثانية انجليزية (ل م د) من اجل تحقيق هذا البحث . اخذ صورة واضحة عن مفاهيم تتعلق بالموضوع كان من بين الأهداف المسطرة في البحث ، إضافة النتائج المتوصل إليها في الجانب التطبيقي للبحث التي أفادنا بها أساتذة قسم الانجليزية بجامعة بسكرة ، والتي زودتنا بان أساتذة الانجليزية بجامعة بسكرة يملكون كل القدرات و الكفاءات لكن ينقص عدم الاهتمام الكافي بمهارات الاستماع لدى الطلبة .