

**The People's Democratic Republic of Algeria**  
**Ministry of Higher Education and Scientific Research**  
**Mohamed Kheider University, Biskra**  
**Faculty of Letters and Foreign Languages**  
**Division of English**

# **Improving Students' Listening Skill Through the Language Laboratory**

**A case of third year students at the department of English-Bouzareah  
university**

**A Dissertation Submitted In Partial Fulfillment For The Requirements of  
The Degree of Master in Science of Languages**

Submitted by :  
BENMADANI Nadjah

Supervisor :  
LAADJAL Djamila

2012/2013

# Dedication

To my beloved mother Fatima Zohra and my father Abdullah whose their support, love, encouragement and prayers accompanied me along my educational journey.

To the man of my life my husband Nasser Dine and the apple of my eye, my daughter Hadil for their infinite love, and patience.

to my sisters Hinda and Anfal and my unique brother Rami for their support and laughter that lighten my life.

to my beloved grandfather Benazzouz and grandmother Drissia as well as my mother in law Aichouche for their prayers and encouragements.

to my friends and to everyone who helped me...with all my love I dedicate this precious work.

## acknowledgement

*I would like to thank all my teachers of English department who taught me how to listen.*

*I would like to express my gratitude To my supervisor madam LAADJALI for her advice and help as well as to madam BENCHAREF for her kindness and help.*

*Special thanks to my teachers MR.BECHAR, MR.TURQUI, MRS.HASSINA, MRS.RABHI and the new teacher MSS.GOURARI.*

*To my only colleague Siham Loukriz and the promotion of 2012 my colleagues I wish you all the best.*

### **Abstract**

Language laboratories have played an important role in the past of foreign languages teaching. The current study attempts to find out the impact of the language laboratory in

foreign language teaching and learning. This paper consists of three chapters, two theoretical and one practical. The theoretical ones deal with a background knowledge about listening skills in addition to a literature review and description of the English language laboratory. Whereas, the practical chapter consists of two parts that deal with data collection and analysis of the results. Our primary concern was to investigate students' attitudes about using the language laboratory in language learning; mainly, to explore the hypothesis of whether the English language laboratories have a tangible effect on ameliorating students' listening skills. In other words, we tried to come across the effect of language lab on improving students' listening skills. A questionnaire was administrated to third year English LMD/sciences of the language University of Bouzareah. Eventually, the results prove the validity of our hypothesis.

### **List of tables**

Table 1:students' answers about Question One Gender.....	40
--	----

Table 2: students' answers about Question One Age.....	41
Table 3: students' answers about Question two.....	42
Table 4: students' answers about Question three.....	43
Table 5: students' answers about Question four .....	44
Table 6: students' answers about Question five.....	45
Table 7: students' answers about Question six.....	46
Table 8: students' answers about Question seven.....	47
Table 9: students' answers about Question seven.....	48
Table 10: students' answers about Question eight.....	49
Table 11: students' answers about Question nine.....	50
Table 12: students' answers about Question ten.....	51
Table 13: students' answers about Question eleven.....	52
Table 14: students' answers about Question twelve.....	53
Table 15: students' answers about Question thirteen.....	54
Table 16: students' answers about Question fourteen.....	55
Table 17: students' answers about Question fifteen.....	56
Table 18: students' answers about Question sixteen.....	57
Table 19: students' answers about Question one.....	59
Table 20: students' answers about Question two.....	60
Table 21: students' answers about Question three.....	61
Table 22: students' answers about Question four.....	62
Table 23: students' answers about Question five.....	63
Table 24: students' answers about Question six.....	64
Table 25: students' answers about Question seven.....	65
Table 26: students' answers about Question eight.....	66

Table 27: students' answers about Question nine.....67  
Table 28: Teachers' answers about Question ten.....68

**List of figures**

Figure 1: Language Laboratory Design.....26

Graph 1: Students' answers about Question one Gender.....	40
Graph 2: Students' answers about Question one Age.....	41
Graph 3: Students' answers about Question two.....	42
Graph 4: Students' answers about Question three.....	43
Graph 5: Students' answers about Question four.....	44
Graph 6: Students' answers about Question five.....	45
Graph 7: Students' answers about Question six.....	46
Graph 8: Students' answers about Question seven.....	47
Graph 9: Students' answers about Question seven.....	48
Graph 10: Students' answers about Question eight.....	49
Graph 11: Students' answers about Question.....	50
Graph 12: Students' answers about Question ten.....	51
Graph 13: Students' answers about Question eleven.....	52
Graph 14: Students' answers about Question twelve.....	53
Graph 15: Students' answers about Question thirteen.....	54
Graph 16: Students' answers about Question fourteen.....	55
Graph 17: Students' answers about Question fifteen.....	56
Graph 18: Students' answers about Question sixteen.....	58
Graph 19: Students' answers about Question one.....	59
Graph 20: Students' answers about Question two.....	60
Graph 21: Students' answers about Question three.....	61
Graph 22: Students' answers about Question four.....	62
Graph 23 : Students' answers about Question five.....	63
Graph 24 : Students' answers about Question six.....	64

Graph 25 : Students' answers about Question seven.....	65
Graph 26 : Students' answers about Question eight.....	66
Graph 27 : Students' answers about Question nine.....	67
Graph 28: Teachers' answers about Question ten.....	68

## **List of Abbreviations**

**EFL: English as a Foreign Language**



**LMD: License, Master, Doctorate**

**Language lab : language laboratory**

**CALL: Computer Assisted Language Laboratory**

**WALL: Web Assisted Language Laboratory**

## **Contents**

Dedication .....	i
Acknowledgement .....	ii

Abstract.....	iii
<b>Introduction.....</b>	<b>1</b>
<b>Chapter one: listening skill and background knowledge.....</b>	<b>4</b>
Introduction.....	5
1. Definition of listening skill.....	6
2. Importance of listening skills.....	6
3. The process of listening.....	8
3.1. Bottom up listening processing.....	9
3.2. Top down processing.....	9
4. Types of listening skill.....	10
4.1. Extensive listening.....	11
4.2. Intensive listening .....	12
5. Teaching listening processes in class.....	12
5.1. Activities in the listening lesson.....	13
5.1.a. Pre_listening activities.....	13
5.1.b. During listening Activities .....	13
5.1.c. Post Listening Activities.....	14
6. Problems face students when listening.....	15
Conclusion.....	18
<b>Chapter two: Language laboratory and literature review.....</b>	<b>19</b>
Introduction.....	20
1. Review of related literature.....	21
2. The significance and relevance of language laboratory.....	22
3. Definition of language laboratory.....	23
4. Teacher's console vs. students booths.....	23
4.1. The features of a teacher's console.....	24

4.2. Feature of student's booth(console).....	25
5. Use of language laboratories.....	27
6. Model of language lab lesson suggested by Dwyer, T. P.....	28
7. Kinds of language laboratories .....	29
7.1. Conventional laboratory.....	29
7.2. Lingua_phone laboratory.....	29
7.3. Computer Assisted Language Laboratory(CALL).....	29
8. Advantages and Disadvantages of the language lab.....	30
8.1. Advantages of the language laboratory.....	30
8.2. Disadvantages of language laboratory.....	32
9. Steps for improving listening skill in the language laboratory.....	33
10. Language Laboratory Of Faculty Of Letters and Languages University Of Bouzareah.....	34
Conclusion.....	35
<b>Chapter Three: Data collection and discussion of the findings.....</b>	<b>36</b>
<b>Part I: Data collection.....</b>	<b>37</b>
I.1.Introduction.....	37
2.Population.....	37
I.3.Research tools.....	37
I.3.1.Description of the Questionnaire.....	37
I.3.2.Section one: personal information.....	38
I.3.3.Section two: attitudes about listening and suggestions.....	38

I.3.4. Section three: attitudes about the language laboratory use.....	38
<b>Part II: analysis and discussion of the findings.....</b>	<b>39</b>
II.1. Analysis of the students' Questionnaire.....	39
II.1.1. Section one: Personal information.....	39
II.1.2. Section two: Attitudes about listening and suggestions.....	41
II.1.3. Section three: Attitudes about the language laboratory use.....	45
II.2. Analysis of the teachers' questionnaire.....	58
Discussion.....	68
Conclusion.....	69
<b>General conclusion.....</b>	<b>70</b>
<b>Bibliography.....</b>	<b>72</b>
<b>Appendix.....</b>	<b>77</b>

## **Introduction**

### **1. Statement of the Problem**

Traditionally, in any foreign language learning; mastering the four language skills: listening, speaking, reading and writing means that you have mastered the language. Listening and reading were always considered as receptive skills yet speaking and writing as productive ones. In fact, each one of these skills has its significance in English language learning; although, EFL teachers are always giving further attention to the productive skills and the other skills are in some way ignored. Because the fact that listening skill, in some way, is ignored and teachers are not aware about its significance in English language learning .Also, teachers are not effectively using the language laboratory. In our study, we are going to give more focus on the language laboratory and its relation to listening, we will work on learning the listening skill in the language laboratory. We tried to shed the light on how a better use of the language laboratory provided by EFL teachers could effectively improve their students' listening.

## **2. Aims of the Study**

The objective of our study is to establish the effectiveness of the language laboratory when used in English language teaching especially in developing EFL students' listening skill; we aim at investigating some students' views about the advantages of the use of language lab to make their listening get better as well as to find out the effectiveness of using language lab to improving the EFL students' listening. Therefore, The aim behind this research is to identify how a better use of the language lab system can help for improving the EFL learner's listening skill.

## **3. Research Questions**

The main concern of this study is to determine to what extent the language laboratory can be useful in advancing the listening of foreign language learners. The following questions will be our core:

1. Is using the language laboratory able to improve students' listening skill?
2. How is using the language laboratory effective to improve students' listening skill?
3. How the teachers' use successfully language laboratories?
4. What is the students' attitudes about the use of language lab to improve their listening?

#### **4. Research Hypothesis**

The present research is definitely related to the idea that the use of technology especially the language laboratory in learning English language could greatly enhance students' listening skills. Thus, We hypothesize that the language laboratory could improve the students' listening skill effectively.

#### **5. Data Collection**

The hypothesis of our research guides us to our descriptive method. The required data for examining the hypothesis will be gathered through a questionnaire administrated to the sample population of students as well to teachers.

The students questionnaire consists of 16 items and it will be given to 42 student. They were asked to answer some questions that will help us to know their attitudes towards listening skill and to see their awareness about the significance of listening; as well as, to know the problems that might face them during listening. In addition, to check their views about the language lab and to investigate if they really had benefited from it in enhancing their listening skill. A questionnaire divided into three section, each section tackled a specific area. First section consists of two kinds of personal information which are about age and gender covered under one question. The second section tackled with listening skill in which we seek to know the students' attitudes about listening and the difficulties they encounter and some suggested solutions that they might use. The third section consists of questions that

seeks for students' thoughts about the use of language lab in learning listening skill and to what extent they have benefited from it in terms of improving this skill.

However, the teachers questionnaire consist of 10 items. We seek to know some teachers attitudes concerning teaching listening; in addition, to check if the instructors are aware of their students aural problems. Also to what extent they can measure the improvements of their students' listening skill through the language lab use.

## **6. Structure of the research**

This present study is divided to three chapters. The first chapter includes the theoretical background of the topic. It will treat the main issues related to listening skills. The second chapter also includes a background knowledge about the language laboratory and its features. The third chapter will be practical and will deal with the data collection and analysis of the questionnaire.

# **Chapter One: Listening skill**

**Introduction**



Listening has a great importance in people's daily life; and it is the most essential skill in language learning. As well as, it is the most frequently used in the classroom because a great deal of the educational process is based on listening skills so students have to spend most of the time listening to what the teacher says, for example, listening to the lectures, explanations and directions given by the teacher. According to Wolvin & Coakley (1979) the time that students are expected to listen in the classroom extends from 42 to 57.5 percent of their total communication time. Because listening has such a big proportion of the communication time of most people, therefore it is advantageous to possess efficient listening skills in order to be a competent listeners in both classroom and daily life. Particularly, in a language learning, listening occupies a significant role in the development of the language.

In spite of the importance of listening in language teaching and learning, English language teachers focus only on the productive skills (reading and writing) like English-as-a-foreign-language (EFL) classes where they teach English language as a module at university and they use it only inside the classroom. EFL students, of course, are from several countries where English is not the dominant language so they have only a few opportunities to hear the real language (native language) and are not used to hear the language as it is produced by native speakers. Thus, EFL students often have a kind of challenges in understanding English spoken by natives of the language when they are exposed to them.

## **A. Listening skills**

## **1. Definition of Listening Skills**

Listening is not an easy matter to be explored and it is not that easy to provide the appropriate definition of it; it happens when hearing to something such as music, radio or hearing a person talking, with attention. Rost (1994) said: “listening is less directly observed and less noticeable in both its development and its everyday use”. Wolvin and Coakley(1996) stated: “Listening is one of the most used and one of the most important communication skills in personal, academic, and professional settings”. They also pointed out that Listening includes receiving, attending, and assigning the meaning (Wolvin & Coakley 1979).

Listening process requires not just hearing sounds; but also requires attending to the sounds of the language and trying to infer the message. Rost(1994) argued that listeners must know how to critic what the illocutionary force of an utterance is, as well , i.e. what this sequence of sounds is intended to convey in a particular situation. Underwood (1989) facilitated the definition of listening to "the activity of paying attention to and trying to get meaning from something we hear"(p.1).

However, there is a traditional classification for listening as "passive" skills, Rost (1990) believe that a listener is involved in guessing, predicting, checking, inferring, interacting and organizing with the help of their prior knowledge of meaning.

## **2. Importance of Listening skills**

Morely (2001) said: “...listening is used far than any other single language skill in normal daily life...”(p.70). According to (Rivers,1981; Weaver,1972) people can expect to listen twice as much as they speak four times more than they read and five times more than they write(as cited in Morely, 2001,p.70).

Listening used to be ignored and language teachers have assumed that listening skills would be obtained during the grammar, vocabulary lessons. Chastain (1988) affirmed that listening may be called the “forgotten skill” . Recently, the value of listening skills especially

in language learning has become more and more esteemed over the years Richards (2008) affirmed that: “The teaching of listening has attracted a greater level of interest in recent years than it did in the past”(p.1). As well as Morely (2001) also stated: “...the status of listening began to change from one neglect to one of increasing importance”.(p.69).According to Nuboko(2004) listening is a critical dimension in language learning but it is the least understood process.

There are a lot of reasons why teachers have become more interested in developing listening skills in order to understand and contribute in a communication. One reason is, students at basic schools are pushed to develop good listening abilities in their mother tongue thus to be successful in everyday communication. The other reason, students have to develop efficient listening strategies that will allow them to learn another language.

Listening may be seen as a passive process; in fact, it is not true because the listener has to concentrate on the message to be able to decode it. Underwood (1989) argues: “Hearing can be thought of as a passive condition, listening is always an active process” (p.2). Kathleen Galvin stated five main reasons for listening:

*to engage in social ritual*

*(a) to exchange information*

*(b) to exert control*

*(c) to share feelings*

*(d) to enjoy yourself* (As cited in Underwood, 1989).

For Kathleen the five main reasons of listening are whether to get involved in social ceremony, to get or exchange information, to criticize, to express and share feelings or finally to enjoy one’s time.

Obtaining good listening skills in language learning is valuable and important because if you do not listen you will never learn.

### **3. The process of listening**

Saricoban (1999) stated: “Listening to and understanding speech involves a number of basic processes, some depending upon linguistic competence, some depending upon previous knowledge”. In listening process there are two key types of information are engaged in; the first one is the linguistic knowledge and the second one is non-linguistic knowledge, they are both with equal importance, or let us say, essential. As we all know , the linguistic knowledge has various aspects, and among them, we have phonology, lexis, syntax, semantics, and grammar. On the other hand, the non-linguistic knowledge is a background knowledge about the topic, about the context, and about the world in which the conversation took place. The later one is used requires a high cognitive work (mental).

Concerning the type of non-linguistic knowledge; one would ask him/herself a question about how this knowledge works or how it can be useful to the received sounds. Two views give us a good enlightenment about how non-linguistic knowledge works; these views are the bottom-up and the top-down processes (Anderson & Lynch, 1988, p.2).

Listening to speech and understand it, demands a number of essential processes, which depends on linguistic competence and previous knowledge. At some stage in listening, we use different strategies for understanding the encoded message that is why it is crucial for teachers to help their students to learn how to listen. Nobuko (2004) stated that: “Listening is now considered as an active skill that involves many processes”.

The listener applies two basic strategies in processing information which we refer to as bottom-up and top-down Processes.

### **3.1. Bottom-up listening processing**

Nunan (1998) pointed out that the bottom-up processing requires building meaning from the smallest unit of the spoken language to the biggest one in a linear mode.( as cited in Kusumarasyati, 2004); learners make use of their linguistic knowledge to identify linguistic elements in an order, from the smallest linguistic unit like phonemes (bottom) to the largest one like full texts (top). They link the smaller units of the language together to structure the

larger parts in a linear process where meaning is derived mechanically at the last stage, more clearly, deriving the meaning of the message based on the received language data, sounds, to words, to sentences, to meaning(Gilakjani, 2011). Also stress, rhythm, and intonation play a role in bottom-up processing.

ELT Journal Volume (1999) stated:“In listening, the lowest level (i.e. the smallest unit) is the phonetic feature. A simple analysis might present the listener as combining groups of features into phonemes, phonemes into syllables, syllables into words, words into clauses, and clauses into propositions”. In other words, we create the message from the single parts e.g. starting from sounds to words to grammatical units(sentences) to lexical meaning(texts). Moreover, in this process we use any clues that can help us in guessing the meaning such as rhythm, intonation and stress. Bottom-up processing is important in EFL listening (Wilson, M, 2003).

### **3.2. Top down processing**

The top-down on the other hand, refers to interpreting meaning as intended by the speakers through schemata or structures of knowledge in the brain (Nunan, 1998). In other words using schemata (background knowledge and global understanding) to draw meaning from and infer the message, which means that the previous background knowledge of the topic of conversation helps the listener to guess and interpret what the speaker is intending to say; this previous knowledge enables him/her to predict what may come next. We can label the prior knowledge a schematic knowledge, as well. Nunan (1997) says that in the top-down strategy the listener reconstructs the original meaning of the speaker using received sounds as clues. In this reconstruction process, the listener uses the background knowledge of the context and setting in which the conversation takes place to understand what he/she hears. Context of situation involves several aspects such as knowledge of the topic and of prior

events, in addition to the speaker or speakers' relationship to the situation as well as to each other, on the other hand(Gilakjani, 2011).

As pointed out in ELT Journal Volume, 1999: "Contextual information can come from many different sources: from knowledge of the speaker or from knowledge of the world; from analogy with a previous situation or from the meaning that has been built up so far. It can be derived from a schema"

The listener must place the language in its suitable context or situation to get the exact meaning.

#### **4. Types of listening skill**

Fadwa and Al-Jawi (2010) stated: "Learners can improve their listening skills and gain valuable language input through a combination of extensive and intensive listening material and procedures"(p.8).They also argued that listening of both kinds is important since it provides the perfect opportunity to hear voices and enables students to acquire good speaking habits because of the spoken English they take in, and helps to improve their own pronunciation.

##### **4.1. Extensive Listening**

Extensive listening refers to the listening that the students typically do away from the classroom, for pleasure or some other reasons, it is a way to improve your listening fluency. Students can get materials for extensive listening from many sources, they are supposed to use an audio materials that consist of texts that they can enjoy listen to (songs, movies..etc), because they can listen and understand them without being directed by a teacher, they can also use tapes or CDs about their course book dialogues to listen to again after they have studied them in class(Richards, 2008).

Students can get involved in an extensive listening at their own is by watching English language films with subtitle; as they hear the English dialogue, the subtitles help them understand; as they understand, they will, to some extent, grasp the language they hear (Harmer, 2007). In this context, Fadwa and Al-Jawi (2010) stated :

*In order to encourage extensive listening we can have students perform a number of tasks. They can record their responses to what they have heard in a personal journal, or fill in report forms, which we have prepared, asking them to list the topic, assess the level of difficulty, and summarize the contents of a tape. We can have them write comments on cards which are kept in a separate 'comments' box.*

Extensive listening gives you the opportunity to hear so many different voices and styles plus you will be able to learn them naturally so it helps you get used to the natural speed of spoken English. As you listen to more and more videos and songs, you will see that the most important words and sentence recur frequently. However, students who do only extensive listening often become lazy in speaking and they make many mistakes ;consequently, students must do both intensive listening plus extensive listening (Learn to Listen to Natural-Speed English, 2005)

## **4.2. Intensive listening**

Intensive listening is different from extensive listening; it is about studying small details and trying to focus on every piece of information of a text. Students listen specifically in order to study the way in which English is spoken and practice listening skill. It usually occurs in classrooms or language laboratories with, of course, the guides of the teacher, it typically occurs when teachers are present to direct students during listening and help them if they face any difficulties , as well as points them to spots of interest (Harmer, 2007).

According to Fadwa and Al-Jawi (2010), intensive listening also labeled “live listening”, it is a common way to ensure true communication where the teacher make discussions with the students. It has obvious advantages as students can interrupt and ask the teacher for more explaining. They can point out if the speaker is going slowly or too fast through their words and expressions. Intensive listening or Live listening could be applied on the following forms: reading aloud, storytelling, interviews, conversations (Fadwa & Al-Jawi, 2010).

## **5. Teaching listening processes in-class**

The teaching model of listening divided into three stages: stage one is preparation before class (before listening); stage two is classroom teaching (while listening); and stage three is learning after class (post listening). During these stages, teachers and students set teaching objectives, choose the teaching content and design teaching activities interchangeably (Saricoban,1999). Those stages are processed during the flow of the lesson in the form of activities so the students would not conscious when the teacher apply them.

### **5.1. Activities in the listening lesson**

#### **5.1.1 Pre-listening Activities**

In this stage the teacher prepares his students to listen. The teacher asks the students what they are going to listen and he tries to create a discussion atmosphere (Saricoban, 1999).

Pre-listening involves so many different activities. Underwood (1989),gives a number of activities that can be done in the classroom before the direct listening, they are:

- the teacher gives background information;
- the students read something relevant;
- the students look at pictures;



- discussion and answer session ;
- written exercises;
- following instructions for while-listening activity;
- suggestion of how the while-listening activity will be done (Underwood, 1989).

Those activities offer an opportunity to add some knowledge, which will help them to pursuing the listening text.

### **5.1.2 During Listening Activities**

In this stage the teacher helps his students to focus on the listening text and direct their understanding of the text. While students are listening to the tape, the teacher asks the students to listen to the tape very carefully and take some notes. In addition, he gives information lists to the students so as they listen to the tape, they try to fill the blanks with appropriate information. (Saricoban, 1999). Magdalena, P (2000) stated that: “the aim of the while-listening stage for students is to understand the message of the text not catching every word; they need to understand enough to collect the necessary information”. (As cited in Listening in FL Classrooms, 2000).

### **5.1.3 Post-listening Activities**

According to Saricoban (1999) after listening activities require a teacher’s help to students in order to combine what they have learnt from the text into their existing knowledge. The teacher writes some questions on the board and asks them to answer the questions thus to check their understanding of what they have listened to. They are also motivated to talk and participate in the activity dominantly (Saricoban,1999).

In her book Listening in FL classrooms, Magdalena (2000) stated: “Many post-listening activities are the prolongation of the while-listening”, in other words, after listening

activities act as a sequel of live listening activities in which the teacher reinforce students' understanding or answers some remaining question marks. Pierce (1989) suggested that there are various after listening activities that teachers may do in the classroom which are as following:

- “discussing students’ reactions to the content of the listening selection
  - asking students thought-provoking questions to encourage discussion
  - setting students to work in pairs to create dialogues based on the listening text
  - assigning reading and writing activities based on what students listened to”
- (Pierce,1989,p.43as cited in Magdalena,2000).

## **6. Problems faced by students when listening**

The learners’ listening problem is centered on when listening to a native speaker, they not only have to be aware of words by hearing them, but they also have to be aware of the words with the same pace of natives, they cannot control the speed delivery of speech. Learners must be able to understand words and infer meaning immediately with the same speed of the text they are listening to, because if they pause to think, the native speaker will keep speaking and learners will not realize what he/she have said. Therefore, it is very important to maintain the listening fluency and the ability to infer and understand spoken English on time.

Boyle (1984) categorized the factors that may negatively affect a good listening process to 3 categories: factors relates to the listener himself ,factors relates to the speaker and finally factors relates to the material and medium. These are some factors that may affect listening skill:

“1-The language used to convey the message: phonological features, including stress, intonation, weak forms (especially in conversation), lexis, syntax, cohesion, etc.

2-Difficulty of content and concepts, especially if the material is abstract, abstruse, highly specialized or technical, esoteric, lengthy, or poorly organized.

3-Acoustic environment: noise and interference.

4-Amount of support provided by gestures, visuals, etc.”(p.35)

On the other hand, Underwood (1989) organizes the major listening problems as follows:

1. Lack of control over the speed at which speakers speak ,
2. Not being able to get things repeated,
3. The listener's limited vocabulary,
4. Failure to recognize the "signals,"
5. Problems of interpretation,
6. Inability to concentrate, and
7. Established learning habits.

First and foremost, listeners could not control the speed of delivery. Underwood said: “Many English language learners believe that the greatest difficulty with listening comprehension, as opposed to reading comprehension, is that the listener cannot control how quickly a speaker speaks” (Underwood, 1989, p. 16).

Also, listeners cannot always repeat the speech or words and this is the main problem in learning situations; because, in the classroom, the decision to replay a recording or a part of a recording is not the students’ choice. Teachers decide what and when to repeat listening passages; however, as Underwood(1989) stated that it is “hard for the teacher to judge whether or not the students have understood any particular section of what they have heard” (p. 17).

Moreover, listeners have a limited vocabulary and the speaker may choose words which the listener cannot interpret. Listeners sometimes come across a strange word, which

may allow them to stop and start to guess the meaning of that word so they would miss the subsequent parts of speech.

In addition, listeners may fail to recognize the signals, when we speak we moving from one point to another, give examples, or repeat a point and use transitional verbs such as “Secondly,” or “then” ,all of that we call it signals. Those signals are somewhat evident to listeners in formal situations. However, in informal situations or natural conversations, signals are vaguer and they are covered under pauses, gestures, increased loudness, different intonation. Non skilled listeners can easily, more than any one, miss these signals.

Furthermore, listeners may lack contextual knowledge. having shared knowledge and if we are familiar with the context lets the communication become easier. Even if the listener succeeds in understanding the surface meaning of the speech, he/she may have a serious difficulties in understanding the exact meaning of the passage as it is intended unless he/she is familiar with the context. Listeners from cultures which are totally different from English culture can easily misinterpret nonverbal signs, like facial expression, gestures and tone of voice.

Last but not least, some learners have a difficulty in concentrating in a foreign language. In listening, the shortest pause can seriously damage the understanding. However, it can be easier when students are enjoying listening and that is, of course, if they find that the topic of the passage interesting; but, students sometimes feel that listening is very exhausting although if they are interested because it needs an huge amount of concentration and mental effort to follow the speech and get the exact meaning.

Last of all, students may have established or recognized some learning habits, such as a wish to understand every word or to understand the tone of certain English accents like Australian or American...etc.

Underwood (1989) thinks that these problems are related to learners' different backgrounds, such as their culture and education. She points out that students whose culture

and education contains a strong storytelling and oral communication tradition are normally better at listening than students from a reading and book-based cultural and educational background. Additionally, learners whose native language cover the stress and intonation features similar to those of English (like chawiya and kabyle in Algeria) would possibly have less difficulty.

## **7. Conclusion**

To conclude, listening is a vital skill not only in language learning but also in daily life communication. However, the students seem to have problems with listening and those problems are caused from many factors some of them are the listening material or the physical settings. To acquire a high-quality of listening skills, students themselves should have much more experience with various listening materials. at the same time, they should learn the tips or strategies that enable them to learn by themselves. The teacher play an important role in helping learners acquiring good listening abilities and strategies; furthermore, he/her help them how to use the listening materials such as language laboratory, in practicing this skill; consequently, they become a competent listeners.

## **Chapter Two: Language Laboratory**

## **Introduction**

Language learning is quite different from learning any other subject. It is not limited to writing an examination paper and getting marks or award. The four skills: listening, speaking, reading, writing have to be put into practice since having the ability to communicate well is the central purpose in learning any language. Communication entails the student's capability to listen attentively to the exact meaning and to respond with appropriate words and with clear pronunciation.

The use of the language laboratory has helped many students to practice good listening abilities plus speaking skills and has become a helpful learning device. The essential pieces of the language laboratory equipments are the tape recorder and playback, microphones, headphones. Visual equipment may be accompanied with the record in order to allow the students to see what they are listening or talking about. Language laboratory has two main parts in the layout that are instructor's console and students' booths. Instructor's console enables the teacher to direct lessons, divide the class into groups, monitor student responses, communicate with any student to correct or to aid him, and make or copy tapes. Students using this electronic device, need not to be in the same room or place. for this reason, the language laboratory has become the need of the day in any language learning process.

Therefore, the language laboratory acts as the key role in the language learning process especially in improving one's listening skill. As it is a technological support for learning, it has many advanced services that can facilitates learning a language and improving students' listening abilities with a proficiency to communicate. In this chapter we will discusses the various features and the use of the language laboratory.

## 1. Review of Related Literature

The integration of auditory equipment in language teaching can be traced to the early of the twentieth century at Yale University (Clark, 1918) and the first language laboratory was prepared at Louisiana State University in 1947 (Hocking, 1967), then, it typically spread by Audio lingual Method, believing that it would be very practical for listening and speaking practice as well as grammar (sentence patterns). According to Mambo(2004) the audio-lingual method was notionally supported by structural linguistics which is a movement in linguistics that focused on the phonemic, morphological and syntactic systems underlying the grammar of a given language. After that, it has been recommended by naturalistic approaches in language teaching, as well. They emphasize that learners have to be exposed to the language in a natural and a likely way; in other words, students are expected to study the language systematically by themselves in a language laboratory, and class sessions are entirely devoted to natural interaction and communication. Thus, new technological aids for teaching in the form of magnetic tapes, electronic devices and in a language laboratory have been progressively more developed and become obtainable all over the world (Hammerly,1986).

Parker(1962) said in defining the language laboratory is: “an area containing equipment designed to facilitate second/foreign language learning”(p.67). There are various types of language laboratories. The simplest one is “Listen-Respond” or “Audio-passive Lab” with a cassette player ,and the other type is “Listen-Respond Lab” with activated headphones or “Audio active Lab” which has really proved the value of language laboratory as long as the students speak through the microphone, they would hear their personal voice greater than before via the earphones and better than another person would hear it (Hammerly, 1986).



## 2. Definition of language laboratory

According to American Heritage Dictionary 4, language laboratory is: “A room designed for learning foreign languages and equipped with tape recorders, videocassette recorders, or computers connected to monitoring devices enabling the instructor to listen and speak to the students individually or as a group”.

The Webster’s New World College Dictionary definition of the language laboratory is: “A classroom in which students learning a foreign language can practice sound and word patterns individually or under supervision with the aid of audio equipment, etc”(Language Lab in Webster’s New World College Dictionary). Cesar (2006) defined language laboratory as: “...a teaching tool requiring the implementation of well-constructed tasks based on the students ‘needs”. Beder (2008) in defining language laboratory stated:“A Language Laboratory is a room in a school, college, training institute, university or academy that contains special equipment to help students learn foreign languages by listening to tapes or CDs, watching videos, recording themselves, etc.”. Mambo(2004) affirmed that:

*language laboratories are environments designed to enhance foreign language learners’ skills. Generally equipped with analog and digital hardware, and software (tape recorders, videocassette recorders, or computers), they provide practices in listening comprehension, speaking (listen and repeat), with the goal to reinforce the grammar, vocabulary and functions (grammatical structures) presented in class.(p.2)*

### **3. The Significance and Relevance of the Language Laboratory**

According to Wilson and Thayalan (2007) the significance of the language laboratory has been felt in the domain of communication. We live in a multilingual as well as in a multicultural world, which is getting smaller to the size of a village as a result of the expansion of science and technology. The language laboratory was established to help one to use technology efficiently to communicate. It has a considerable role in improving listening skill by obtaining a sensibility to the sounds and rhythm of a language, the student has to hear the best models of a spoken language (Richards, 2001). This is exactly the function of the language laboratory. Wilson and Thayalan (2007) highlighted some of the features language laboratory are given below:

- A tool designed for teaching any language.
- It helps students to be familiar with the different aspects of the language like pronunciation, accent, stress and all other aspects of the phonetics of a language.
- Efficient teaching programs of communication for the students.
- Experts are able to use the language laboratory for creating and editing technical resources for teaching language.
- Online lessons and oral examinations can be carried out through the language laboratory (The Significance of the Language Laboratory in Communication ).

### **4. Teacher's Console vs. Students' Booths:**

The layout of language laboratories formed from a teacher's console and students' booths. The teacher's console has the managing functions and the student booth equipped with facilities that permit him/her to receive the recorded lessons and to listen to them. The focal features of a language lab are the following:

**Listen:** Absorbing language skills faultlessly by listening to the normal pronunciation.

**Respond** :Repeating the lessons and having them evaluated by the teacher.

**Record** :Through a direct comparison of the learners' voice with the teacher's one, all ambiguous aspects of the spoken language can be picked up easily.

**Evaluate** :students can listen to their pronunciation and do a review evaluation to measure their advancement as well as evaluate their language with that of the teacher.

**Monitor & Guide** :The linguist(teacher) can supervise each student separately without disturbing other students and direct him/her directly. (Language Lab Software)

#### **4.1.The Features of a Teacher's Console**

A console is the desk like part of an organ that contains the keyboard, stops, and a central control panel for a mechanical, electrical, or electronic system(American Heritage Dictionary); in other words, a console is a keyboard or a panel for keys of an electronic or mechanical equipment. Depending on this definition we can figure out that a teacher's console is a desk like part in the language laboratory which is endowed with a broadcasting system that is utilized to control the teacher and students' talks, it makes the communication between the teacher and a precise student, individually possible with just a button blow, in addition to a headphone, and a microphone. In some laboratories the teacher's console is provided with a computer which can be used for supervising students' work and activities.

The teacher console acts as a control board for the teacher to supervise the activities of students while they practice the lessons, it consists of options to listen to the student's voice independently and to prevent actions at a selected student's booth for giving instructions. In addition, it permits the teacher to include a wide range of language learning materials and activities and to encourage the students separately, as well. Also it enables the teacher to interact with students in private from the teacher's console without disturbing others(Language Lab-Interactive Teacher Console). The teacher's console has got other interesting features such as options for listening to the native speakers and giving instructions to individual student with personalized attention and it gives the teacher the role

of the moderator of the group discussions( **Learn Soft Language Lab Features**).

#### **4.2.Features of Student’s Booth(console)**

Booths are small semi-private enclosed spaces where learners seat to receive and listen to the lesson directed by the teacher. In general, there are ten to twenty booths in a language laboratory(Harmer,2001,p.141).In a language laboratory each student has: earphone ,a microphone, a booth and a tape recorder. Students’ booths enables the student to transport or carry pre-recorded lessons from the teacher’s console to theirs; therefore, the student can listen to the native speaker's records and pronunciations. They can also repeat the lesson determined by the teacher, record, and replay. Moreover, they can be part of a group discussion and it enables them to self evaluate themselves. Furthermore, the teacher could correct any sort of mistakes such as false pronunciation from his console. Each student could listen to pre-recorded material spoken by native voices, repeats what he hears in pauses, and then is ready to play back the recording of his own repetition in alternation with the native model(Milton& Helen,1961.p 294).They also stated(1961): “Unlike any other type of language learning activity, this permits every student to recite simultaneously and receive correction in the laboratory period”(p 294). In other words, it allows the students to speak and being corrected at the same time in the language lab’s time session. From the above descriptions we can summarize the features of the students’ booth in this points:

1. private Interaction would be possible because every students is connected to the teacher separately.
2. Students can receive and listen to the determined lesson.
3. Students can listen, repeat and compare the repeated lessons any number of times using student console.
4. Students can look for the help of teacher by sending him a call using the call teacher facility.

5. All the contemporary activities in the student console could be paused if the teacher tries to communicate with students, and could be sustained after teacher finishes the communication.

6. self evaluating; a student could assess his/her pronunciation by recording his/her voice and comparing it with that of the natives (Language Lab Software).



**Figure 01:Language Lab Design**

- 1 Student's booth.
- 2 Student's computer.
- 3 Teacher's headphones.
- 4 Teacher's computer.
- 5 Teacher's console for broadcasting system.

## 5. Use of Language Laboratories

A language laboratory can be utilized for teaching or learning through a teacher's console (Madhavi, 2009, p. 4). The functions of a teacher's console are staying in control, reinforcing learning, teaching with software that is approachable, and ensuring the best learning results.

a. Staying in Control : Staying in control includes various activities. Some of these are monitoring students' work and activities; locking cursors and keyboards to focus attention on a given task; shutting down, logging off, or restarting student computer sets; etc.

b. Reinforcing Learning: In reinforcing learning, teachers can use communication tools that are familiar for their students, such as text messaging or chatting. They can also communicate with them in an engaging way by creating more opportunities to interact in the target language. Learners can reinforce their language in various activities. They can revise pronunciation, grammar, vocabulary, sentence structures, and conversations.

c. Teaching with Software that is approachable: Approachable software is one with which teachers will be perfectly at ease in their teaching activities. It is used as the interfaces which are easy to use and activity-driven. No specialized Instructional Technology (IT) skills are needed in the comfortable teaching and learning environment provided by the interface.

d. Ensuring the Best Learning Result: The best learning result can be reinforced by the existence of language learning software. The language learning software gives learners access to resources for independent or supplemental learning and study. This unique learning-on-demand feature creates additional learning opportunities and reinforces classroom activities. It is possible to carry out tests, practice tests, and get results in individualized manners. (Use Of Language Lab In English Teaching-Learning, 2009).

## **6. Model of the Language Laboratory Lesson Suggested by Dwyer, T. P**

In his book *Teaching and Learning* Dwyer(2010) stated:

*Lessons in the laboratory must be planned in such a way that the overall objective of the lesson is to bring about a transfer of any mechanical skill taught in the laboratory to a functional context reflecting the way the student has to use that skill outside the classroom in real life.(p.7-8)*

From the perspective of Dwyer(2010) what language laboratory lessons must do, is to stress from the beginning on putting the language in its context(the communicative setting) and functional use of the skill to be learnt(listening in our case),in other words, there should be a purposeful use of the skill in the learning process, then provide practice of the skill itself. For listening, listening to a tape recorder and dialogues performed by native speakers, and lastly provide practice in transferring the skill to a practical situation. To make it real, students could record their voices and check pronunciation. He also stated: “These three activities are elements of the one lesson with the major objective being ensuring the student's ability to use the skill in a communicative setting” (Dwyer,2010 ,p.7). According to him the model lesson proposed can be drawn up in this way:

- a. Input: teacher’s demonstration of the skill to be learnt in a communicative situation (done away from the laboratory booths).
- b. Practice: modeling practice of the specific skill(listening in our case), Self- practice by the students, following a given model, Performance monitored by the teacher (done in the laboratory booths)
- c. Application: students' demonstration in a communicative situation of the skill learnt (listening in our case), open dialogues, group work, role play. The teacher acts as adviser, offering encouragement.(p.7)

## 7. Kinds of Language Laboratories

According to Wilson and Thayalan (2007) There are three major kinds of language laboratories which are conventional laboratories, lingua-phone laboratories, and Computer Assisted Language Laboratories (CALL).

**7.1. Conventional Laboratory:** According to Smriti (2013) a conventional laboratory is the simplest form of the language laboratory. It has a tape recorder and a few audiocassettes of the target language to teach the learners. The teacher plays back the tape and the learners listen to it and learn the material. it is also used in a normal classroom setting.

**7.2. Lingua-Phone Laboratory:** A lingua-phone laboratory is like conventional laboratory, with a little modernization. The students are given a headphones to listen to the audiocassettes that are played back. As regards to the conventional laboratory, the distractions in this laboratory are less so there is certain amount of clarity in listening. There is also a modernized lingua-phone laboratory, which uses an electronic device that has two roles. It works as a cassette player with all the characteristics of an ordinary cassette player on the left side, plus as a repeater on the right side that helps a student record his/her voice and plays it back for comparison.(Smriti, 2013)

**7.3. Computer Assisted Language Laboratory (CALL):** There are two brands of this laboratory: Computer Assisted Language Laboratory (CALL) and Web Assisted Language Laboratory (WALL).The first one that is CALL uses the computer to teach language. The language course resources are already downloaded on the computer and are presented to students according to the features available in the system. Compared with CALL, WALL is almost the same as CALL with one difference that is, in WALL system, computers are connected to the internet. In WALL, the teacher as well as students can browse any resources from the internet



during the teaching learning process. (Wilson, & Thayalan, 2007). There are many and different other kinds of language laboratories like The Dial Access Lab, Mobile Lab, Wireless Lab...etc.

## **8. The Advantages and Disadvantages of the Language Laboratory**

A language laboratory can give advantages as well as disadvantages to the English language teaching-learning process.

### **8.1. Advantages of the Language Laboratory**

The language laboratory has several advantages. According to Hammerly (1986), EFL Beginners, in particular, can take advantage from language lab by doing extra mechanical and significant practice of language which can take place in the laboratory where there is an ideal and accurate model and immediate comparison of the students' production with the model. Wilga (1981) refers to these positive features about the use of the language lab in teaching English:

- (1) For the first time in the history of foreign-language teaching, each student may have the opportunity to hear native speech clearly and distinctly.*
- (2) The students may hear this authentic native speech as frequently as he and his teacher desire.*
- (3) The taped lesson provides an unchanging and unwearrying model of native speech for the student to imitate.*
- (4) In the language laboratory the student may listen to a great variety of foreign voices, both male and female. (...)*
- (5) Each student may hear and use the foreign language throughout the laboratory session, instead of wasting time waiting for his turn in a large group, as he does in the usual classroom situation.*
- (6) The laboratory frees the teacher from certain problems of class directions and classroom management, enabling him to concentrate on the problems of individual students. (p.321)*

According to Smirti (2013), language teachers and students can also encounter

other possible advantages during lab session:

- **Acoustics:** The language lab provides all students wherever they are seating in the room with the same opportunity to hear the teacher , to the course material and to be heard by the teacher.
- **Privacy:** The headphones and microphone grant the students with a privacy that encourages their speaking ability. It lessen the inhibition felt in a classroom situations.
- **Attention:** Since the language laboratory permits the student to listen to the lesson individually in his semi-private booth, so each student's attention is directed on attending the course material being studied.
- **Developing Listening Skills:** The laboratory helps students to develop good listening skills and it helps to have a communicative competence because the Students hear the correct language patterns all the time via the headphones instead of imitating other students who may be pronouncing incorrectly.
- **Efficiency:** The teacher can direct each student individually and more efficiently than in a regular classroom. Habitually in a regular classroom all the students stop speaking when the teacher communicates with a specific student. However , In the laboratory they will continue working without even knowing to whom the teacher is speaking. The teacher can interact with many more students if he/she only presses a button in order to be in contact with a specific student. The language laboratory makes the best efficient use of time
- **Variety:** The language laboratory provides a combination from usual classroom situation. The use of visual stimulus joined with the audio materials increases the attention of the students and the students are more activated for longer periods of time.
- **Oral Testing:** Oral test permit the teacher to test students with a question or

stimulus and record the student's answer. Later on the teacher plays back the student recordings and he could easily score the students work.

- **Role Playing Exercises:** Teachers can make a mixture of exercises that are structured around role-playing. Students can be paired or grouped together in small numbers and perform conversational practice with each other (Language Laboratory: Purposes And Shortcomings).

## **8.2. Disadvantages of Language Laboratory**

Although of the various advantages of the language laboratory, it has also a few disadvantages or let us say difficulties, which are related to the high cost, it needs skilled instructors, and it makes unsuccessful instruction in some cases.

1)The language lab requires a high cost to be built in the university and to be kept on going. Furthermore, it needs more money for the electric bills.

2)The language lab would not let the English teaching-learning process be effective if there are some troubles with the technology of it. Worse even, it becomes useless when the electricity is off.

3)The language laboratory needs an qualified teacher to be able to activate all the technology provided in it. Universities, or more precisely, faculties of English has to employ technicians who would keep the equipment in the language laboratory always in a high-quality conditions.

## **9. Steps for Improving Listening in The Language Laboratory**

The language laboratory has headphones and earphones that deliver exact and clear sounds directly to the ears; therefore, listening is better practiced in a language laboratory with them; this provides perfect conditions for intensive listening. Madhavi (2009) set six stages that can be done to improve students' listening skills in the language

laboratory. They are understanding the setting, pre-teaching unfamiliar English words, focusing on listening, comprehending, analyzing, and giving graded listening tasks.

- a. Understanding the Setting : After the first listening, students should be able to understand the location of the recording. Thinking about the setting encourages students to go on to guess about the contents of what the speakers are intending to say or will say. Also the first listening allows the students to be familiar with the voices.
- b. Pre-teaching Unfamiliar English Words: Teachers may choose to introduce the setting before the students listen. This provides an opportunity to introduce and explain the sort of language that might be heard in that setting. This language is listed on the board and students listen and mark what they actually hear.
- c. Focusing on Listening: the teacher should line up a number of Listening tasks before the students listen so it gives them a reason for listening and focus their attention on. This intense listening requires deep concentration.
- d. Comprehending: Each student has a different level of comprehension from another student. The teacher gives students a number of questions equally to groups of students for example 5 different questions to each group, after listening, students share their answers for comprehension. That is why all the students need to work on the same task.
- e. Analyzing: After students have understood the general idea and some important details of a recording, they can analyze it in more details and examine the way in which the speakers have expressed their ideas. Analysis of the speed and style of speech, hesitation, use of repetition, false starts, paraphrasing, and so on can also be practiced.
- f. Giving Graded Listening Tasks: Teachers often teach listening by ranking comprehension from understanding generally to identifying specific information. They

can also grade the listening tasks from easy to more difficult by the forms of the questions. They use and evaluate them based on the kind of production by the learners in the form of writing or speaking.(p.7)

## **Conclusion**

The language laboratory is an extremely helpful tool for language learning, improving language skills ,and particularly practicing and evaluating students' speech in any language. It offers a facility which let the student to listen to a model native speech, repeat, record , listen to their performance and compare it with that model, plus do self-assessment. Many modern language laboratories are flexible and do not necessarily require a teacher all the time so that they give the learners of any language a freedom to study at their own. As a final point, the language laboratory permits every member(student) his or her privacy to speak and listen.

## **Chapter Three: Field work.**

## **Part I: Data collection**

### **I.1.Introduction:**

In the 1<sup>st</sup> and 2<sup>nd</sup> chapters we have dealt with the review of literature and theoretical background of listening and language laboratory and how the later could be a critical dimension in language learning as well as improving listening skills efficiently; we presented diverse visions by different theorists from a variety of books. In this chapter we will deal with the practical study of the research concerning data analysis and discussion of the findings. This practical part is about a questionnaire applied on third year English language sciences students with the purpose to gain data about the strong impact of the language lab on listening skills and its effectiveness in improving this essential skill. In addition, to a questionnaire designed for teachers to check their attitudes about teaching listening and their awareness of the problems that may be encountered by their students.

### **I.2.Population:**

Our participants are 42 student from both genders, between “13” males and “29” females, they have been chosen randomly. They are going to postgraduate this year. They have been studying English for three years in the university. Thus, they had enough exposure to practicing listening skills in the language laboratory.

### **I.3.Research tools:**

The main tool that have been used in the present research is: a questionnaire. It has been administrated to students of third year English Language sciences as well as to teachers, on May 05/2013 at the department of English, University of Bouzareah. A questionnaire was given to students and were required to answer in the classroom .Our main objective from the questionnaire to investigate students’ views about listening skills in general, and using the language laboratory in language learning plus in improving students’ listening skills. Moreover, investigating how much the language laboratory could



act effectively and successfully in listening skills enhancement. As a result, the questionnaire would highly depend on the completion of this investigation.

### **I.3.1. Description of the Questionnaire :**

The 42 students have been requested to answer the questionnaire. It is divided into three sections which consists of 16 items , four yes-no questions and “10” multiple choice questions, seven questions has four choices and two have two choices, except question number 15 which has three choices. One question which is number “7” is a combination between multiple choice and yes-no question. We used the Multiple choice questions because they are better in terms of analyzing the students’ answers since the answers are already determined; also, they are easy to evaluate since they are not affected by students’ writing. In addition to that, they are time consuming. The questionnaire deals with the effectiveness of using the language lab to improve students’ listening skills plus their pronunciation, vocabulary. Furthermore, it examines the students’ attitudes about the problems they face in listening and their views about the use of language laboratory to ameliorate this skill.

### **I.3.2. Section one: personal information.**

In question number one, the students were asked to give some personal information concerning their age and their gender. They were given two choices in each question.

### **I.3.3. Section two: attitudes about listening and suggestions.**

This section consists of four questions, two multiple choice questions and two yes-no questions. They were targeted to check the students’ attitudes about listening skills and the problems they face in practicing it, as well as some suggested solutions, in which they were asked to tick one solution that they might use in order to reduce these problems.

### **I.3.4. Section three: attitudes about the language laboratory use.**

This section consists of the 11 remaining questions, 3 of them are yes-no questions,

and one is a combination between yes-no and multiple choice in which they were asked to answer with yes or no and then they will justify their answers by ticking the convenient reason. Moreover, to seven multiple choice questions, each question has four choices except question number 15 which has three choices. All of these questions were aimed to gain some of the students' views and attitudes about the language laboratory and to what extent they benefit from the lab sessions in improving their listening skills; in addition, it attempts to determine how students take advantage of the lab session in practicing listening.

The teachers questionnaires consists of 10 items. It is about checking the teachers thoughts concerning teaching listening and the use of language lab in the teaching learning process. The questionnaire also aims at testing if the instructors are conscious of their students aural problems.

## **Part II: Analysis and discussion of the findings**

### **II.1. Analysis of the students' questionnaire**

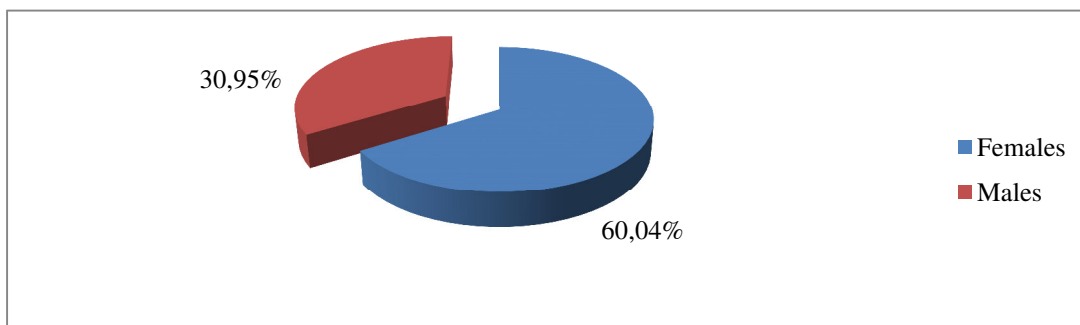
#### **II.1.1. Section one: Personal information**

The students were asked to answer on two personal questions that are their age and gender. The following table presents the results of the students' answers.

## Question one:

### - Gender:

Options	Number (n)	Percentage (%)
Males	13	30,95%
Females	29	60,04%
<b>Total</b>	42	100%

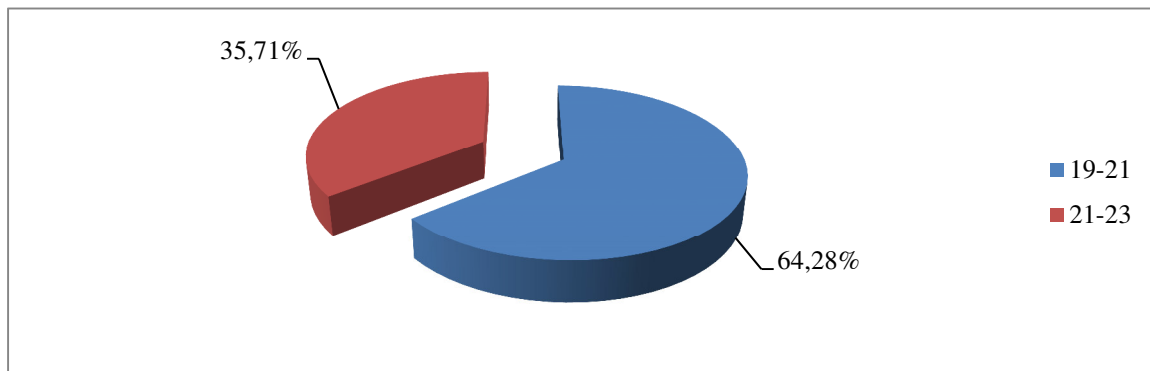


**Graph 1: Students' answers about Question One Gender**

From the table we notice that 29 of females students what presents 60,04% from the population have contributed in answering this questionnaire which was higher than the number of males one that was 13 students, what presents 30,95% from males contribution. In other words, the majority of our participants were females; thus, females students were more concerned in participating and answering this questionnaire.

**-Age:**

<b>Options</b>	<b>Number (n)</b>	<b>%</b>
19-21	27	64,28%
21-23	15	35,71%
<b>Total</b>	42	100%



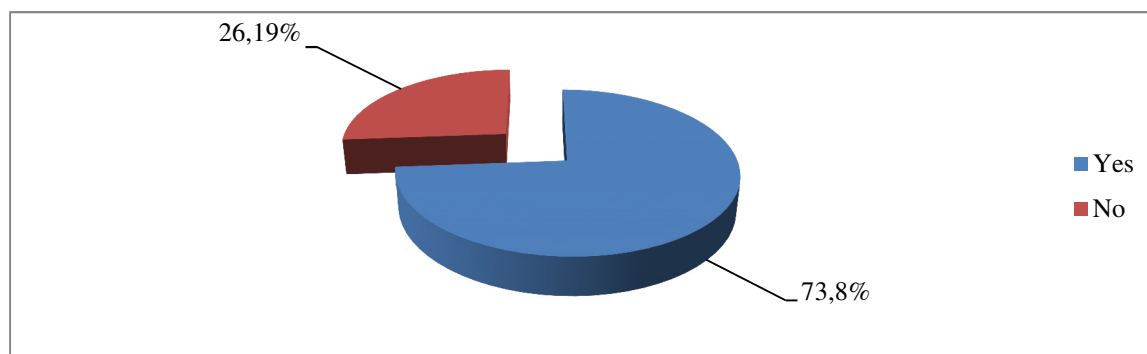
**Graph 2: Students' answers about Question One Age**

The above results show us that the majority of our participants 27 students, they are between the age 19-21 which presents 64,28% from the population, and 15 students between the age 21-23 which presents 35,71% from the population. So, we can say that our subjects are advanced learners.

## II.1.2. Section two: Attitudes about listening and suggestions.

### Question two: Do you find listening difficult?

Options	Number (n)	%
Yes	31	73,80%
No	11	26,19%
<b>Total</b>	42	100%

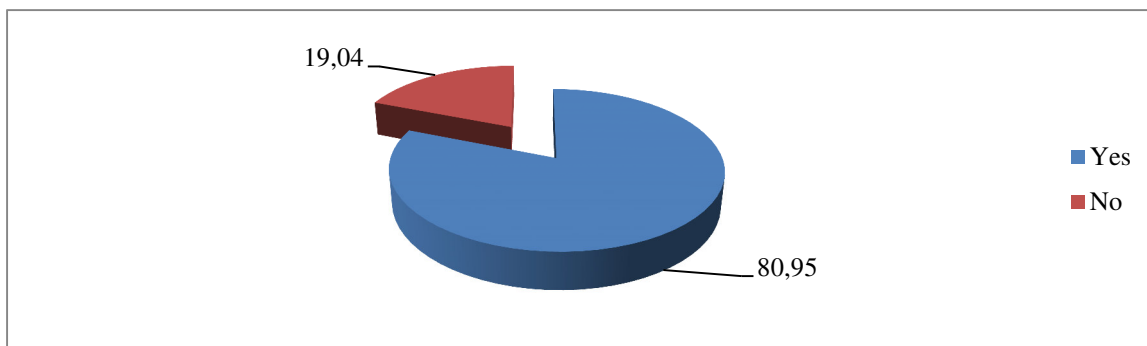


**Graph 3: Students' answers about Question two**

31 students (73,80%) answered that they come across difficulties in listening to English. However, 11 students (26,19%) answered that do not find listening difficult. We observe that the greater part 73,80% of our population find listening difficult and few of them 26,19%, do not.

### Question three: Do you feel that you have problems in listening skill?

Options	Number (n)	%
Yes	34	80,95%
No	08	19,04%
<b>Total</b>	42	100%

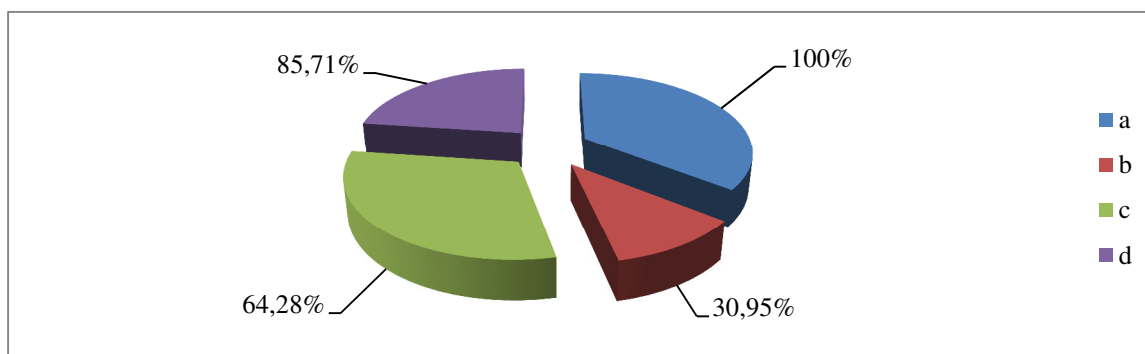


**Graph 4: Students' answers about Question three**

The majority of students 34 (80,95%) think that they have problems in listening skill. On the other hand, only 08(19,04%) stated that they do not face any problems when listening. Even if our participants are advanced learners but they still have a problems in listening to real English, which proves our idea that listening might be hard task not only for beginners, but also for advanced and intermediate learners who are supposed to be mastering all the aspects of the language.

**Question four: Indicate which of the following problems do you think is your biggest problem?(you can tick more than one).**

Options	Number (n)	%
a. Speed of speech	42	100%
b. Different accents	13	30,95%
c. Colloquial words	36	85,71%
d. Noises	27	64,28%
<b>Total</b>	42	100%

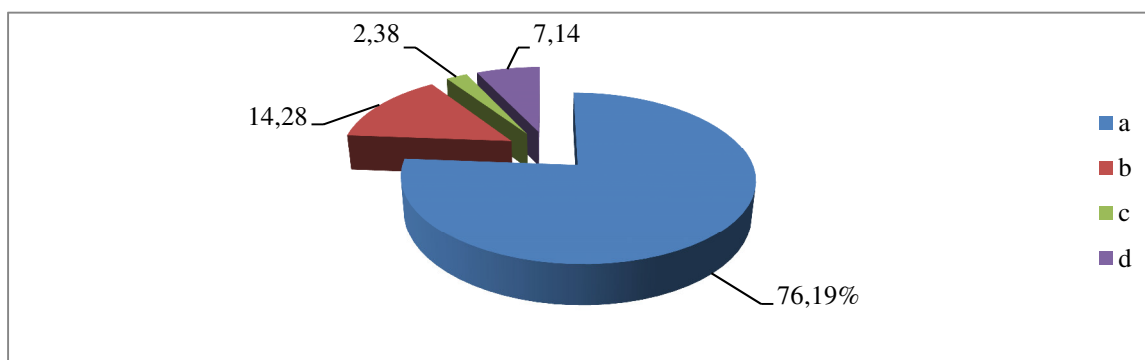


**Graph 5: Students' answers about Question four**

The results in the above table shows that 100% (42) their biggest problem is the *Speed of speech*. 36 students (85,71%) stated that their second biggest problem is *Colloquial words*. Then it come *Noises* with the percentage of 64,28%. Our participants consider *Different accents* is their last biggest problem is with the percentage of 30,95%, they rank it the last one.

**Question five: To improve this skill what do you do in addition to studying from books?(tick just one).**

<b>Options</b>	<b>Number (n)</b>	<b>%</b>
a. Listen to English songs	32	76,19%
b. Watch non-interpreted English movies	06	14,28%
c. Listen to English news	01	2,38%
d. Other	03	7,14%
<b>Total</b>	42	100%



**Graph 6: Students' answers about Question five**

The above table is about some solutions that may students do in order to let their listening skill get better. 32 students (76,19%) ,it means the big part of our subjects listen to English songs in order to enhance this skill against 06 (14,28%) who watch non-interpreted English movies to improve their listening. However the 4 remaining ones, only 01student (2,38% ) listen to English news. The last 03 students(7,14%) use other

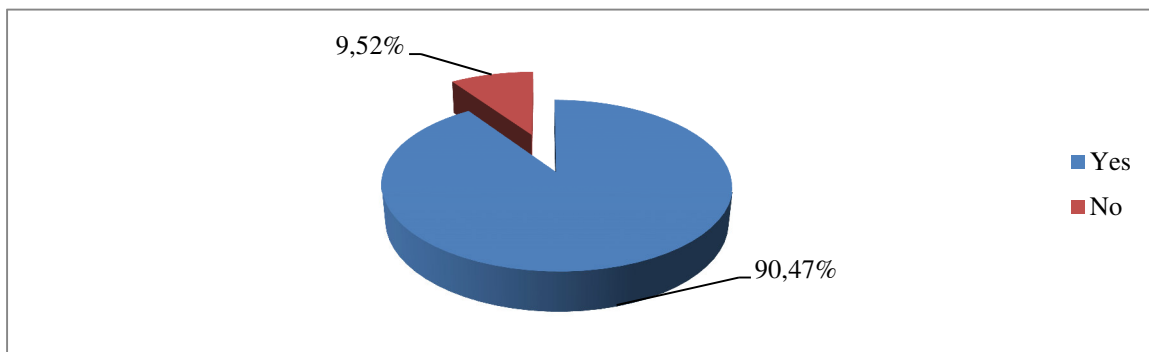


solutions.

### II.1.3. Section three: Attitudes about the language laboratory use.

**Question six: Does practice listening skill in the language laboratory interests you?**

Options	Number (n)	%
Yes	38	90,47%
No	04	9,52%
<b>Total</b>	42	100%

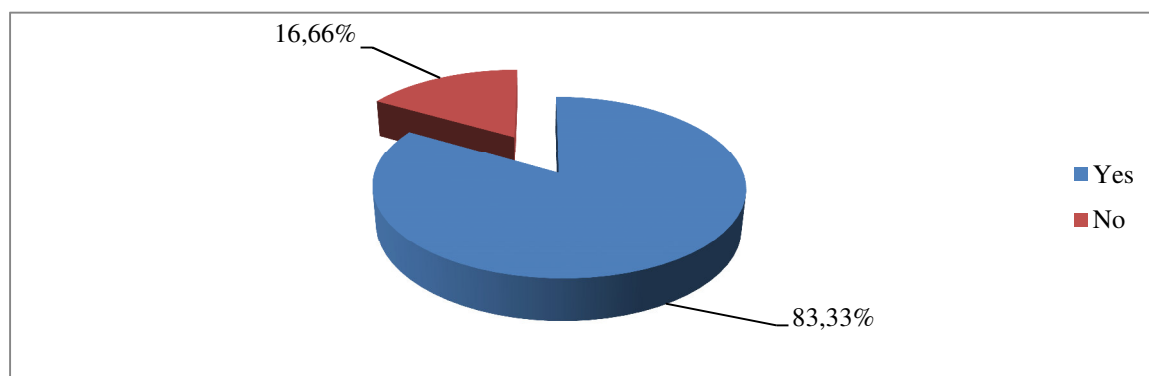


**Graph 7: Students' answers about Question six**

90,47% (N 3) from the total participants find that practicing listening in the language laboratory interesting ,against only 04 of them (9,52%) who are not interested at all. Thus ,give us a suggestions that the students know the importance of the language lab in language learning.

**Question seven: Do you feel happy, amusing and like if the teacher use the language lab in teaching-learning process?**

Options	Number (n)	%
Yes	35	83,33%
No	07	16,66%
<b>Total</b>	42	100%

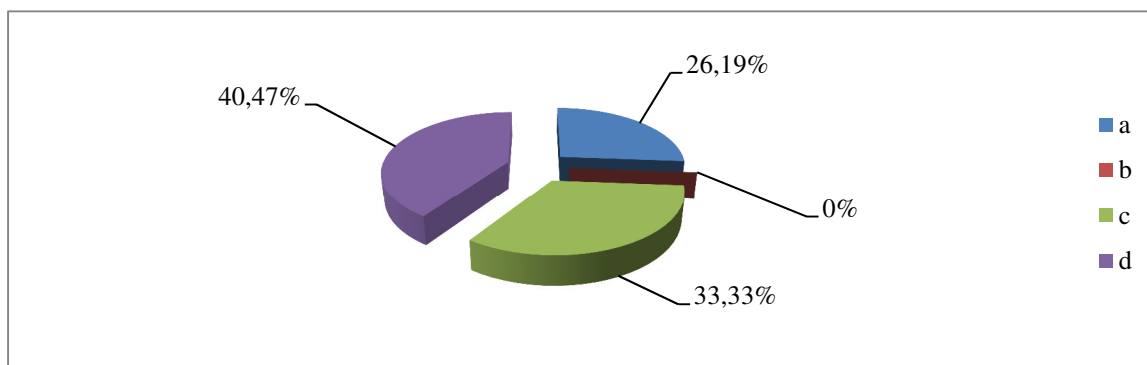


**Graph 8: Students' answers about Question seven**

This question is more precise than question six. It tries to find out if students really like and admire if the teacher use the language lab in teaching-learning listening skill. 83,33% (N 35) answered that they feel happy, amusing and like if the teacher use the language lab ;however, 07 students(16,66%) answered that they do not.

if yes, why

Options	Number (n)	%
a. Because you can work at your own space	11	26,19%
b. Because you can make mistakes which nobody would know about and you can correct them right away	00	00%
c. Because it is a new thing	14	33,33%
d. Because there is less distractions than in classroom	17	40,47%
<b>Total</b>	42	100%

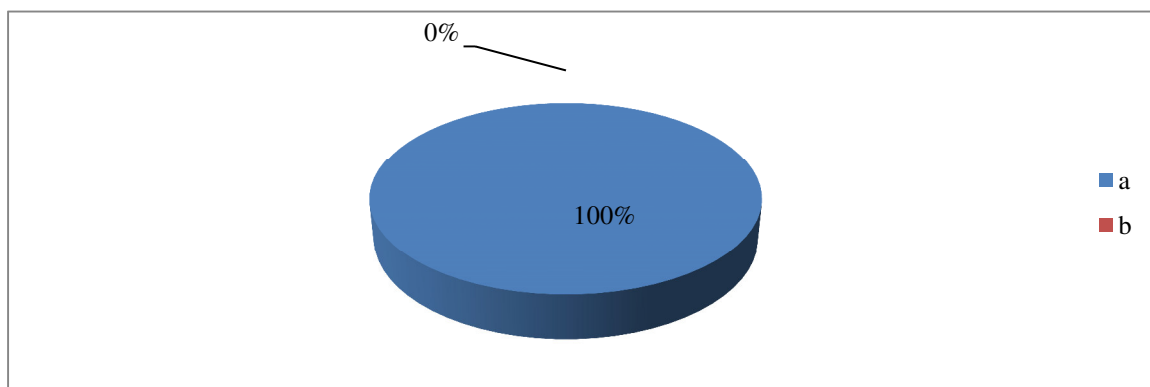


**Graph 9: Students' answers about Question eight**

The majority of participants 17(40,47%) find it amusing and like the language lab because there is less distractions than in classroom, while 14 students(33,33%) argued that because it is a new thing against 11 one(26,19%) who justified with because you can work at your own space, and there is no answer given to the justification of “ because you can make mistakes which nobody would know about and you can correct them right away”.

**Question eight: How many hours a week do you use the language laboratory to practice English?**

Options	Number (n)	%
a.1-2hours/week	42	100%
b.2-3 hours/week	00	00%
Total	42	100%

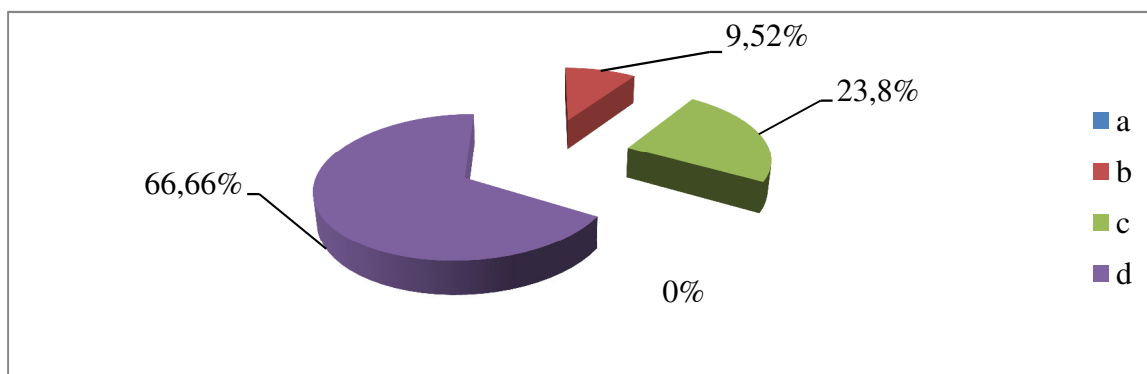


**Graph 10: Students' answers about Question nine**

From the results above, 100% (N 42) of the population practice listening skill in the language laboratory 1-2hours/week. Which means that they use it all together in the university with the teacher's directions.

**Question nine: What is your attitude about using the language laboratory system in learning a language?**

Options	Number (n)	%
a. A waste of time	00	00%
b. Helps to a certain extent	04	9,52%
c. Helps a great deal	10	23,80%
d. Should be an essential part in any language course	28	66,66%
<b>Total</b>	42	100%

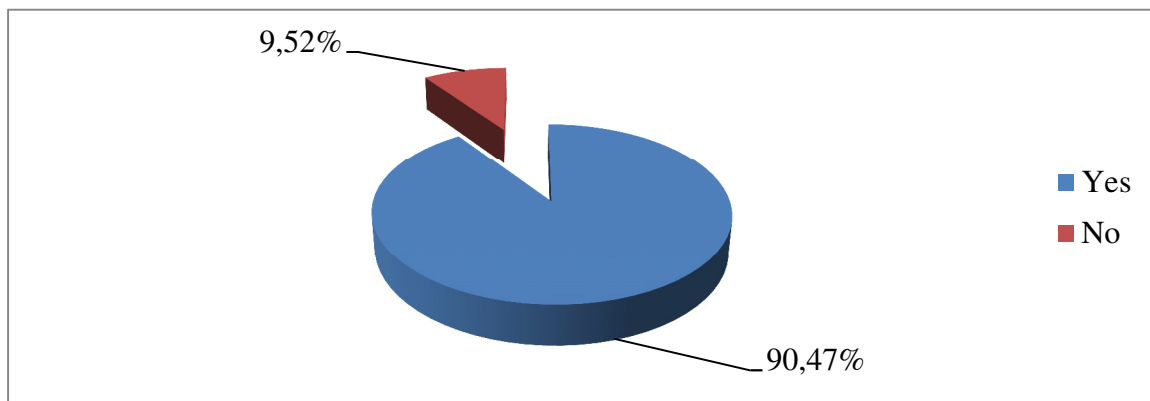


**Graph 11: Students' answers about Question nine**

According to the table, no students think that using the language lab in learning English language is a waste of time. 28 students (66,66%), the big part, think that it should be an essential part in any language course. While, 10 (23,80%) argue that using the language laboratory in the learning process helps a great deal; however, only 04 students think that it Helps to a certain extent.

**Question ten: Does practice listening in the language lab help you to improve your English pronunciation?**

<b>Options</b>	<b>Number (n)</b>	<b>%</b>
Yes	38	90,47%
No	04	9,52%
<b>Total</b>	<b>42</b>	<b>100%</b>

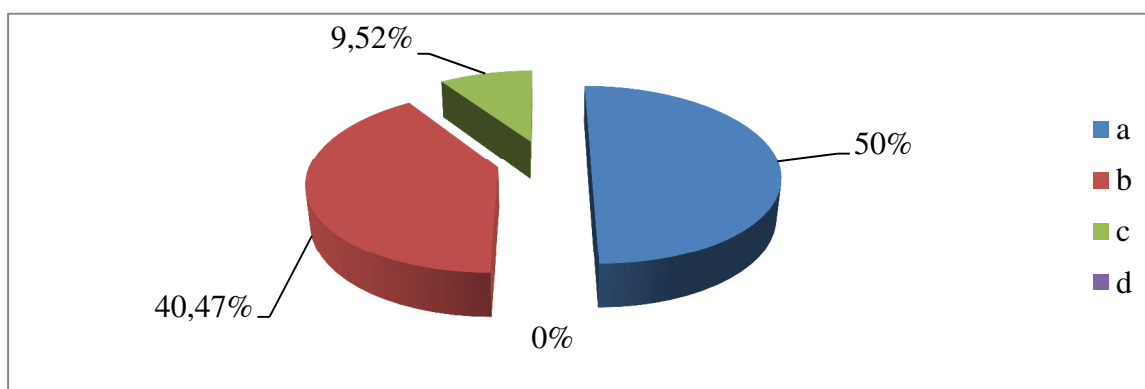


**Graph 12: Students' answers about Question ten**

We notice from the table that the greater part of our population argue that practicing listening skill help them to enhance their pronunciation an get it better. However, just 04 students (9,52%) do not argue.

**Question eleven: To what extent do you think you have benefited from the language Lab sessions?**

Options	Number (n)	%
a. A great deal	21	50%
b. Quite a lot	17	40,47%
c. A little	04	09,52%
<b>Total</b>	42	100%

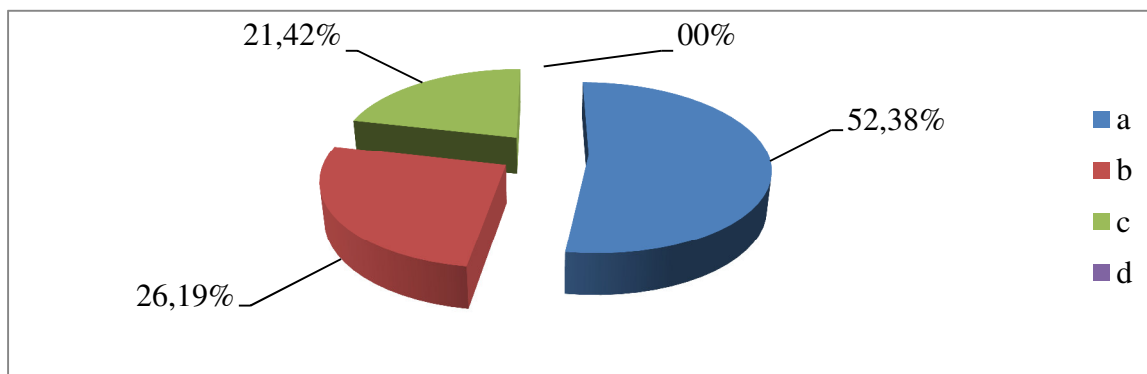


**Graph 13: Students' answers about Question eleven**

The half of our population 50% (N 21) stated that they have benefited a great deal from language Lab sessions, while 17 students (40,47%) avail quite a lot from the laboratory sessions. Only 04 students benefit a little from lab sessions, and there is no student who does not avail from the language laboratory since there is no answer to *Not At All*.

**Question twelve: Have you improved your English vocabulary through the exercises performed in the language lab sessions? To what extent?**

Options	Number (n)	%
a. Very good	22	52,38
b. Good	11	26,19
c. Regular	09	21,42
d. Poor	00	00
<b>Total</b>	42	100%



**Graph 14: Students' answers about Question twelve**

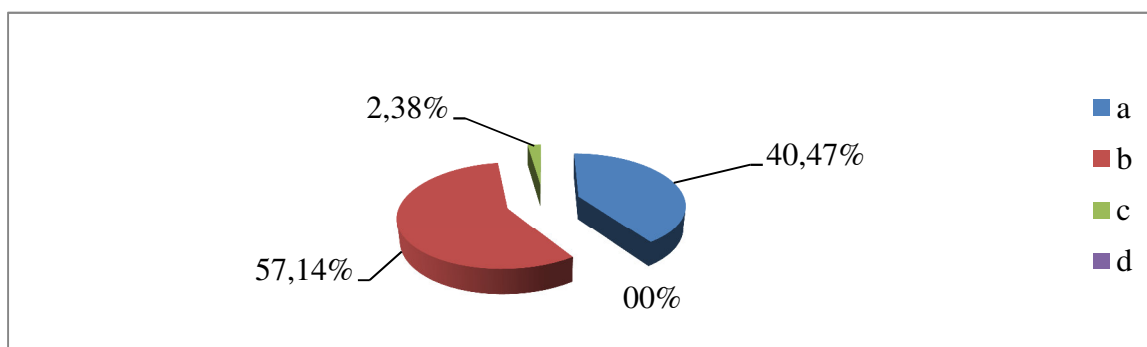
The results appeared in the table show that 22 students (52,38%) , which means more than a half, of the total population have improved their English vocabulary and pronunciation, very good, through the exercises carried out in the language lab. 11 students (26,19) stated that have goodly enhanced their vocabulary and articulation. However, 9 students with the percentage of 21,42%, answered that the exercises done in the language lab, regularly help them to ameliorate their glossary and pronunciation. No



one have given credit to poor improvement.

**Question thirteen: Do you dynamically participate and interact with the teacher during the language lab sessions?**

Options	Number (n)	%
a. Always	17	40,47%
b. Sometimes	24	57,14%
c. Almost never	01	2,38%
d. Never	00	00%
<b>Total</b>	42	100%

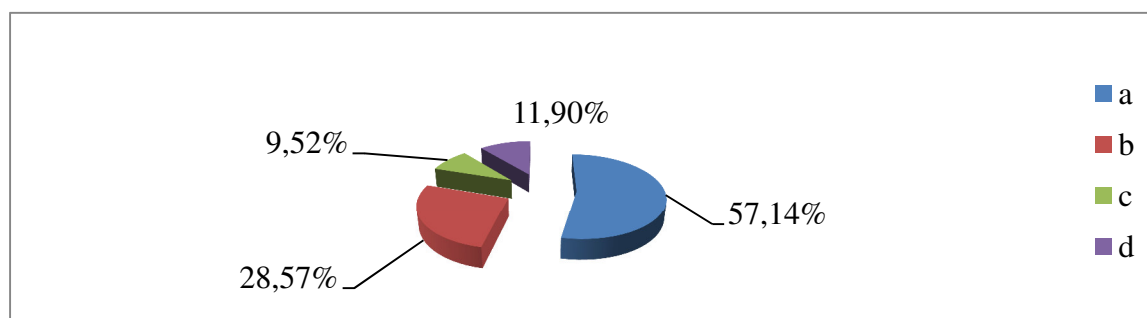


**Graph 15: Students' answers about Question thirteen**

The above results show that more than a half of the participants 57,14% (N24) sometimes take the advantage of language laboratory sessions by participating and interacting with the teacher. 17 students(40,47%) always participate in the lab sessions, against only 01 student who answered that he almost never take the advantage of the lab sessions.

**Question fourteen: Do you think by using this system it could motivate or make you eager in listening? to which extent?**

Options	Number (n)	%
a. A lot	24	57,14%
b. To some extent	12	28,57%
c. A little	04	9,52%
<b>Total</b>	42	100%

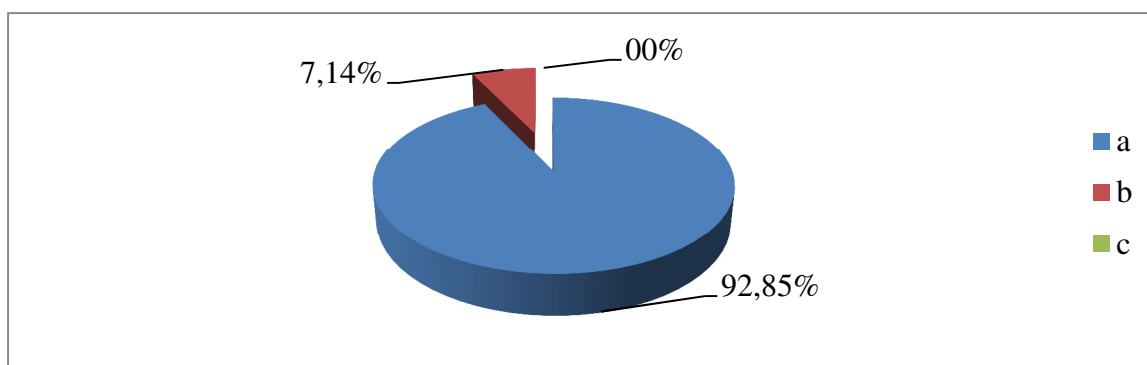


**Graph 16: Students' answers about Question fourteen**

57,14% (N 24) believe that the language laboratory can motivate them a lot in practicing listening, while 12 students (28,57%) think that it would encourage them to some extent. However, the 6 remaining students, 04 of them (9,52%) suppose that the language lab would a little make them eager to listening, and only 02 students(11,90%) from the whole population assume that it would never motivate them nor make them eager to listening.

**Question fifteen: Do you think that the length of time of the language lab sessions should be augmented, kept the same, or reduced.**

Options	Number (n)	%
a. Augmented	39	92,85%
b. Kept the same	03	7,14%
Total	42	100%



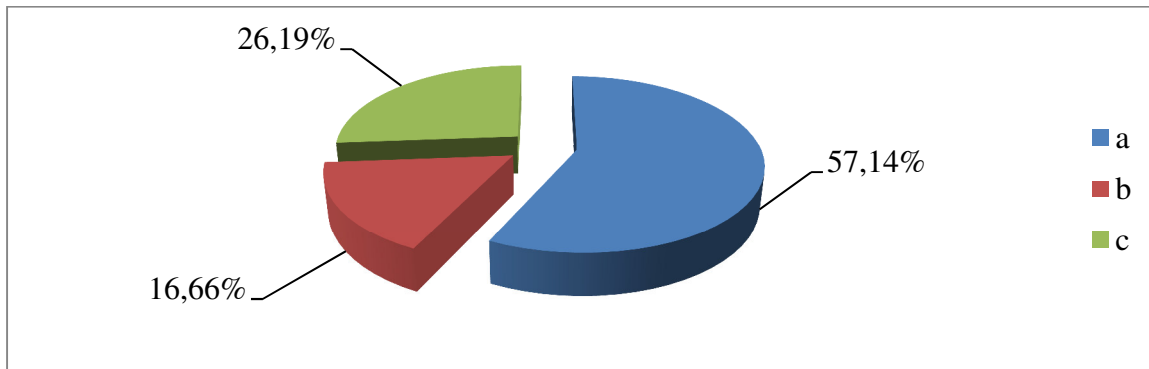
**Graph 17: Students' answers about Question fifteen**

Roughly, all the students (39) with the percentage of 92,85% argue that the length of language lab sessions should be augmented, while only 03 of them with the percentage of (7,14%). However, none of them think that the sessions should be reduced.

**Question sixteen: Do you have any comment about the language lab sessions in general?**

The answers that students are likely to respond with is that the language lab is important in Improving listening skills. Furthermore, we aim also to know whether students are aware of the language lab’s advantages in listening skills as well as in language learning in general. The following table illustrate the students’ answers to the questions.

<b>Question</b>	<b>Do you have any comment about the language lab sessions in general?</b>			
<b>Classifications of students’ answers</b>	a. Listening skills	b. Language learning	c. time	Total
<b>Explanation of the students’ answers</b>	Help to Improve listening skill and one’s pronunciation.	A good learning system, entertaining and interesting.	Necessity of more time	/
<b>Number (N)</b>	24	07	11	42
<b>(%)</b>	57,14%	16,66%	26,19%	100%



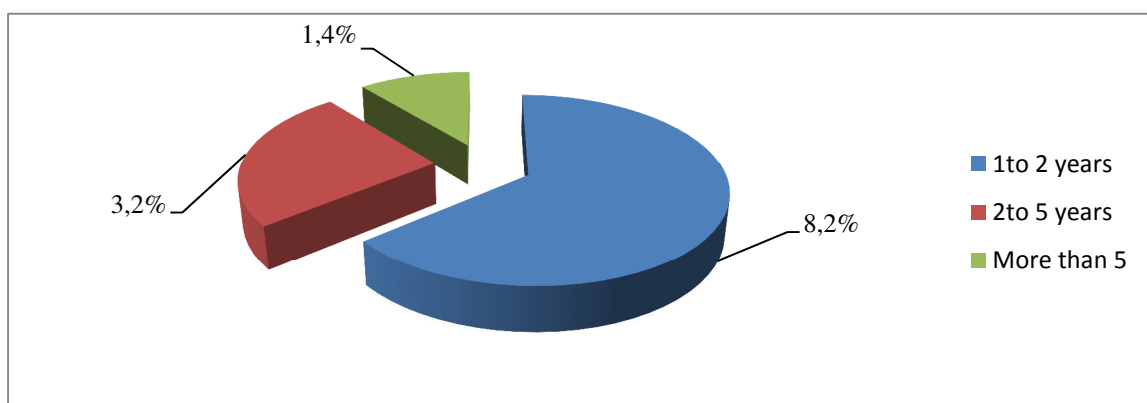
**Graph 18: Students' answers about Question sixteen**

The above results show that the majority of the students are aware and argue that language laboratory is very advantageous in improving students' listening skills through giving several good reasons. 24 students (57.14 %) have given credit to the importance of language lab in making their pronunciation get better. 07 student (16,66%) has suggested that the language lab sessions need more time and the sessions should be augmented. The answers of the remaining 11students (26.19%) have been dealt with usefulness of the language lab in language learning by justifying with, it makes the language learning entertaining and interesting as well. For example, we have found answers like "it is necessary in an English class", and "I like it very much. I have a nice time and learn at the same time"!

## II.2. Analysis of the teachers' questionnaire

### Question one: How long have you been teaching oral expression?

Option	Number(N)	%
1to 2 years	1	16,66%
2to 5 years	3	50%
More than 5 years	2	33,33%
<b>Total</b>	<b>6</b>	<b>100%</b>

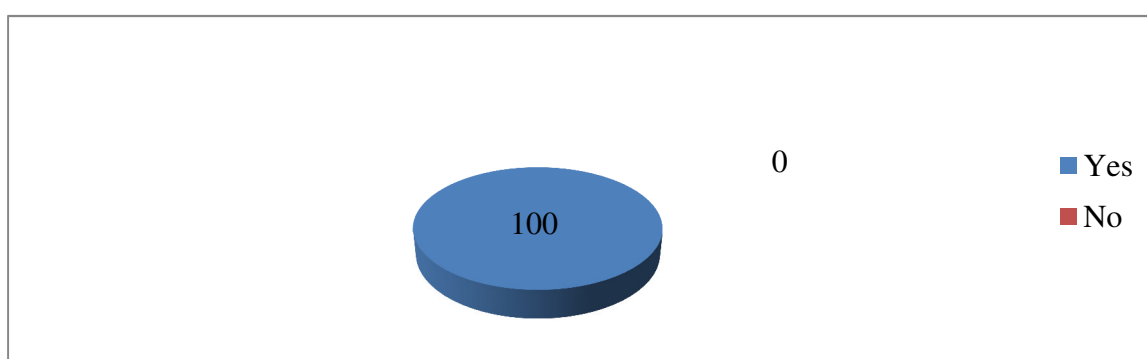


**Graph 19: Teachers' answers about Question o**

From the results shown in the table we see that half of our teachers 50% (N=3) have been teaching oral expression from 2 to 5 years which means that they are to some extent experienced in teaching aural skills, and 16,66 % (N=1) have been teaching for 1 to 2 years. 33,33% (N=2) they have been teaching for more than 5 years.

**Question two: As a teacher of oral expression do you often you're your students practice listening skill during your session?**

Options	Number(N)	%
Yes	6	100%
No	00	00
<b>Total</b>	6	100%

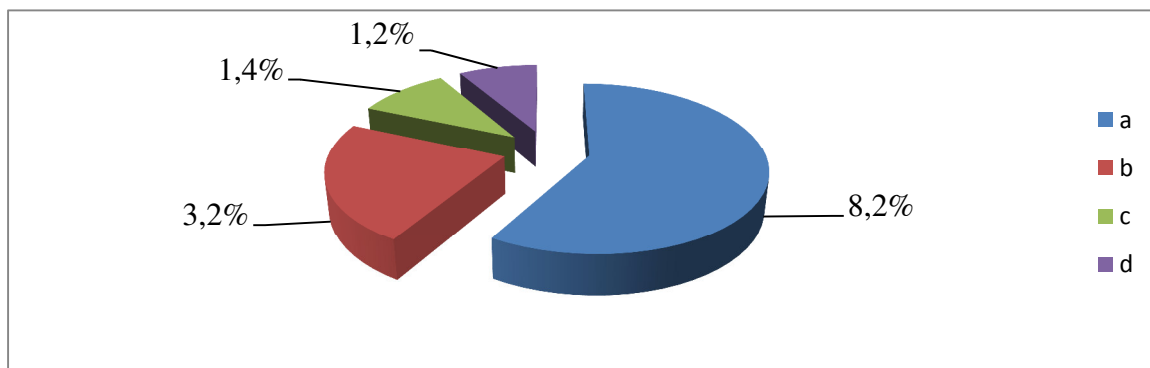


**Graph 20: Teachers' answers about Question two**

We notice from the above results that 100% of the teachers practice listening skill in their sessions. We deduce that all the teachers might know the importance of listening in language teaching.

### Question three: Do you find teaching the listening skill a difficult task?

Options	Number(N)	%
a. A little	2	33,33%
b. Very much	1	16,66%
c. To some extent	2	33,33%
d. Not at all	1	16,66%
<b>Total</b>	<b>6</b>	<b>100%</b>



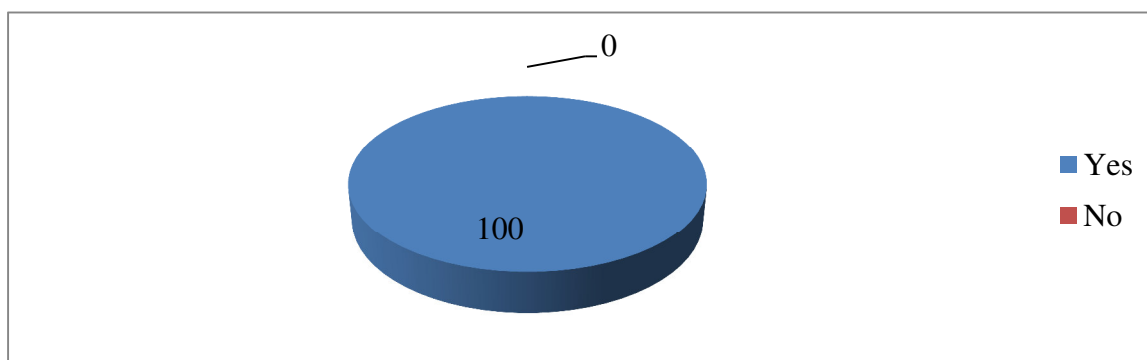
**Graph 21: Teachers' answers about Question three**

33,33% (N=2) consider that teaching listening is a little difficult approach, and the same percentage (33,33%) think that it is difficult to some extent. However, 16,66% (N=1) find teaching listening very difficult task. 16,66 % they answer with *Not At All*, which means that they consider teaching listening not a difficult task for them.



**Question four: Do you think that your students encounter some problems when listening?**

Options	Number(N)	%
Yes	6	100%
No	00	00
<b>Total</b>	6	100%



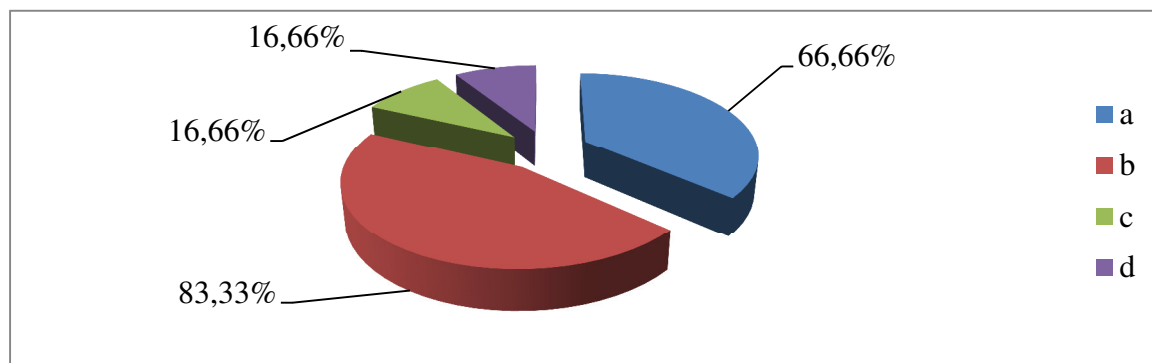
**Graph 22: Teachers' answers about Question four**

Form the results shown in the table all the teachers 100% ( N 6) have the same opinion that the students encounter some problems when listening which means that all the teachers are aware that their students face some problems in listening.

**Question five: In your opinion, what are the causes of these problems?**

**(you can tick more than one).**

Options	Number(N)	%
a. Less practice of listening by students	4	66,66%
b. Speed of speech of the FL	5	83,33%
c. Different accents	1	16,66%
d. Noise	1	16,66%
<b>Total</b>	<b>6</b>	<b>100%</b>



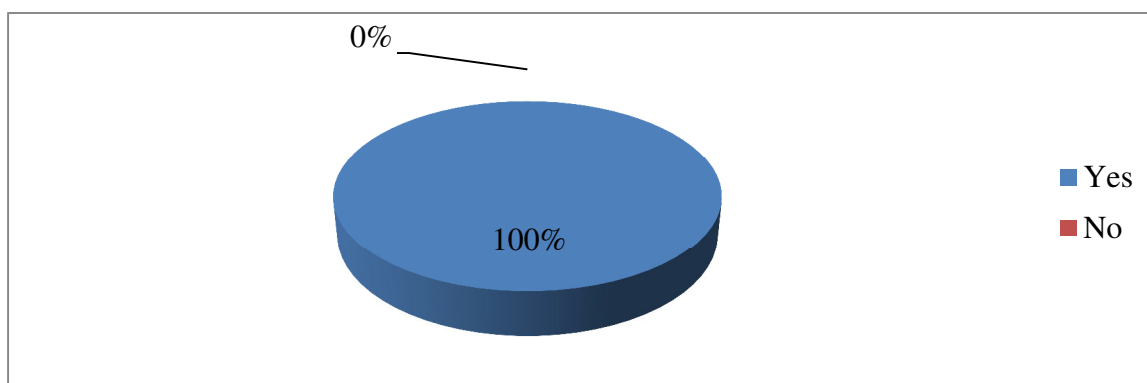
**Graph 23: Teachers' answers about Question five**

The majority of the teachers 83,33% (N 5) agree that the most important problem faced by their students is the speed of speech of the FL followed by *Less practice of listening by students* with the percentage of 66,66% (N 4). However, they give the same credit to *Different accents*, *Noise* with 16,66% (N1) from the total percentage. We notice that teachers could determine the kinds of problems that their students may encounter

during listening.

**Question six: Do you use the language laboratory to improve your students listening skill?**

Options	Number(N)	%
Yes	6	100%
No	00	00
<b>Total</b>	6	100%

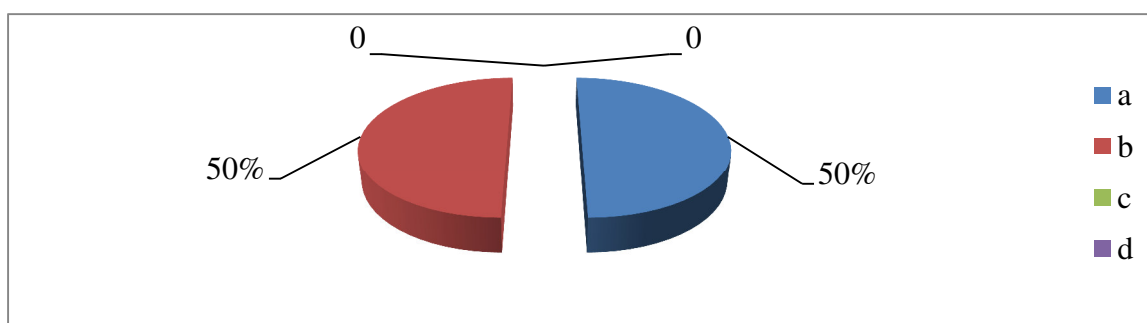


**Graph 24 : Teachers' answers about Question six**

From the results shown in the table 100% (N 6) answer with *Yes* that they use the language laboratory to make their students listening skill get better.

**Question seven: A language laboratory acts as a motivating device for students?**

Options	Number(N)	%
a. Strongly agree	3	50%
b. Agree	3	50%
c. Disagree	00	00
d. Strongly disagree	00	00
<b>Total</b>	6	100%

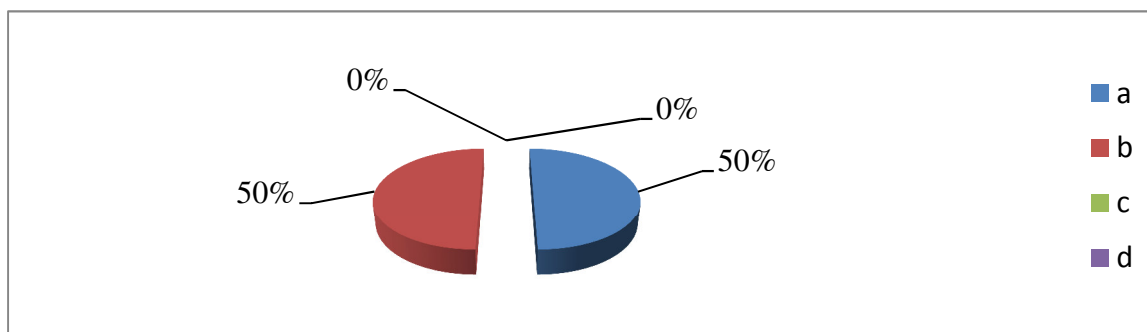


**Graph 25 : Teachers' answers about Question seven**

The above results show us 50% (N 3) *Strongly agree* that the language laboratory acts as a motivating tool for students so as the same percentage 50% Agree with that idea. While they have not *Disagree* or *Strongly disagree* for that.

**Question Eight: To what extent do you think that your students have benefited from the language laboratory?**

Options	Number(N)	%
a. Very much	3	50%
b. To some extent	3	50%
c. A little	00	00
d. Poor	00	00
<b>Total</b>	<b>6</b>	<b>100%</b>

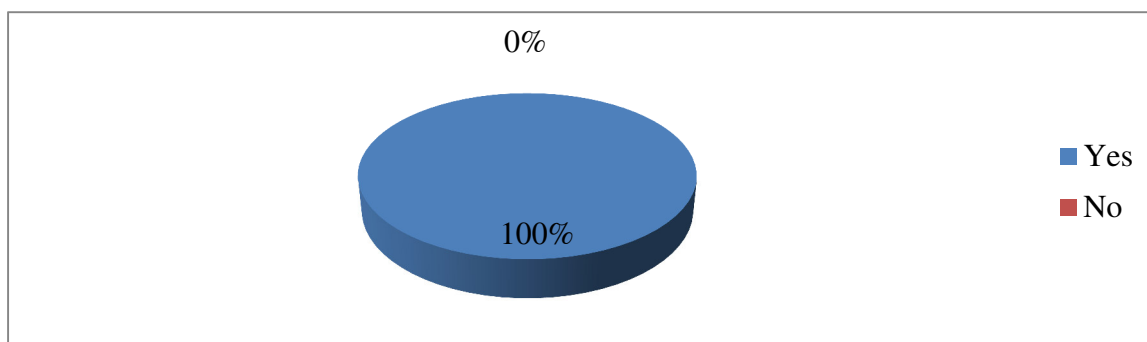


**Graph 26 : Teachers' answers about Question eight**

50% (N=6) of the teachers agree that their students have very much benefited from the language laboratory sessions; so as, the same number (6) which represents the percentage of 50% have answered that their students have to some extent taken the advantage of the language laboratory session.

**Question nine: Have your students improved other language aspects like their vocabulary and pronunciation through the language laboratory exercises?**

Options	Number(N)	%
Yes	6	100%
No	00	00
<b>Total</b>	6	100%

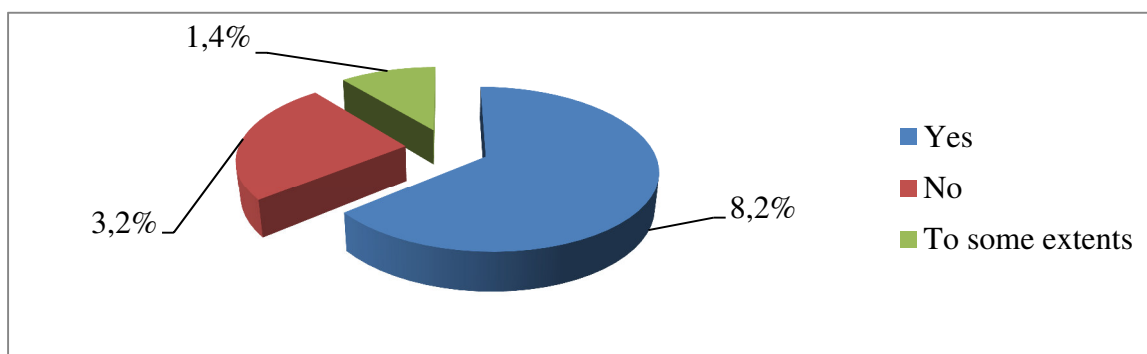


**Graph 27 : Teachers' answers about Question nine**

All the teachers agree that their students have improved some other language aspects such as vocabulary and pronunciation through the exercises performed in the language laboratory sessions.

**Question ten: Do you consider that the length of time of the laboratory session is sufficient?**

Options	Number(N)	%
Yes	00	00
No	4	66,66%
To some extent	2	33,33%
<b>Total</b>	<b>6</b>	<b>100%</b>



**Graph 28 : Teachers' answers about Question ten**

More than a half of the teachers 66,66% consider that the length of time of the laboratory sessions is not sufficient by answering with *No*. while 33,33% think that that the sessions duration are to some extent ample.

## **Discussion**

The questionnaires above dealt with checking 3<sup>rd</sup> year English students' attitudes concerning listening skill and the difficulties they encounter while practicing it; in addition to the use of language laboratory to develop this valuable skill. We deduce from the results obtained that the students are aware of the significance of listening skill in language learning so as to the problems that they are coming across. We have noticed also that students' use some strategies to improve their listening. They are conscious of the use of language laboratory sessions provided by the teachers to enhance their aural abilities. The students have favorable attitudes about the language laboratory use such as they consider the length of time of the laboratory sessions as being not sufficient. We have questioned some teachers as well about teaching listening we distinguished that they are aware of its importance as well as the importance of language lab in enhancing this skill. Teachers are also conscious of their students' difficulties and their sources, which give them a sight on how to use the laboratory effectively in order to reach the intended goal that is improving their students' listening skill through the language laboratory.



## **Conclusion**

We conclude from the positive results gained from the questionnaire concerning the effectiveness of the language laboratory in improving students' listening skill that there is a strong relationship between the language laboratory use and listening skill improvement which validates our hypothesis.

Language laboratory is one of the teaching aids that put into application in the domain of language teaching and learning for many years ago; it has become the need of the day in any foreign language learning process which is due to its efficiency in enhancing EFL learners listening skill.

## **General conclusion**

It is true that listening comprehension as a language skill has been given very little attention in foreign language syllabuses, with contrast to other language skills. Also it is a fact that the other language skills: writing, speaking, have been given sort of priority in both teaching and evaluation. EFL learners are generally trained how to be skillful writers, speaker, and good readers too. Obviously, foreign language learners whose listening skill is not effectively developed will, certainly, have difficulties in understanding English spoken by natives in a natural setting. Some other wrong concepts about listening, such as the one that considers listening as a passive skill is the result of its ignorance. It is extremely important to change such views if there is a communicative aim in language teaching. This study has been focused on improving listening skill, with the instructions of the teacher, by practicing it using the language laboratory.

More precisely, this piece of research has been devoted to get a methodical understanding of the students' awareness about the importance of listening and about enhancing this skill. In other words, our aim in this study has been to know whether third year students are aware of the significance of listening in language learning and in communication as well as if they face difficulties in listening. Moreover, how do these students could get free of their difficulties and improve their listening skill successfully through the language lab sessions. We hypothesized that how could the language laboratory enhance the students' aural skill effectively. To investigate this, we have carried out a research that consisted of a questionnaire designed to show us the students attitudes about listening skill and the use of language laboratory, and a questionnaire for teachers to check if they are aware of listening skill importance in foreign language teaching plus of their students problems as well as their attitudes about the use of language lab in the teaching process. The results of the data analysis confirm our hypothesis that language laboratory plays a major role in improving EFL learners' listening skill.

## Bibliography

- American Heritage Dictionary*. Retrieved from: <http://www.answers.com/topic/console>.
- Anderson, A., & Lynch, T. (1988). *Listening*. New York: Oxford University Press.
- Brenes, C. (2006). *The Language Laboratory and EFL Course*. Costa Rica. Retrieved from [revista.inie.ucr.ac.cr/uploads/tx.../languag.pdf](http://revista.inie.ucr.ac.cr/uploads/tx.../languag.pdf).
- Beder, M. (2008). *Language Laboratory for Learning Spoken and Written Language*. Retrieved from: <http://bederebhashe.blogspot.com>
- Chastain, K. (1988). *Developing Second Language Skills: Theory to Practice* (3<sup>rd</sup> ed). New York: Harcourt Brace Jovanovich.
- Clarke, C. (1918). *The Phonograph in Modern Language Teaching*. MLJ. (Vol.3).
- Dwyer, T. P. (2010). *Designing A Language Laboratory For Communicative Language Learning. Teaching And Learning* (p.5-9). Singapore: Institute Of Education.
- Gilakjani, A, P. (2001). *A Study of Factors Affecting EFL learners' English Listening Comprehension and the strategies for improvement*. Finland Academy Publisher. Retrieved from: <http://www.google.dz>.
- Harmer, J. (2001). *The Practice of English Language*. Pearson Education
- Harmer, J. (2007). *How to Teach English*. Longman publishing.
- Helen, L, Milton, L. (1961). *Laboratories for foreign language teaching*. Association for Supervision and Curriculum Development.

- Hocking, E.(1967). *Language laboratory and language learning*.(2<sup>nd</sup> ed). Washington D.C  
National Education Association.
- Joseph ,P, Bole.(1984).*Factors Affecting Listening Comprehension*.ELT  
Journal,Vol.38,No 1,Oxford University Press.
- Kusumarasdyati.(2004).*Listening, Viewing and Imagination Movies in EFL  
Classes*. Canada.
- Language Laboratory in American Heritage Dictionary 4*. Retrieved May, 20, 2013.  
From: <http://www.yourdictionary.com/language-laboratory>
- Language Lab- Interactive Teacher Console*. (2011). Retrieved May,18, 2013 from  
<http://www.languagelab.in/communication-lab-teacher-console.html>.
- Language Lab Software*.(2008). May, 20, 2013. From  
<http://www.languagelabsoftware.com>.
- Learn Soft Language Lab Features*.(2010). May,20, 2013. From:  
<http://www.learnsoftlanguagelab.com/features.html>
- Madhavi, I.(2009).*Use of Language Lab in English Learning and Teaching*. Retrieved  
from <http://www.Articlesbase.Com>.
- Magdalena.(2000). *Listening in FL Classrooms*.
- Mambo, B.(2004). *Evolving views, evolving practices: Language Laboratory and the Cha  
Supporting the Communicative Approaches to Language Instruction* .Journal of Edu  
Computing, Design & Online Learning(Vol.5).retrieved from:

- Morely, J.(2001).*Aural Comprehension Instruction: Principles and Practices*.  
  
In Mcelce-Murica (ed),*Teaching English as A Second or Foreign Language*(3<sup>rd</sup> ed).
- Nuboko, O.(2004).*Listening Comprehension Research: A Brief Review of The Past Thirty Years*. Retrieved from: [http:// www.talk-waseda.net](http://www.talk-waseda.net).
- Nunan, D.(1998).*Approaches to Teaching Listening in The Language Classroom*. Paper presented at the korea TESOL conference, Seoul.
- Nunan, D.(1997).*Designing and Adapting Materials to Encourage Learner Autonomy*. In Benson & Voller (ed),*Autonomy and Independence in Language Learning*.(p.192-203).Harlow: Longman
- Nunan, D.(1998).*Second Language Teaching*. Heinle & Heinle Publishers.
- Parker, W, R.(1962). *The national interest and foreign languages*(3<sup>rd</sup> ed).Washington D.C  
  
Department of State, Government Printing Office.
- Rankin, P.T.(1952).*The Measurement of The Ability to Understand Spoken Language*. In Dissertation Abstracts. Publication No.4362.
- Richards, J. (2001), *Approaches and Methods in Language Teaching*. Cambridge: CUP
- Rost, M.(1994).*Introducing Listening*. London: Penguin.
- Rost, M.(1990).*Listening in Language Learning*. London: Longman.
- Saricoban, A.(1999).*The Teaching of Listening*. The Internet TESL Journal.

Retrieved from: <http://iteslj.org/>.

-Smriti, S(2013). *Language Laboratory: Purposes And Shortcomings*. [Vol.3 No.1](#).

Retrieved from

<https://sites.google.com/site/journaloftechnologyforelt/archive/january->

[2013-no-4/6-](#)

-Underwood, M.(1989).*Teaching Listening*. New York: Longman.

-Wolvin, A,D.,& Coackely, C,G.(1993). *Perspective On Listening*.USA:

Ablex Publishing Corporation.

- Wolvin, A. D.,& Coakley, C. G. (1979). *Listening Instruction*. Urbana, IL:

ERIC Clearinghouse on Reading and Other Communication Skills.

-Wilga, M, Rivers. (1981). *Teaching foreign language skills*. University of Chicago Press.

-Wilson ,D, Thayalan, V(2007). *The Significance of the Language Laboratory in*

*Communication*. Retrieved from <http://www3.telus.net/linguisticsissues/lab>.

# Appendix

## 1. Students' questionnaire

University Of Bouzareah Department Of English

Second year Master

We are doing our dissertation project entitled "Improving Listening Skill through the Language Laboratory". This aims to find out the effectiveness of the language laboratory in improving students' listening skills. Hopefully, the findings that we will get from this project contribute a small part to help you with better listening. We would really appreciate if you spare your valuable time to fill in this questionnaire thank you.

### Section one: personal information

#### 1. Please put a cross mark in the appropriate box:

**Gender:**

Male

Female

**Age:**

19-21

21-23

### Section two: attitudes about listening and suggestions

#### 2. Do you find listening difficult?

Yes

No

**3. Do you feel that you have problems in listening skill?**

Yes

No

**4. Indicate which of the following problems do you think is your biggest problem?(you can tick more than one).**

Speed of speech

Different accents

Colloquial words

Noises

**5. To improve this skill what do you do in addition to studying from books? (Tick just one).**

Listen to English songs

Watch non-interpreted English movies

Listen to news in English

Other

**Section three: attitudes about the language laboratory use.**

**6. Does practice listening skill in the language laboratory interests you?**

Yes

No



**7. Do you feel happy, amusing and like if the teacher use the language lab in teaching-learning process?**

Yes

No

**If yes, why?**

because you can work at your own pace

because you can make mistakes which nobody would know about and you can correct them immediately

because it is a new thing

because there is less distractions than in a classroom

**8. How many hours a week do you use the language laboratory to practice English?**

1-2hours/week

2-3 hours/week

**9. What is your attitude about using the language laboratory device in learning a language?**

a waste of time

helps to a certain extent

helps a great deal

should be an essential part in any language course

**10. Does practice listening in the language lab help you to improve your English pronunciation?**

Yes

No

**11. To what extent do you think you have benefited from the language Lab sessions?**

a great deal

quite a lot

a little

not at all

**12. Have you improved your English vocabulary through the exercises performed in the language lab sessions? To what extent?**

Always

Sometimes

Almost never

Never

**13. Do you take the advantage of the language lab sessions, and dynamically participate and interact with the teacher?**

A lot

To some extent

A little

Never

**14. Do you think by using this system it could motivate or make you eager in listening? to which extent?**

A lot

To some extent

A little

**15. Do you think that the length of time of the language lab sessions should be augmented, kept the same, or reduced.**

Augmented       kept the same       reduced

**16. Do you have any comment about the language lab sessions in general?**

.....  
.....

## **2. Teachers' questionnaire**

**University Of Bouzareah**

**Department Of English**

**Second year Master**

Dear teacher

We are doing our dissertation project entitled "Improving Listening Skill through the Language Laboratory". This aims to find out the effectiveness of the language laboratory in improving students' listening skills. Hopefully, the findings that we will get from this project contribute a small part to help the students with better listening. We would really appreciate if you spare your valuable time to fill in this questionnaire thank you in advance.

Please tick the appropriate answer.

### **1. Sinse when have you been teaching oral expression?**

1to 2 years       2to 5 years       more than 5 years

### **2. As a teacher of oral expression do you often practice listening skill during your session?**

Yes       No

**3. Do you find teaching the listening skill a difficult task?**

A little     Very much     To some extent     Not at all

**4. Do you think that your students encounter some problems when listening?**

Yes                       No

**5. In your opinion, what are the causes of these problems? (you can tick more than one).**

Less practice of listening by students

Speed of speech of the FL

Different accents

Noise

**6. Do you use the language laboratory to improve your students listening skill?**

Yes                       No

**7. A language laboratory acts as a motivating device for students?**

Strongly agree     Agree     Disagree     Strongly disagree

**8. To what extent do you think that your students have benefited from the language laboratory?**

Very much    To some extent    A little    Poor

**9. Have your students improved other language aspects like their vocabulary and pronunciation through the language laboratory exercises?**

Yes                       No

**10. Do you consider that the length of time of the laboratory session is sufficient?**

Yes                       No                       To some extent

لعبت مختبرات اللغة دورا هاما في تاريخ تدريس اللغات الأجنبية. تحاول الدراسة الحالية معرفة أثر مختبرات اللغة في تعليم و تعلم اللغات الأجنبية و خاصة تأثيرها في إتقان مهارة الاستماع. يتكون البحث من ثلاث فصول, فصلين نظريين و آخر تطبيقي. الفصلان النظريان يتطرقان للمعلومات القبلية المتعلقة بالاستماع بالإضافة إلى مراجعة للأدب عن مختبر اللغة و تقديم وصف عنه, في حين الفصل التطبيقي يتكون من جزأين يتطرقان لكيفية جمع البيانات و تحليل النتائج. شاغلنا الرئيسي كان البحث و التحقيق في مواقف الطلاب حول استخدام مختبر اللغة, بالضبط, لاستكشاف فرضية ما اذا كان مختبر اللغة الانجليزية له تأثير ملموس في تحسين مهارة الاستماع لدى الطلاب, بعبارة أخرى حاولنا التأكد من كفاءة مختبر اللغة في تحسين مهارة الاستماع لدى الطلاب. وجهنا استبيان لطلاب السنة الثالثة لغة الإنجليزية من نظام ل م د في جامعة بوزريعة. في نهاية المطاف النتائج اثبتت فرضيتنا في أن مختبر اللغة فعال في تحسين مهارة الاستماع لدى طلاب اللغة الانجليزية.