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The Role of Listening Sessions in Improving English as Foreign Language Learners' Speaking Skill

A Case Study of Second Year LMD Students of English Branch at

Mohamed Kheider University of Biskra

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Dedication

I dedicate my work

To my wonderful father: **"*Elhadj*"** who gave me love and self-confidence.

To my darling mother: **"*Radjaa*"** who encouraged meand gave me strength to do my work.

To my lovely husband: "*Yassine*" who helped me during my studies.

To all my sweetheart sisters: **"*Rima, Imane, Chaima, Nermine*"**

Who supported me along time.

To my dear brother: **"*Abdelatife*"** who motivated me to achieve my work.

To my dearest nieces: **"Yasser, *Roufaida, Ritadj, Roudayna, Djana*"**

To my dear sister-in-law: **"*Mona*"**

To all my family

To all my friends

To all my teachers at Biskra University

Acknowledgements

Abstract

English as Foreign Language learners face many speaking challenges especially when they try to speak inside the classroom. This is due to many reasons like fear of making mistakes, mother tongue use, and lack of participation. The aim of this work is to highlight the important role of classroom listening sessions in improving English as Foreign Language learners' speaking skill at Mohammed Kheider University of Biskra. It aims at clarifying the main speaking difficulties that face English as Foreign Language learners, and how classroom listening activities can enhance their speaking skill. The study is based on the hypothesis that if teachers use more listening sessions and exploit it to treat their students' speaking difficulties, English as foreign language learners will enhance their speaking skill. In order to confirm our hypothesis we selected the descriptive method which is based on the questionnaire as a data collection tool. Two questionnaires were submitted, one to sixty (60) students of second year of English and another one to five (5) teachers of oral expression course. All in all, the hypothesis was confirmed through the results which reveal that listening sessions are very useful for improving English as Foreign Language learners' speaking skill by using various classroom listening activities and authentic listening materials.

Key Terms: Listening Sessions, Speaking Skill, Authentic Listening Materials, Classroom Listening Activities.

List of Abbreviations

EFL: English as Foreign Language

LMD: License Master Doctorate

L2: Second language

TV: Television

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GENERAL INTRODUCTION

Teaching English as a foreign language is a process based on macro four skills. Speaking, among them, is a productive skill that plays a great role in EFL classes; it leads learners to produce something new. With speaking, we can exchange our ideas and feelings with the others because it is considered as tool of communication through sending and receiving messages. However, EFL learners face many difficulties in speaking; this is due to many factors. Learners need to improve their speaking by consulting various ways; listening sessions are one of those ways. These sessions have a crucial role in EFL learning; it makes the learners receive a new input and extract meaning from the passage they listen to. It also leads the learners gain new vocabulary and useful expressions. It provides the learners with opportunities to develop their speaking skill. In this work, we will investigate the role of listening sessions in improving EFL learners' speaking skill through using various authentic listening materials. In other words, we will try to explain the benefits of listening sessions in helping EFL learners' meet their needs including developing their speaking skill. We will clarify the effectiveness of the classroom listening activities on enhancing EFL learners' speaking abilities.

1. Statement of the Problem

One of the aims of foreign language teachers is to develop the level of the learners in listening and speaking. However, EFL learners' face many difficulties especially in speaking because of their fear to speak in front of others and practice their language, lack of participation, mother tongue interference and many others. Listening more to the English language seem to be a good solution for this problem because it helps students to enhance their speaking difficulties, and it encourages the students to speak better.

2. Aims of the Study:

The main objectives of this study are:

- This study aims at demonstrating the speaking difficulties that may face EFL learners.
- It aims also at showing the important role of listening sessions in enhancing EFL learners' speaking skill.
- It aims also at clarifying the effects of classroom listening activities on improving EFL learners' speaking skill.

3. Significance of the Study

We have undertaken this work to investigate the improvement of EFL learners' speaking skill by using listening sessions. This study provides the learners' with information to overcome their speaking difficulties, through focusing on listening to the authentic materials like songs, videos and conversations. It may assist the teachers to use specific strategies of listening in order to enhance learners' speaking skill.

4. Research Questions

The present study addresses the following questions:

- What are the learners speaking difficulties in EFL classes?
- To what extent do the listening sessions help EFL learners' to develop their speaking skill?
- What are the classroom listening activities that can improve learners' speaking skill?
- What is the correlation between listening to authentic materials and good speaking?
- What is the relationship between listening and speaking skill?

5. Hypothesis

The present work is based on the following hypothesis:

- If teachers use more listening sessions and use it to treat their students' speaking difficulties, EFL learners will enhance their speaking skill.

6. Methodology

This study is based on the descriptive method, which is suitable for this work. The data is collected by means of the students' and teachers' questionnaires.

6.1. The Population

This work deals with second year students of English and teachers of oral expression course at Mohamed Kheider University of Biskra.

6.1.1. The Students' Sample

The whole population of second year students of English at Biskra University is 449 students (12 groups). They are divided into two sections; each section includes six groups. In fact, we cannot deal with this huge number of students. We choose only 60 students randomly from different groups.

6.1.2. The Teachers' Sample

We dealt only with six (6) teachers of oral expression in our work at Biskra University; they were selected randomly with different levels and experience.

6.2. Data Gathering Tools

This work is based on one data collection tool, which is the questionnaire distributed to both teachers and students.

7. Limitation of the Study

The majority of the students face difficulties in speaking due to many reasons; this study was conducted in order to improve students speaking skill through using listening sessions. Because of limited of time we deal only with five (5) teachers of oral expression course and sixty (60) students of English at Biskra University. Concerning to the data collection tools in the beginning of this work, we choose classroom observation in order to observe how classroom listening activities and types of authentic listening materials develop learners speaking skill. However, the teachers of oral expression course told us that they rarely use the listening sessions. For that reason, we choose only teachers' and students' questionnaires. This work was given to the second year students of English, because they have background information about the listening sessions. While first year students are beginners and they do not use the listening sessions in the previous years.

8. The Structure of the Study

This study is divided into two main parts: theoretical and practical part. We will start with introduction which includes statement of the problem, aims and significance of the study .It includes research questions, hypothesis, and methodology. The theoretical part contains two chapters. In the first chapter, we are going to give the definitions of the listening skill, its types, processes and stages. We will show the different classroom

listening activities that help the learners to develop their speaking skill, and then types of authentic listening materials. We will spot the light on the importance of classroom listening sessions, the importance of teaching listening, and improving EFL Learners speaking skill through listening. In the second chapter, we will talk about the definition of the speaking skill, its functions and importance. We will clarify the main characteristics of the speaking skill, its basic types and its different activities. We will demonstrate the speaking difficulties that face EFL learners in the class. Finally, we will highlight on the relationship between listening and speaking skill. The practical part contains one chapter called data analysis and interpretation. In this chapter, we will analysis, describe and interpret the result from the data collection tool which is students' and teachers' questionnaires. In the final, we will provide some recommendations for the future research.

PART ONE

THEORITICAL PART

CHAPTER ONE
LISTENING SKILL
IN EFL LEARNING

CHAPTER ONE: LISTENING SKILL IN EFL LEARNING

Introduction

Listening is a basic skill which plays an important role in language learning, as it allows us to receive what the speaker says. Listening skill refers to the understanding of the explicit meaning of the spoken words. It helps students to develop the other skills like speaking, writing and reading. Learners can listen to the spoken text in order to learn new vocabulary which they use inside the class, and they can also listen for other specific purposes. Therefore, teachers should give much importance to the listening sessions by providing their learners with classroom listening activities and various authentic listening materials such as: songs, conversation and videos that make them understand the spoken text and enhance their speaking skill.

In this chapter, we define listening and its different types. We clarify the two main processes of listening and its three stages. We spot the light on various classroom listening activities that can be practiced by the students, and types of the authentic listening materials. In the final, we demonstrate the importance of listening session, the importance of the teaching listening and improving EFL learners speaking skill through listening.

1.1. Definition of the Listening Skill

Before we start defining listening skill in EFL learning, we indicate an important difference between hearing (passive) and listening (active). Hearing is just receiving the sounds without concentration on what the sound means. While listening understands the exact meaning of the spoken language, it requires concentration and pay attention. For that reason, many scholars and researchers define listening from different perspectives. Goss (1982) suggests "listening is a process of taking what you hear and organizing it into verbal units to which you can apply meaning."(cited in Cheung, 2010, p.4). From this quotation, we understand that listening skill requires understanding from what has been said, and arranging it into grammatical parts such as words, phrases, sentences until the listeners get the meaning of the speaker's message. Thomlison (1984) demonstrates that "listening is the ability to identify and understand what others are saying. This process involves understanding a speaker's accent or pronunciation, the speaker's grammar and vocabulary, and comprehension of meaning." (cited in Arafat, 2013, p.117). On other hand, the listener should be able to comprehend what the speakers are saying through

understanding the speaker's pronunciation, grammar and vocabulary. Rost (1994) states that listening is a basic skill in the language classroom in which provides the learners new information, even if they do not understand the exact meaning of the whole speech. Listening supplies the students the opportunities to understand the oral language used inside the class, it allows also them to obtain the meaning of the passage through classify the words, phrases and sentences .In addition, listening skill gives the learners the ability to listen to the passage carefully, in order to identify part of the speech in the statement like verbs, adjectives, prepositions and adverbs.

Hence, listening skill does not mean understanding only the words or the sounds, but it is the ability to grasp the meaning and acquire new information from the spoken text. This skill lets the students produce the information obtained from what they hear, and it plays an important role in developing students speaking skill.

1.2. Types of Listening

Listening has different types that can be classified into five categories: informative, relationship, appreciative, critical and discriminative which can help the learners to listen effectively and to improve their speaking skill.

1.2.1. Informative Listening

Kline (1996) explains that the informative listening demands the listener to concentrate in the text in order to comprehend the speaker's message from his purpose, because this type makes the listeners more successful to get the exact meaning from the passage they listen. He shows that in the informative listening have three variables which assist the listeners to develop their listening skill and to understand what the passage talk about like their vocabulary, concentration and memorization. Kline also states this type of listening found in every place of our daily life. As an example students listen to the teacher to understand the lecture and what they learn depends on how they listen well. In this type, the teacher presents the lecture in order to provide the learners new information, and in the same time he makes the learners enhance their speaking skill by producing what they understand from the spoken text. Cooper and Simonds (2011) demonstrate also in the informative listening the listener attempts to comprehend the exact meaning of the spoken language in order to solve the activity. For instance in EFL classes the teacher gives the students some instructions in order to perform an appropriate dialogue.

1.2.2. Relationship Listening

Kline (1996) states the goal of the relationship listening is to assist an individual or to support and enhance the relationship between others. He suggests that a basic type of the relationship listening is therapeutic which means the listener lets the speaker talk about his situation. As an example the person listens to the problem of his friend in order to help him, or when the psychologist listens to the patients who have a trouble. This type of listening can be used inside the classroom performing by the teacher which allows the learners listen to each other carefully in order to improve their speaking skill through giving suggestions or solutions to the others problem.

1.2.3. Appreciative Listening

Kline (1996) also notes that appreciative listening is a kind of relax which requires listening to the music for the enjoyment or the joking. He clarifies that the learners listen to the songs, because they like the style of the musician or his speech, but they do not concentrate on what the passage talk about. Derrington, Groom and Chapman (2004) explain that in the appreciative type the listener gets the pleasure from listening to any kind of songs, and they state that the sources of appreciative listening contains enjoyment. The listeners favor this type in which has formed by their experiences and predictions.

1.2.4. Critical Listening

Derrington, Groom and Chapman (2004) illustrate in this type the listener should check whether the speaker is credible in his speech, and whether he conveys logical or truthful messages. Cooper and Simonds (2011) state that in the critical listening the learner listens to the passage in order to judge or to give his point view about what is said. Kline (1996) demonstrates the critical type involves listening critically, and it has an important role in all places such as in the politicians, in the media, in the salesman. He also reveals that this type can be used in the family, in the school and so on. The teacher should implement this type inside the classroom in order to make the learners listen precisely, and to improve their speaking skill through presenting their opinions about the spoken text.

1.2.5. Discriminative Listening

Kline (1996) observes that discriminative listening is the significant type, because it is the foundation to all the previous types of listening. He states that the listener need to be sensitive to all changes happen in the speakers' words like the volume, force, because this type helps the listener to infer what the speaker means by his message as well as his intentions. He also suggests three things about this type of listening: the first is hearing ability which means when the people unable to listen well, this makes them face difficulties in discriminating between the sounds. The second is awareness of sound structure means that the native speakers become mastered at identifying vowel and consonant of the sounds in different part of the words. The last is integration of non verbal cues means the speaker uses verbal action or non verbal action to make the listener understand the intended meaning. Derrington, Groom and Chapman (2004) explain in this type the listener is able to define the speaker's feelings through changing his voice or using pauses in his speech. Thus, the teacher uses the discriminative type to provide the learners opportunities to listen to the spoken language, because this type helps them to develop their speaking skill through identifying what they understand from the speaker's message.

1.3. Listening Processes

When the learners listen to the spoken language, they use different processes in order to understand the content of the message. Listening skill has two main processes which are bottom-up (linguistic aspects) and top-down (semantic aspects).

1.3.1. Bottom-Up Process

This process refers to the ability of the listeners to differentiate between sounds, and to understand what the speakers' mean by their speech. Bottom-up process makes the listeners use their linguistic knowledge like words, phrases and sentences to create meaning from the passage they hear. Vandergrift (2004)states "listeners use bottom-up processes when they construct meaning by accretion, gradually combining increasingly larger units of meaning from the phoneme-level up to discourse-level features." (p.4). From this quote, we understand that when the learners listen to the passage, they identify different linguistic information such as sounds, words, phrases and sentences, and then they put them together to obtain the exact meaning of the text. Flowerdew and Miller (2005) note

> The bottom-up model, listeners build understanding by
>
> starting with the smallest units of the acoustic message:

individual sounds, or phonemes. These are then combined into words, which, in turn, together make up phrases, clauses, and sentences. Finally, individual sentences combine to create ideas and concepts and relationships between them.

On other hand, in bottom-up process listeners construct their comprehending from the phonetic units (i.e.) sounds they hear, and then they put them together to build the words. They link words to form phrases, and then they link phrases to form meaningful sentences. Chang and Lu (2012) explain in the bottom-up process the learners create the meaning of the spoken language through decoding the sounds, from the small units to complex units, included the main four processing levels as phonemes, individual words, syntactic level and semantic content. The bottom-up process makes the learners listen to the spoken text in more details to get the main idea, in which they analyze the sentence precisely from sounds, words and phrases to help them understand the meaning of the passage. Harmer (2001) shows "without a good understanding of a reasonable proportion of the details gained through some bottom-up processing, we will be unable to get any clear general picture of what the text is about" (p.201). From this quotation, we understand that bottom-up process provides the learners opportunities to develop their listening skill, because without it the learners cannot understand what the passage speaks about.

1.3.2. Top-Down Process

In this process learners use their previous knowledge or past experience in order to understand the content of the message, and in the same time this process makes them predict what the passage talk about. Vandergrift (2004) explains that listeners use top-down process when they use their previous information as topic, genre and culture, because all of them are helpful to create meaning. Top-down process provides the learners opportunities to use their possessing knowledge in order to build meaning from what they hear. This previous knowledge helps learners to interpret what the speakers' mean, and to predict what will come next. In top-down process the teacher encourages the learners to pay attention to listen to the main idea, because this process helps them to understand the spoken text and fill the missing information. Without top-down process the listeners do not understand the message of the speakers'. Peterson (2001) demonstrates "the higher level processes (top-down) are driven by listeners' expectations and understandings of the context, the topic, the nature of text, and the nature of the world." (p.88). On other hand,

top down process refers to interpret the content and what the passage talk about, after that the listeners predict what will come next. Both processes assist listeners to get the exact meaning of the spoken language from the passage they hear, because they use linguistic knowledge (bottom-up process) and previous knowledge (top-down process). Richards (2008) states that bottom-up and top-down work with each other, and one process complete another one. These main processes are needed, for that the learners during the listening passage must understand what the words and phrases mean, in the same time they must use the past experience or the previews knowledge in order to create meaning from the spoken text.

1.4. Stages of Listening

Listening should be divided into three main stages pre-listening, while-listening and post-listening. All of these stages help students to practice the listening activities in effective way and to develop their speaking skill.

1.4.1. Pre-Listening Stage

In the pre-listening stage teacher needs to give background information or general overview about what the students are going to hear, then he/she chooses the suitable text in which the students are going to listen according to their levels. During this stage the teacher makes the students aware about the purpose of the listening and the types of the passage they listen. This stage provides the students opportunities to improve their listening skill through practicing short listening tasks, because they assist the students to predict the content of what they listen. Hedge (2000) demonstrates "predicting content from the little of a talk, talking about a picture which relates to the listening text, discussing the topic, answering a set of questions about the topic and agreeing or disagreeing with opinions about the topic." (p.249). From this quotation, we understand that the students expect what the topic is about, and then they look at the pictures to discuss about them with practicing some activities by showing point of view about the topic. In this stage students are using visual in order to expect what the text talk about, as an example the students look at different pictures then they guess to talk about them. Sheerin (1987) explains that the learners use visual, because it provides them new knowledge and in the same time it facilitates them to expect the content precisely.

1.4.2. While-Listening Stage

It is the time of students to listen the passage by using various activities implementing by the teacher. This stage requires set of activities performed by the students, which aims at helping them to listen to the spoken language in details to grasp the main idea. To Underwood (1989) while-listening stage supplies the students' opportunities to enhance their listening level, in the same time they get the information from the spoken language they listen. In this stage, the teacher provides the students some activities like answering true or false, multiple choice questions, spotting mistakes and predicting, all these activities help the students to understand the task and to exchange their ideas with others. He states in while stage the students are asking to do many activities depend on what they hear, because this stage aims at helping the students to enhance their skill from the spoken text.

1.4.3. Post-Listening Stage

Hedge (2000) shows that the post-stage is summarizing of the spoken language rely on what the students write and do in the previous stage. The teacher asks the students what they understand from the listening passage. Then, he tells them to write it with their own words and styles, because this stage helps the teacher to introduce his lesson. The post-listening stage provides the learners opportunities to improve another skill which is speaking skill. This stage contains the integration of more than one skill. As an example student listen to the text, than they discuss about it through performing role play related to what they hear, but in the same time they should use the obtained information. Underwood (1989) notes "post-listening activities embrace all the work related to a particular listening text (whether recorded or spoken by the teacher) which are done after the listening is completed." (p.74). From this quote, we understand that in the post-listening activities the students listen to the passage either recorded or spoken implementing by the teacher, then, they practice the tasks through summarizing what the spoken language is about.

1.5. Classroom Listening Activities

Littlewood (1981) suggests that listening skill has various tasks practicing by students such as identification and selection, sequencing, locating, drawing and constructing. All of these activities provide the students the ability to grasp the ideas from the spoken text, and they assist the students to infer the information that is related to the task in order to construct the meaning rather than understand each word in the task.

1.5.1. Identification and Selection

Littlewood (1981) states in this activity the students have various pictures which can used to recognize the tasks. They should listen to the recorded conversations, and then they select only one picture which is related to what they hear in the speech, but they listen to two or three conversation. They should choose which passage refers to the picture. He shows that this task can be performed in set of forms, for instance the students may ask to recognize a stolen car described in audio tape message. Then, they discuss to choose which of two tapes are appropriate.

1.5.2. Sequencing

In the sequencing activity the students recognize the pictures that are described previously, and then they put them in the correct place. This task must be presented in various forms to make it more motivate, as an example the students look at different pictures that present the events and the places of the story which they listen to. The spoken language may represent in the form of narrative, or it may involve extracts from conversations between groups of people visit the different areas. (Littlewood, 1981)

1.5.3. Locating

Littlewood (1981) claims in the locating activity the students do not place things into series, but they put them into suitable places. For example, plan of the house, the learners put the rooms according to the appropriate places through using the map. The spoken text of the passage may perform in several forms, it can be direct instruction or conversations between two persons are discussing where they put things inside the house.

1.5.4. Drawing and Constructing

Another activity in which asks the students to listen to the spoken language, in order to draw a plan from what they listen to. The students should have an outline to complete the plan by following the instructions, and then they should build a model through using what they provide from the text. The teacher implements these different activities from the real life for several purposes which practice by the students inside the classroom. Hence, these tasks can help the students to learn how to listen precisely to the spoken language by using different pictures and interpreting the speaker's message in order to perform the task. (Littlewood, 1981)

All these activities provide the students new vocabularies and ideas which use them inside the classroom; they also motivate the students to increase their level in speaking through discussing and giving their opinions. These tasks create enjoyable atmosphere in the class which assist the students to improve their speaking skill.

While Fehérváryné Horváth and Piμorn (n.d) state that listening tasks are varying and different from the previous we mention above. These activities are useful performing by the teacher inside the classroom and practicing by the students, because they provide the students opportunities to listen to the spoken language and to improve their speaking skill.

1.5.5. Short Answer Question

Fehérváryné Horváth and Piμorn (n.d) explain in this task the students answer the question by giving their opinion briefly with short sentence. This activity makes the students listen to the passage in details in order to answer the question correctly, in the same time it provides the students the ability to infer the information from the text they hear it. The students should respect the word numbers in which are asking in the instruction, and then they write only a few words that have meaning. The teacher should ask students to listen carefully, pay attention to the key words of the passage because it assists them to listen what they need.

1.5.6. Multiple Choice Tasks

Multiple choice tasks require choosing one correct answer from the several responses. This task is marking in a form of letters or numbers such as 1_2_3, but the only one is right answer. In this activity, the students listen to the passage well and read the instruction precisely in order to know such as what the text talk about, the speaker and the place. Multiple choice tasks can help the students to answer the question easily because they listen to the main information from the text, then they guess about the words and the sentences correspond to the topic. (Fehérváryné Horváth and Piμorn, n.d)

1.5.7. True or False Task

Fehérváryné Horváth and Piμorn (n.d) demonstrate in this activity the students answer the question with true/false or yes/no from the passage they hear, because the statements can be right or wrong. This task provides the students the opportunities to identify part of the speech the statement such as: verbs, adjectives or adverbs in order to

select the right answer. True or false task tests the ability of listening to the main point; the students need to listen to the spoken text for more details in order to know which sentence is right or wrong. Ur (1996) suggests that in true or false task the spoken message includes different sentences, some of them are true and others are false. In this task, the learners should put tick to show if the sentence are true or false or they write a short answer, and the choosing of the correct answer of the question is easier not difficult.

1.5.8. Completion Task

Completion task called also open gap-filling which can be in a form of uncompleted sentences with blanks or in tables. This activity assesses whether the students are good in listening to the main information from the text. He notes the words that the students listen on the recorded text are not appropriate to put them in the gap, they should change them. The students should listen carefully in order to expect what the missing words in the task are: verbs, adjectives or adverbs. Completion task uses in order to examine part of the speech of the words or the vocabulary after listen the passage. (Fehérváryné Horváth and Piμorn, n.d)

1.5.9. Matching Task

Fehérváryné Horváth and Piμorn (n.d) explain the last task which requires join two items from the listening text such as what the speaker says with different statements. As an example, the students can match the picture with the appropriate statement according to what they listen to. This activity evaluates the ability of the students to understand the whole passage through listening on the main ideas.

Consequently, the teacher performs all these tasks inside the classroom to provide the students to listen carefully to the spoken text in order to practice the activity, and these activities supply the students to acquire the grammar, new vocabularies and ideas. These tasks help the students to improve their speaking skill through giving their opinions, discussing with others about what they listen inside the classroom.

1.6. Types of Authentic Listening Materials

Listening skill has different materials performing by the teacher inside the classroom such as songs, videos, guest speaker and conversations. These materials help the learners to listen to the spoken language precisely in order to develop their speaking skill.

1.6.1. Songs

Wilson (2008) explains that songs are powerful medium of conveying messages, and they play an important role in our daily lives which express feelings and problems of the societies. This material makes the students enjoy listening to the English sound, because they present different stories that motivate the students understand the world around them. Songs help the students to emphasize on the aspect of pronunciation like stress. Mishan (2005) notices songs present various speakers' tone and accents, different cultures and new thoughts inside the classroom. He shows that this listening material is beneficial for the listener to know the right pronunciation of the spoken text.(cited in Mamo, 2013).Teacher uses the songs inside the classroom in order to provide the students opportunities to learn new language, to practice pronunciation, and to listen to the spoken language effectively. This helps the students improve their speaking skill from understanding the speaker's message.

1.6.2 Videos

Wilson (2008) suggests that videos are useful material which help the learners to obtain extra information through seeing the pictures and listening the sounds. He states that this material motivates the learners to integrate their listening with another skill like speaking, because the learners need to produce what they understand from the text. Guariento and Morley (2001) claim "authentic videos increase learners' motivation since it makes them feel that they are learning the real language; also that they are in touch with the target language as it is used by the community, which speaks it" (cited in Dolly, 2013, p.17). On other hand, the learners prefer to use the videos, because they develop them to be more motivated to listen to the spoken language and to learn the actual language. Videos present different languages that the learners need in their life to interact with others. As result, the teacher implements suitable listening material likes video which attracts and motivates the students to be able to listen to the spoken language, because this material provides the students new ideas and different cultures, it increases their speaking skill significantly.

1.6.3. Guest Speaker

Wilson (2008) states another listening material is to invite native speaker of English inside the classroom. This way has advantages which give the learners opportunities to listen immediately to the native speaker, and it provides them new information about the

foreign culture. While another advantage is that the guest speaker can discuss with the learners and he may ask them some questions for more explanation. Thus, the teacher employs this listening material to supply the learners the chance to interact with the native speaker, and to realize knowledge about different foreign culture. This listening material makes the learners listen directly to the spoken language, and it facilitates them the ability to understand the intended meaning of the speaker's message. It helps the students to develop their speaking skill considerably.

1.6.4. Conversation

To Underwood (1989) conversation is useful material to enhance the students listening skill. He demonstrates that the teacher bring a list of conversations inside the class which contain group of persons are talking at the same time, as an example, in the office of the company. The teacher asks the students to take notice and give comment about what they understand from the conversation. He also suggests that this material considered as a social task in which the speaker and the hearer influence the nature of spoken text, and how it can be interpreted. Hence, the teacher prefers to use the conversation in the class in order to motivate the students to listen to the passage, and to make them expose different accents of native speaker or non native speaker, because all of these allow the students to enhance their speaking skill.

1.7. The Importance of Classroom Listening Sessions

Many learners prefer to listen to the spoken language and they concentrate on the intended meaning of the speaker's message, because it enriches knowledge, and also it enables them to communicate with others colleagues. For that reason, teachers use the listening session as helpful way to improve their students speaking skill, this session also motivates the students to speak confidently.We have try toreveal the importance of teaching listening and improving EFL learners' speaking skill through listening.

1.7.1. The Importance of Teaching Listening

In the previous years the teachers taught only the productive skill (speaking and writing) and they neglect the receptive skill (listening and reading), because they considered that listening is passive skill and it focuses only on understanding meaning of the text. In contrast, nowadays the teachers see listening skill is an important skill in

teaching, because it helps the learners to get new vocabulary and information from the spoken language. It provides the learners a chance to understand the speaker's pronunciation, his grammar and vocabulary. For that reason, some authors demonstrate the importance of the listening skill in teaching in different point of view. Nunan (1998) notices "listening is the basic skill in language learning. Without effective listening skill, learners never learn to communicate effectively."(p.1).On other hand, listening plays an important role in learning any language, because it leads the learners to communicate with others. Rivers and Temperley (1978) demonstrate the importance of listening skill lies in the fact that the ability to understand a large spoken text, and to acquire the pronunciation of the words; vocabulary and understanding what the speaker's message talk about.(cited in Cheung, 2010). Hence, the importance of teaching listening has a great role, because it allows the learners to learn different aspects of language such as: grammar and vocabulary, It makes the learners to concentrate on the listening passage in order to know different accents of native and non native speaker such as: the tone, the style and the way of the speech. Through listening the learners can acquire new vocabularies which use them inside the class; the spoken text also supplies the learners' with opportunities to interact with the others.

1.7.2. Improving EFL Learners' Speaking Skill through Listening

Many teachers try to enhance their students speaking skill through using listening materials inside the classroom. They motivate them to listen to the spoken text to promote their speaking skill, because when the students do not grasp the exact meaning from the listening passage, they cannot say what they understand. Rivers (1966) mentions speaking do not comprise communication unless one person comprehends what another said. (cited in Rodriguez, 2012). The learners prefer to listen to the spoken language carefully to understand the intended meaning, due to the speaker's message influences the listeners to say what they comprehend. It provides them with opportunities to develop their speaking skill. Therefore, the basic goal of listening is to help the students to interact with others inside the class by using various authentic listening materials, because these materials play significant role in improving speaking skill. As an example when the learners listen to any type of listening material such as: songs or videos, they may learn different accents and pronunciations which allow them speak easily, they may also develop their speaking skill considerably. These materials are useful techniques that assist the learners to be able to listen precisely to the text in order to improve their speaking skill. In addition, authentic

listening materials supply the learners extra vocabulary, expressions and grammatical structure in which facilitate the learners' way of speaking. The implementation of these materials increase the students' speaking abilities because without listening we cannot speak easily. Moreover, we find in EFL classes many teachers prefer to use different authentic listening materials in order to increase their students' self-confidence to speak, to reduce speaking difficulties that face their students and to create interesting atmosphere that make their students speak better. The teachers also use these materials because they are aware of the listening role in developing speaking skill. This reveals that there is close correlation between listening to the authentic materials and good speaking because these materials have positive effect on developing EFL learners' speaking skill. Hence, authentic listening materials are very useful for making EFL learners' encouraged to speak without facing difficulties. EFL learners can enhance their speaking skill through using more listening inside the classroom.

Conclusion

We have tried to clarify different perspectives of the scholars and the researchers about the listening skill. Its basic types and its main processes (bottom-up and top-down) which help the listeners to be able to grasp the intended meaning of the speaker's message. We highlighted the second aim of our study which is the influence of applying different classroom listening activities performed by the teacher in order to develop EFL learners' speaking skill. We stated the various authentic listening materials prepared by the teacher to increase the level of the students speaking skill. In this part, we revealed the major aim of our study which is to spot the light on the importance of the listening session, the importance of teaching listening in which provides the learners the aspect of language such as: grammar and vocabulary, and then we indicated improving of EFL learners speaking skill through listening. As result, the teacher should provide the learners with different classroom listening activities, and he should make them able to understand the exact meaning of the text. Overall, the teacher should prepare these activities with several materials such as songs, videos and conversations in order to enhance the students speaking skill.

CHAPTER TWO

THE SPEAKING SKILL

IN EFL CLASSES

<center>**CHAPTER TWO: THE SPEAKING SKILL IN EFL CLASSES**</center>

Introduction

Speaking is an important skill, especially for EFL learners it makes them practice the language orally. This skill is considered as a tool of communication, because it helps the learners to interact with others, to express their thoughts or feelings. Speaking skill is a process which refers to sending and receiving messages through using verbal and non verbal symbol in different setting. However, some students face difficulties in speaking which prevent them to improve their oral language.

In this chapter, we examine the speaking skill, its definition, functions, importance and its two main characteristics. We demonstrate the basic types of the speaking skill, its various activities that may help EFL learners to develop their oral language. We spot the light on the speaking difficulties that may face EFL learners inside the classroom, and then we clarify the relationship between listening and speaking skill.

2.1. Definition of the Speaking Skill

Speaking is one kind of the productive skill which emphasizes how the learners use their oral language to interact or communicate with others in the foreign language, and this significant skill provides the learners with opportunities to achieve their desires, their needs and their wants. Many researchers and scholars give different points of view about various definitions of the speaking skill. For that reason, this skill considered asthe heart of the learning process which makes the learner masters it in order to send and receive messages through using the second language. Brown (1994); Burns and Joyce (1997) indicate that speaking is an interactive process of building meaning which includes sending and receiving messages and processing the information.(cited in Florez, 1999).Cheny and Burk (1998) explain that speaking is an important process which makes the learners constructs the meaning by using verbal expression and non verbal symbols such as gestures and facial expression during the interaction. Nunan (1991) states " to most people, mastering the art of speaking is the single most important factors of learning a second or foreign language and success is a measure item of the ability to carry out a conversation in the language."(p.39).On other hand, mastering the speaking skill is crucial element for learning different languages, but it needs to master the other skills, and then it makes the students to be able to use the language in order to perform the conversation. Speaking is

one of the most significant skills than the others in EFL classes which involve the ability to use the language to transmit the messages in different setting. Ur (1996) claims "of all the four skills (listening, speaking, reading, writing) speaking seems intuitively the most important: people who know a language are referred to as speakers' of the language, as if speaking included all other kinds of knowing, and many if not most foreign language learners are primarily interested to speak."(p.117).Luoma (2004) suggests that speaking skill in the foreign language is not an easy task to practice it, because it needs much time to improve it.

2.2. Functions of Speaking

Speaking skill has three main functions such as: speaking as interaction, speaking as transaction, speaking as performance. These functions supply the learners the opportunities to speak better.

2.2.1. Speaking as Interaction

Brown and Yule (1983) explain that speaking as interaction refers to what is called conversation which can be formal or casual depends on the situation. They state the main feature of this function is creating the social interaction, because when person meets someone else, he exchanges greetings and he tells him the recent experience in order to maintain friendly relationship, and to establish suitable area of the interaction with others. This function focuses on the speakers' identity, how they present themselves to the others and their social needs rather than focuses on the message. (cited in Richards, 2008). Richards (2008) demonstrates that speaking as interaction is difficult to master and it is not priority for learners, because it requires the ability to speak in the natural way in order to interact with others. Some learners avoid this situation because they lose words and they face difficulties in presenting themselves to the others, this can be considered as disadvantage for some learners.

2.2.2. Speaking as Transaction

Richards (2008) notes that speaking as transaction refers to situations which emphasize on what is said or done, and he states that the focus is making the message understood clearly and precisely, rather than the speakers and how they interact socially with others. Jone (1996) examines that speaking is related with various activities. For example, students in a science lesson, they explore different concepts about something

else. In this type, the teacher and the students emphasize on the meaning of the spoken language in order to understand what is said.(cited in Richards 2008).Burns (1998) suggests that there are two types of speaking as transaction. The first focuses on giving and receiving information, and the participants emphasize on what is said, and the information should be clear, for instance asking someone else for directions. The second focuses on obtaining things or goods like ordering meal in a restaurant or checking into shopping.(cited in Richards, 2008).

2.2.3. Speaking as Performance

Richards (2008) indicates that speaking as performance refers to public speaking which conveys information before an audience, like classroom presentations, public announcements and speeches. He states that this type performs in form of monologue rather than dialogues, for example a speech of welcome given by a university president or the students perform report about a school trip. He also explains that this type contains main features such as: the focus on the message and the audience, and the use of formal language is more like written language, and then both form and accuracy are important in speaking as performance.

2.3. Importance of Speaking Skill

However the speaking is core skill in EFL classes, but it was neglected in the recent approaches of language learning and teaching like Grammar Translation Method which emphasize only in reading and writing skills, and this method makes the students aware about the analyze of grammar and the interpret of one language to another one. Richards and Rodgers (2001) mention that "reading and writing are the essential skills to be focused on however, little or no attention is paid to the skill of speaking and listening".(p.6). In opposite, communicative language teaching approach appears in order to demonstrate an essential skill namely as speaking which helps the learners to communicate with others and it supplies them chance to express themselves, opinions, feelings in front of the whole class. With speaking the learners can improve their other skills such as: writing or reading, and it can help them to express themselves, opinions and feelings. Littlewood (1981) explains "communicative interaction gives learners more opportunities to express their own individuality in the classroom. It also helps them to integrate the foreign language with their own personality and thus to feel more emotionally secure with it." (p.94).Bygate

(1987) demonstrates that "speaking is a skill which deserves attention every bit as much as the literary skills, in both native and foreign language." (p.2).On other hand, speaking skill demands more attention for both native and foreign language. Baker and Westrup (2003) declare "a student who can speak English well may have greater chance for further education, of finding employment and gaining promotion."(p.05). From this quote, we understand that speaking skill has an important role outside the classroom, because when the learners speak well in the foreign language, they can gain job easily in different place. As an example we find many factories or companies look for people who speak English well in order to be able to communicate with the foreign people. As result, speaking plays a significant role inside and outside the classroom which makes the learners send and receive messages through interacting with others. It provides the learners opportunities to speak with various people through discussing and giving their opinions. Many researchers state that speaking is helpful skill for learners, because it allows them to communicate effectively.

2.4. Characteristics of the Speaking Skill

In the EFL classes the teacher needs to provide the students opportunities to speak quickly (fluency) and to use correct grammar, vocabulary and pronunciation (accuracy) in which are considered as the main features of the speaking skill.

2.4.1. Fluency

Fluency is an important feature in communication, because it makes listeners pay attention in the conversation in order to understand the speaker's talk, and it helps the speakers to express themselves without hesitation. (Baker and Westrup, 2003) Many speakers think that fluency is the ability to speak quickly, for that they speak rapidly without pauses. Thornbury (2005) states that speed and pause are important factors in fluency, because the native speakers or non native speakers use pauses time to time to breath in order to let the listeners understand what they say. He suggests that the speaker uses tricks or production strategies which mean the ability to fill the pauses like: "uh" and "um", and he gives another type of the filling pauses is vagueness expression such as: "short of" and "I mean". He shows the last device of the filling pauses is the repetition of only one word when there are pauses. Hedge (2000) explains that fluency is the ability to speak easily through linking the ideas together and without efforts and hesitations. Richards, Platt and Weber (1985) observe that "fluency is the feature which gives speech

the qualities of being natural and normal, including native-like use of pausing, rhythm, intonation, stress, rate of speaking, and use of interjections and interruptions."(cited in Brown,2003, p.1). From this quote, we understand that the major characteristic of the speaking skill is fluency which makes the learner speaks in normal way by using pauses such: um or uh, intonations as rising or falling tone, interjections like: wow or oh and interruption someone speaks. Hence, in teaching the speaking skill the teacher should focus on the oral fluency, because it is the major characteristic of the speakers' performance. The teacher should encourage the students to use their personal language to express their thoughts and feelings without imitations, and he should provide them opportunities to practice the language in different situations in order to become fluent speaker without making many stops.

2.4.2. Accuracy

The goal of the teacher is to focus on the main features of the speaking such as: fluency and accuracy, because they help the students to speak precisely through sending and receiving messages. However, many students speak fluently in front of the whole class and they do not pay attention to speak accurately. Accuracy requires correct grammar structure, using useful words and clear pronunciation. Baker and Westrup (2003) state that accuracy makes the students speak without making mistakes in grammar, vocabulary and pronunciation. Speaking accurately is the ability to produce the correct use of grammar, vocabulary and pronunciation in which the utterances contain or do not contain errors. We clarify grammar, vocabulary and pronunciation in the following points:

2.4.2.1. Grammar

It is set of rules which explain how words, phrases and clauses are used in a language. Speaking accurately refers to the use of correct grammar structure. Thornbury (2005) states various features of the spoken grammar in these following points:

- Clause is the basic unit of construction.
- Clauses are usually added (co-ordination).
- Head+ body+ tail construction.
- Direct speech favored.
- A lot of ellipsis.
- Many question tags.

- Performance effects includes (hesitation, repeats, false starts, incompletion, syntactic blends)

2.4.2.2. Vocabulary

When the learners try to communicate with others, they should use the appropriate words and expressions in order to send the exact meaning of the message. While some of them face difficulties during speaking, especially when they express their thoughts to others. This indicates that those learners have lack of vocabulary in which prevent them to speak precisely. Thus, the students should use correct words in order to speak accurately without making mistakes.

2.4.2.3. Pronunciation

Pronouncing the words accurately is useful way to let the listener grasp the meaning of the speakers' message, because without correct pronunciation the spoken language will be not clear. Pronunciation assists the learners to increase their speaking skill; it provides them chance to speak easily like the native speaker.

Thus, the teacher should motivate the students to use the correct spoken language, and he should provide them chance to speak accurately through emphasizing on their production of the oral language such as: grammatical structure, vocabulary and pronunciation, because this assist the students to know how to perform accurate speech, and it makes them aware about the importance of performing accurate speech.

Ur (1996) summarizes fluency and accuracy through testing the speech orally in the following table:

Table01: Scale of Oral Testing (Ur, 1996, p. 135)

Accuracy	Fluency
Little or no language produced.	Little or no communication.
Poor vocabulary, mistakes in basic grammar may have strong foreign accent.	Very hesitation(hesitant and brief utterances) Sometimes difficult to understand.
Adequate but not rich vocabulary makes obvious grammar mistakes slight foreign.	Gets ideas across, but hesitation briefly.
Good range of vocabulary, occasional grammar slight foreign accent.	Effects communication in short turns.
Wide vocabulary appropriately used virtually, no grammar mistakes, native like or slight.	Easy and effective communication uses long turns.

Hence, each one has different features, but both of them are needed. Without fluency the listener does not obtain the exact meaning of the speakers' message. Without accuracy the speaker cannot speak correctly. The teacher should encourage the students to speak fluently and accurately in front of the whole class through creating enjoyable atmosphere.

2.5. Types of Classroom Speaking Performance

Brown (2000) suggests six types of the speaking performance that the students should perform inside the classroom such as: imitative, intensive, responsive, transactional, interpersonal (dialogue) and extensive (monologue) speaking.

2.5.1. Imitative

Brown (2000) states that imitative speaking is bounded part of the classroom speaking performance. He also demonstrates that this type makes the students able to repeat the native speakers' speech, and then they try to pronounce the words correctly as the same to what they hear. This type of speaking provides the students the opportunities to listen and to repeat orally phonological forms like intonation, stress or grammatical forms like part of the speech of the sentence that the students may find problems, because this repetition helps the students to transmit meaning or interact with others.

2.5.2. Intensive

Speaking performance contains the practice of the phonetic stage such as: intonation and stress or grammatical aspect of language like: words, phrases and sentences, because both of them help the learners to be able to speak. Intensive speaking type can be self-initiated or it can be practiced in pair work activity. (Brown, 2000)

2.5.3. Responsive

Brown (2000) indicates that this type of speaking requires short answers. As an example, the students inside the classroom give the teacher brief reply when they are asked some questions, or they give comment about the topic in form of conversation or in small talk. These short replies should be sufficient and meaningful.

2.5.4. Transactional

This type of speaking aims at showing transmits or exchanges the main ideas between persons. Brown (2000) explains "transaction is an extended form of responsive language". (p.273)This means that this type of speaking provides the students chance to speak effectively.

2.5.5. Interpersonal (dialogue)

Brown (2000) notes also that the goal of interpersonal speaking is to maintain the social relationships than to convey the information. In this type, the students face difficulties in achieving dialogues, because they involve colloquial language or slangs.

2.5.6. Extensive (monologue)

The last type of speaking involves tasks such as: oral presentation, story-telling. In this type, the teacher asks the students to perform monologue in different forms such: summaries, oral reports or short speech in order to improve their speaking skill. But the students in this kind of speaking use formal language according to the topic. (Brown, 2000)

2.6. Classroom Speaking Activities

Various speaking tasks used in the oral session which provide the students with opportunities to develop their speaking skill, and to practice the language inside the classroom. Which are: communication games, discussion, acting from script, simulation and role-play.

2.6.1. Communication Games

Harmer (2001) explains that communication games are useful activity relied on an information gap. This task assist the students to practice the speaking skill, through talking and discussing with their other colleagues in order to solve a puzzle (game), draw a picture, place things in the correct order or check the differences and similarities between pictures. The teacher takes the different communication games from the radio or TV, and he brings them inside the classroom. As an example, the teacher asks the students to solve the game by describing or drawing pictures, which means that one describes the picture and the second draws it. Or, he asks them to describe and arrange this means that one student describes the structure which contains things and the other organizes it and place it

in the correct order. The teacher asks the students to try to make comparison (i.e.) the differences and similarities between these pictures in which both of them have the same picture, but they should find the different between them without looking for others picture.

2.6. 2. Discussion

Harmer (2001) states that discussion is an activity to practice the oral language, because it helps the students to speak fluently, and it provides them chance to communicate with others several topics through giving comments, or points of view to convince the others. But some students fail when they try to make discussion task inside the classroom, this is because of students' unwillingness on giving their opinions in front of the whole class. He adds another kind of discussion is called "the buzz group" which makes the teacher avoid such difficulties; this means that this activity helps the students to discuss briefly in small group. This task provides the students chance to think about their ideas before being asked to speak in front of the whole class, and it reduces the feeling of stress. Littlewood (1981) indicates that discussion supplies the learners the ability to speak fluently about their own life and personal experience, especially when they practice the speaking tasks in the foreign language. Hedge (2000) explains that this activity makes the students discuss different topics such as: interests, opinions, histories or experiences; then he states that this task encourages the students to use the necessary language in order to perform the task over a period of time.

2.6.3. Acting from Script

Harmer (2001) demonstrates in this task the students are asked to implement role plays or acts written in their course books , they are asked to perform dialogues which have written with own words in the classroom. He explains that in this activity the teacher should be cautious to choose the students to perform role- plays in front of the whole class, and he does not choose the shyest students. The teacher in this speaking activity should make interesting atmosphere inside the class, he gives the students time to correct their writings before they perform the acts, in the same time the students should be aware that acting out consists both language learning and language production activity.

2.6.4. Role- Play and Simulation

Harmer (2001) states role-play and simulation are classroom speaking activities which may develop the oral production of the students through interaction with others, and they provide the students the opportunities to practice the language. These tasks make the students imagine themselves in the real life situation, because they perform different acts in front of the whole class. The teacher implements both role-play and simulation activities in order to make the students speak better through expressing their ideas and feelings. Kayi (2006) explains that role play and simulation are useful activities which motivate the students to develop their speaking fluency. He also demonstrates that simulation is different from role play task which makes the students bring various objects into the class in order to create realistic setting. For example, when the student performs a song, he brings a microphone to sing. Thus, the teacher implement all these various tasks inside the classroom, because they motivate the students to perform the activity better, and they should provide their students with opportunities to improve their speaking skill through practicing different speaking activities which focus on the practice of the language. All these activities help the learners to develop their speaking through giving point of views and discussing with each others.

2.7. Speaking Difficulties in Foreign Language Learning

EFL learners find many problems in learning foreign language which prevent them to improve their oral language. These factors that make the students face difficulties in practicing the speaking proficiency, and they unable them to do or to say something else such as: inhibition, nothing to say, low uneven participation, mother tongue use and poor listening practice. Therefore, teachers should perform various speaking activities which supply the students with opportunities to speak English effectively.

2.7. 1. Inhibition

The most effective factor of the speaking difficulty is called inhibition, which makes the students shy when they try to speak in English, especially when they speak to critical colleagues inside the classroom, because they feel worried about making mistakes in front of them, and they unable to say anything. Ur (2000) mentions that "learners are often inhibited about trying to say things in a foreign language in the classroom, worried about making mistakes, fearful of criticism or loosing face, or simply shy of the attention

that their speech attracts."(cited in kouicem, 2010, p.37). Bowman, Burkart, and Robson (1989)discuss that in teaching speaking teachers should encourage the students to speak in front of the whole class through practicing the speaking tasks, because this lead them to be able to express themselves, feelings and opinions without anxiety or stress and in order to improve their oral language. Hence, the teacher should provide the students the chance through implementing different speaking activities inside the class in order to encourage the students to speak confidently, and he should motivate them to say things in a foreign language without anxious. The students should not fear of making mistakes, because it prevents them to practice the speaking skill in front of their classmates.

2.7. 2. Nothing to Say

The second problem of EFL learners is termed *nothing to say* which makes the students face difficulties, especially when the teacher asks them to participate in the classroom, because they feel anxious or they do not have new vocabularies. In this situation students may say their common expression like "I have nothing to talk about", "I don't know". Ur (1996) argues that besides inhibition, language learners growl that they cannot think to say anything. This problem is because of the lack of motivation factor which prevent the learners to express their ideas to others. Baker and Westrup (2003)state that many students face difficulties to answer the question, especially when the teacher asks them to say anything in the target language, because the students may have only some ideas to talk about; they may not know how to use some words or they are not sure how they use correct grammar.

2.7. 3. Low Uneven Participation

Ur (1996) suggests another factor can affect the students in a foreign language classroom is called low participation which makes some students unable to participate well inside the classroom. This problem is because of some students spend much time to talk a lot of without giving their classmates the turn to speak, while others are shy and they prefer to be passive and silent. Liu and Littlewood (1997) try to answer the following question why many students appear reluctant in classroom learning discourse, they find out that inadequate speaking chance make the students silent in the classroom, because some of them tend to be dominant and they take the whole students' time to talk. Bowman, Burkart and Robson (1989) demonstrate "traditional classroom seating arrangement often works against you in your interactive teaching of English." (p.51). From this quote, we

understand that classroom arrangement can be another factor in creating problem of participation. Thus, the teacher should encourage the students to speak fluently one by one inside the classroom, and he should motivate them to reduce low participation through asking them to perform different speaking activities.

2.7. 4. Mother Tongue Use

Ur (1996) shows that mother tongue use is another aspect of the speaking difficulties which is related to the students who do not prefer to speak English. We find some students spend much time to speak with their own language inside the classroom, because it is easier and it feels them more natural to speak with others, and it helps them to solve problems. Harmer (2001) states two reasons that make EFL learners use their own language. The first reason is the use of language required by the task, as an example when students are unable to do thing which is higher than their linguistic ability; especially when they try to explain something to another one, in this case they use their first language. Second reason is because of an entirely natural thing to do; when we learn a foreign language we use translation method without think about it, and it makes the students make sense to learn new language. In EFL classes we find that the students use their own language in order to express their thoughts or feelings to the others, but some of them are unable to use the foreign language correctly, because they have lack of the vocabulary in this language. Baker and Westrup (2003) examine: "barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language." (p.13). As result, the students should have the ability to speak the foreign language correctly, and they should reduce to use of their mother language inside the classroom, because it prevents them to improve their speaking skill.

2.7.5. Poor Listening Practice

The last problem is called poor of the listening practice which makes the students facing difficulties, especially when they speak or interact with others. This is because of misunderstanding of the spoken language. This problem shows an important relationship between listening and speaking skills which means that each skill depends on the other one. Anderson and Lynch (1988) explain "a carefully prepared L2 utterance is only a useful aid to communication if the speaker can deal effectively with the replies he receives. For the L2 learner to be proficient partner in conversation, he needs to be skilled as both speaker and listener."(p.15). Thus, listening plays an important role in interaction, because

it provides the students the opportunities to understand the oral language of another speaker, and it helps them to interact with others through discussing or exchanging their ideas.

2.8. The Relationship between Listening and Speaking Skill

Speaking and listening skills play an important role in EFL classes, and they work together in communication process, because if we listen, we will speak or interact with others. Listening provides the learners' new vocabulary and ideas in which allow them to increase their speaking considerably. Some researchers state that there is a relation between receptive and productive skills and each skill complete another one in various ways. Brown (2000) claims "production and reception are quite simply two sides of the same coin; one cannot split the coin in two."(p.234). On other hand, both oral skills such as: speaking and listening share close relationship of communication, because each one depends on another skill in order to achieve a particular aim. Brown also demonstrates also that speaking and listening have natural connect, they work together. Without listening we cannot speak, learners should practice more listening in order to increase their speaking skill. Anderson and Lynch (1988) explain that the significant relationship between speaking and listening is when the speakers understand effectively what the passage is about, they can speak easily. If the learners want to be proficient speaker in the dialogue, they need to master as both speaker and listener. Thus, speaking and listening are basic skills in communication process; they cannot separate one skill for another. Both of them supply the learners' opportunities to acquire a foreign language. The teacher should encourage the learners to practice speaking and listening skill inside the classroom through implementing the right methods, and he should show them how the productive and receptive skills are significant for obtaining knowledge.

Conclusion

We clarified different point of views of many researchers about the speaking skill in which considers as an essential skill in EFL classes than the others. We demonstrated basic types of the speaking skill, and its main characteristics (fluency and accuracy) which help the students to be able to speak effectively through sending and receiving messages. In this part, we spot the light on the importance of speaking skill that assists the students to evaluate their speaking in the foreign language. We highlighted on the difficulties that face EFL learners inside the classroom which prevent them to develop their speaking skill.

Thus, the teacher should provide the students different speaking activities, and he should encourage them to interact with others through changing their ideas, or expressing their feelings in order to improve their speaking skill without fear of making mistakes or anxious.

PART TWO

FIELD WORK

CHAPTER THREE
DATA ANALYSIS
AND INTERPRETATION

CHAPTER THREE: DATA ANALYSIS AND INTERPRETATION

Introduction

The aim of our study is to highlight the role of listening sessions in improving EFL learners' speaking skill. In this work, we collect questionnaires of both teachers of oral expression course and second year students of English at Biskra University in order to support our research. In this last chapter, we describe, analyse and interpret the result from teachers' and students' questionnaires, because both of them help us to emphasize our hypothesis. In the final, we provide recommendations for the future research.

3.1. Students' Questionnaire

3.1.1. Aims of the Students' Questionnaire

Students' questionnaire deals with the role of listening sessions in improving EFL learners' speaking skill, and it demonstrates the students' opinions about the investigated topic.

3.1.2. Description of Students' Questionnaire

The questionnaire was submitted to sample of sixty (60) students of English second year at Biskra University, they were selected randomly from different groups. Students' questionnaire is divided into three sections:

- **The First Section:** Students' Background Information

This section contains only students' background information which aims at recognizing whether the students studying English for personal or imposed choice with their justification.

- **The Second Section:** Speaking Skill in EFL Classes

This second section contains 8 questions which aim at showing students speaking difficulties and how they can improve it

- **The Third Section:** Listening Skill in EFL Learning

The last section contains 9 questions which aim at demonstrating students' opinions about the important role of listening session in improving EFL learners' speaking skill.

3.1.3. Administration of the Questionnaire:

The questionnaire was submitted to sixty (60) students of English at Biskra University, they are chosen randomly from different groups. All of them were given assist by replying the questionnaire.

3.1.4. Students' Questionnaire Analysis

Answers of the students' questionnaire (second year) were analyzed and interpreted in order to get the results about the role of listening sessions in improving EFL learners' speaking skill.

3.1.4.1. Section One: Background Information

Question01: Your choice to study English was:

- **Personal**
- **Imposed**

Table 02: Students' Choice of Studying English

Options	Personal	Imposed	Total
Number	51	09	60
%	85%	15%	100%

Figure 01 : Students ' Choice of Studying English
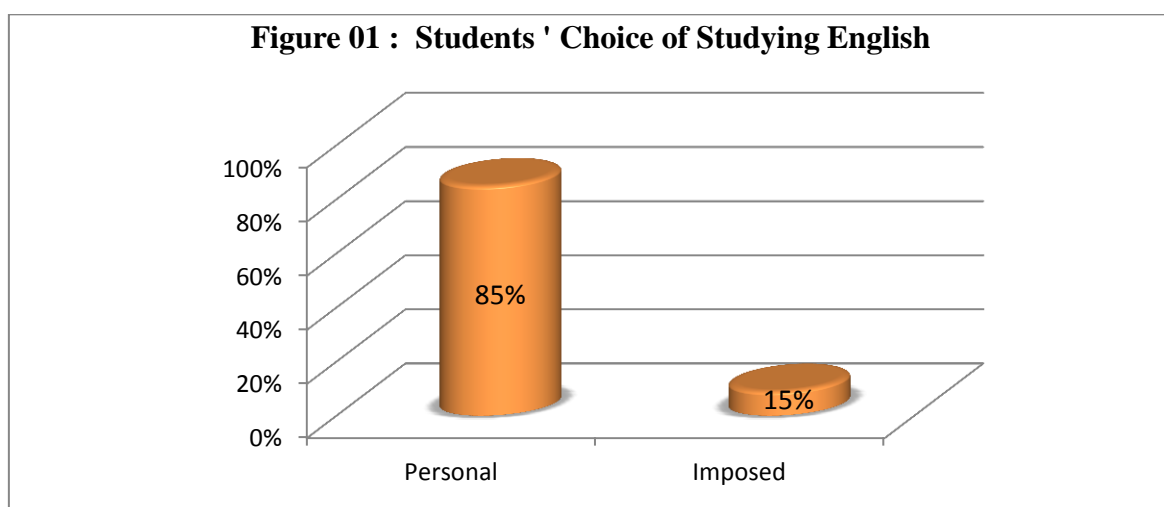
It can be seen from the results that the majority of students (85%) are studying English for personal choice. This may illustrate that those students want to learn this language; they like to communicate with foreign people. Or they prefer to master English language pronunciation like native speakers .Only (15%) of students are studying English for imposed choice, because of their parents' desire, they do not have another option and they did not get a good average in the Baccalaureate.

Justify Why Students Studying English for Personal Choice:

Students clarify that they are studying English for personal choice because:

- They love it, and like to speak it.
- It is the international language of the world.
- Their dream is to be teacher of English in the future.
- They want to speak English with other people.
- They can find jobs in this domain.
- For some students, it was their second choice.
- They want to learn more about English culture.
- They find it easy language to understand.

3.1.4.2. Section Two: Speaking Skill in EFL Classes

Question 02: What is your level in speaking English?

Table 02: Students' Level in Speaking English

Options	Very good	Good	Average	Total
Number	03	37	20	60
%	5%	61.66%	33.33%	100%

Figure 02: Students' Level in Speaking English
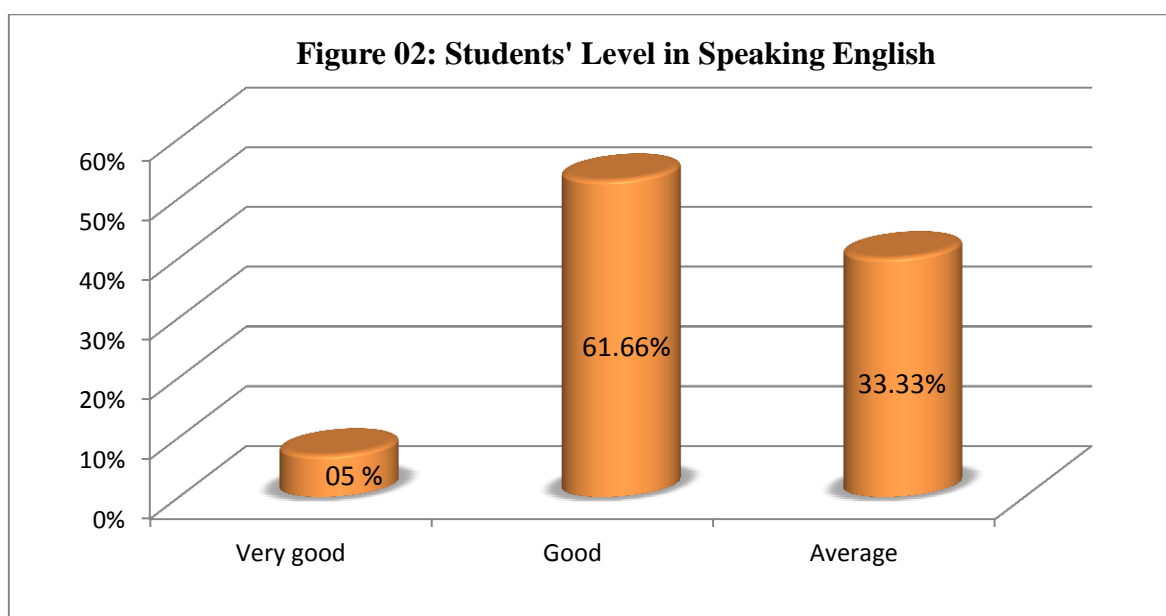
As the results show the students level in speaking English are: very good, good, average. The majority of students (61.66%) state that they have good level, this may illustrate that those students are able to communicate with others inside the classroom, or they have high linguistic competency. While (5%) students claim that they have very good level, this may be because they have sufficient capacity to speak without fear of making mistakes in front of the whole class, they have self-confidence. Or they always speak in English. Some of them (33.33%) choose average level, this may represent that those students face difficulties in speaking like: mother tongue use, shyness, or they have lack of self-confidence. This maybe those students rarely speak in English inside the classroom.

Question 03: Do you find speaking English:

- **Easy task**
- **Difficult task**

Table 04: The students' Attitude towards Speaking Skill

Options	Easy task	Difficult task	Total
Number	34	26	60
%	56.66%	43.33%	100%

Figure 03: The Students'Attitude towards Speaking Skill
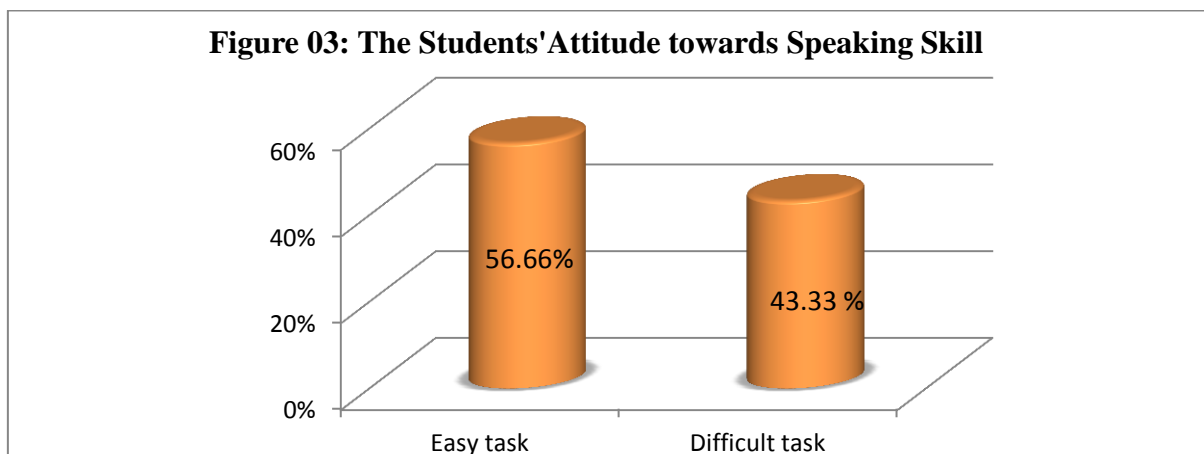
As can be seen the majority of the students (56.66%) think that speaking English is an easy task. Possibly it is an easier language than the other foreign languages; it is an international language in the world. In contrast (43.33%) of students demonstrate that speaking is difficult task; this may show that those students seldom speak inside the classroom, maybe because they face problems during the session. Or the teachers do not motivate them to speak.

Question 04: Which of the following activities you favor to perform inside the classroom?

Table 05: Students' Favorite Activities inside the Classroom

Options	Role play	Discussion	Communication games	Listening activities	Total
Number	16	16	14	14	60
%	26.66%	26.66%	23.33%	23.33%	100%

Figure04: Students' Favorite Activities inside the Classroom
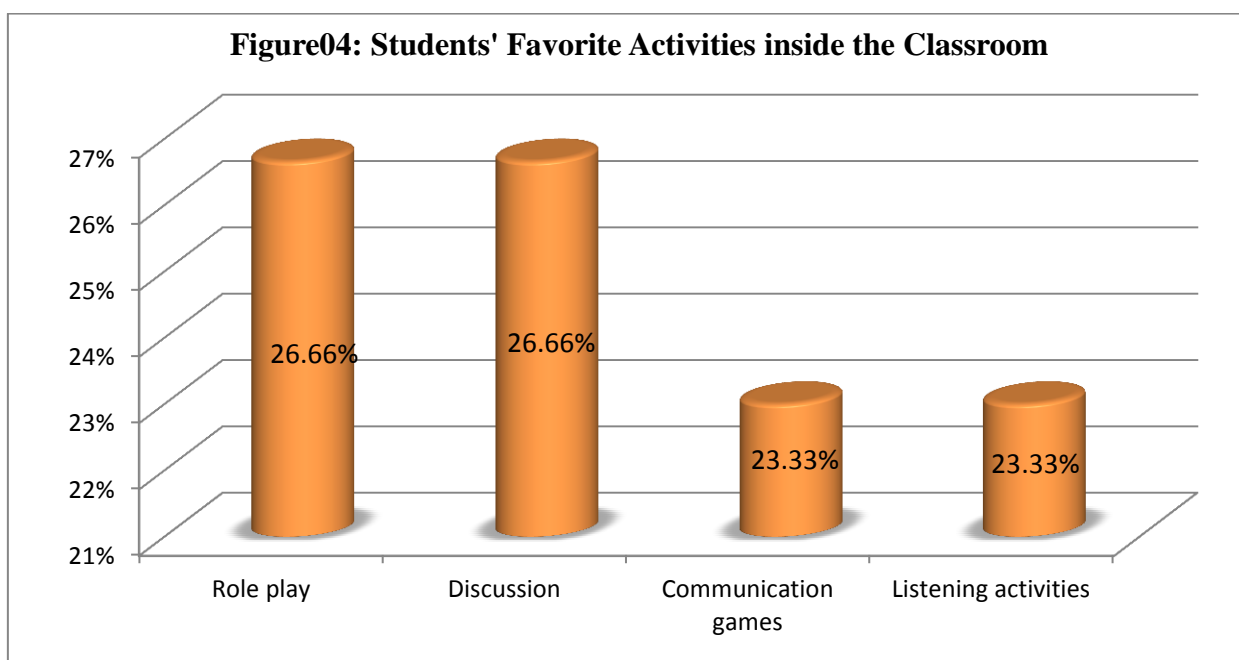
As is illustrated, there are different activities that the students prefer to perform inside the classroom. This indicates that (26.66%) of students prefer to perform role play. Maybe those students have self-confidence to speak fluently in front of the whole class; this activity allows them to increase their speaking skill through performing various actions. Or it makes them to imagine themselves in real situation. Others (26.66%) prefer discussion, maybe this activity facilitates speaking easily through giving their opinions about any topic, and it provides them with a chance to communicate with other colleagues. Probably it reduces their feeling of stress and shyness. While some of them (23.33%) choose communication games, maybe this activity creates pleasant atmosphere to make them speak better, it encourages the students to improve their speaking, and (23. 33%) of students prefer listening activities, perhaps this activity develop their vocabulary and pronunciation, or it influences their ability to speak better like the native speaker.

Question 05: Does the activity that you have selected help you to speak better?

Table 06: Students' Helpful Activities

Options	Yes	No	Total
Number	59	01	60
%	98.33%	1.66%	100%

Figure 05: Students' Helpful Activities
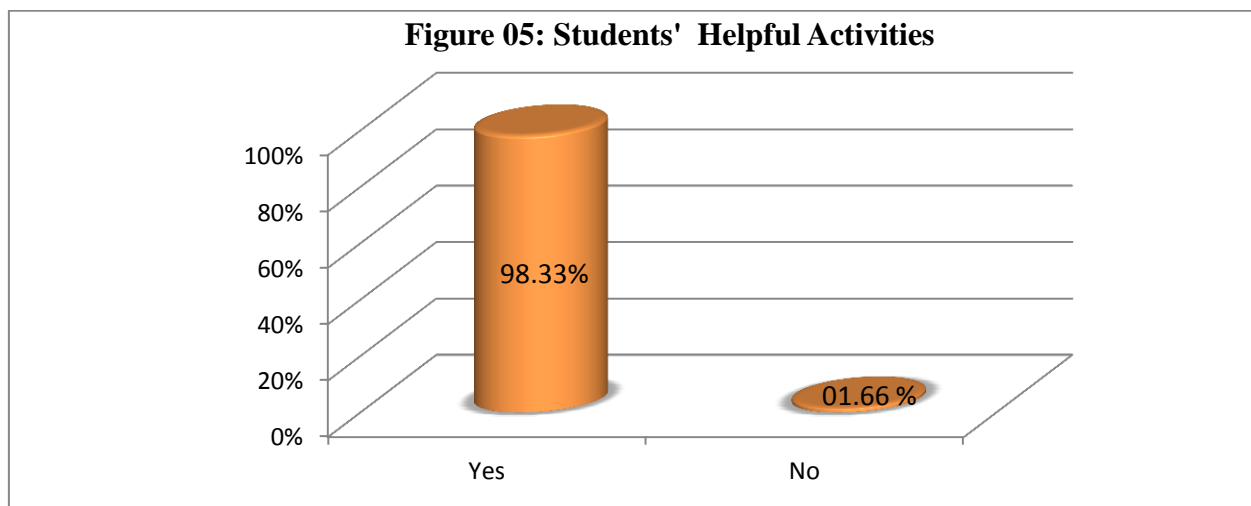
It can be seen from the result that the highest percentage is (98. 33%) of students explain that the previous activities are helpful in developing speaking skill. This may reveal that those students perform all these activities in order to speak better, or they are interested to improve their speaking skill. Conversely, one student suggests that these activities are not helpful; this may be because he/she does not care about improving his/her speaking skill.

Question 06: Does your teacher encourage you to speak in the classroom?

Table 07: Teacher's Encouragement for the Students to Speak

Options	Yes	No	Total
Number	52	08	60
%	86.66%	13.33%	100%

Figure 06: Teacher's Encouragement for the Students to Speak
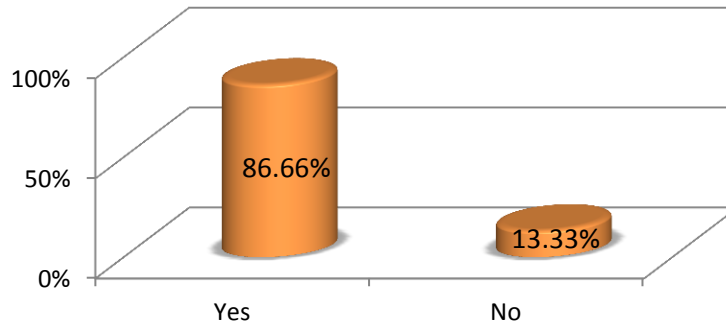
As it is shown the highest percentage is (86. 66%) of students who report that their teachers encourage them to speak inside the classroom. This may represent that the teacher plays an important role to provide them with the opportunities to speak in front of the whole class; maybe this is a useful way to improve their speaking skill. In opposite, few of students (13.33%) state that their teacher didn't encourage them to speak, perhaps the teacher didn't care to motivate their students to speak, or those students fear to make mistakes and shy during the session.

Question 07: What are your speaking difficulties in the classroom?

Table 08: Students' Speaking Difficulties

Options	Inhibition	Mother tongue use	Lack of listening practice	Total
Number	22	19	19	60
%	36.66%	31.66%	31.66%	100%

Figure 07: Students' Speaking Difficulties
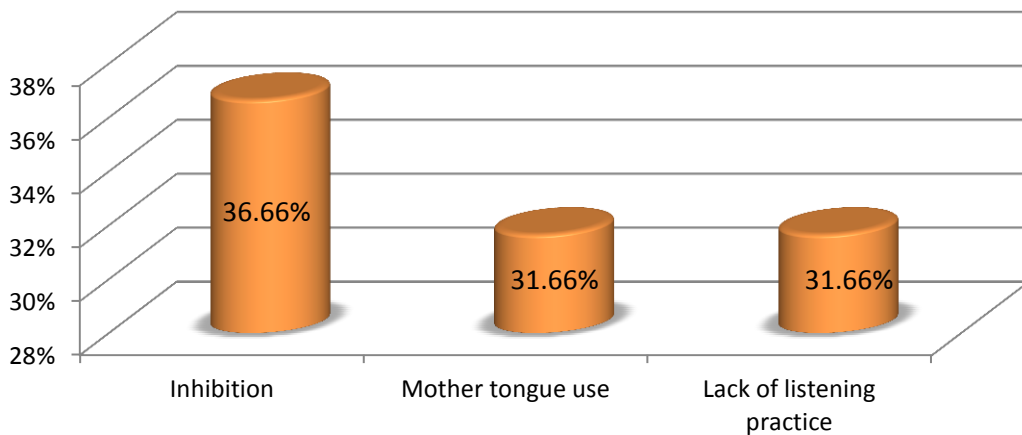
The results represent the speaking difficulties that may face students inside the classroom, especially when the teacher asks them to practice the speaking skill. It reveals that most of the students (36. 33%) choose inhibition which is considered among the prominent speaking difficulties. Probably those students prefer to keep calm throughout the session; they are unmotivated when they try to speak in English. While the others (31. 66%) illustrate that their speaking difficulty is mother tongue use, perhaps those students have lack of vocabulary, and they rarely speak inside the classroom. Or they are discouraged to speak in English. In contrast (31. 66%) of students' state that lack of listening practice is the main obstacle which prevents them to speak well inside the classroom. They may have problems in listening session such as lack of listening materials inside the class.

Question 08: In your opinion, how can you improve your speaking skill?

A great number of students give their opinions about how they can improve their speaking skill. This shows that those students want to enhance their speaking through practicing many things, they represent also their interest through giving some suggestions. While a few of them (7) didn't answer this question, this maybe means that they have not enough vocabulary to express their ideas, or they do not care to develop their speaking skill. Students' responses were summed up in these following points:

- Speaking English language inside and outside the classroom.
- Listening to the music and watching movies.
- Speak with others or communicate with native speakers.
- Practicing the listening and speaking activities outside the classroom.
- Reading stories and books then discussing with friends.
- Listen to the native speakers' accents, because they motivate to speak better.
- Performing various role plays.

From the mentioned answers, it can be seem that students give importance to listening in order to develop their speaking.

Question 09: Do you think that there is a relationship between the listening and speaking skill?

A large number of students (61. 66%) reveal that there is close relationship between listening and speaking skill and both of them complete each other. This indicates that those

students are aware of the idea that speaking can be improved through listening. However, some students (38. 33%) explain that there is relationship between them, but they refuse to give any justification, this because of lack of vocabulary to express this question, or they do not have any idea about this topic. Students' answers were summarized in the following points:

- When they listen to songs, they will learn to speak easily.
- Through listening they will get new words, vocabulary and pronunciation which allow them to speak better.
- Listening can help them to improve their speaking skill, because good listener is good speaker.
- Listening and speaking are important, and they cannot be separated from each other.
- Both of them are related because without listening they cannot speak well.

3.1.4.3. Section Three: Listening Skill in EFL Learning

Question 10: What is your level in listening?

Table 09: Students' Level in Listening Skill

Options	Very good	Good	Average	Total
Number	04	32	24	60
%	6.66%	53.33%	40%	100%

Figure 08: Students' Level in Listening Skill
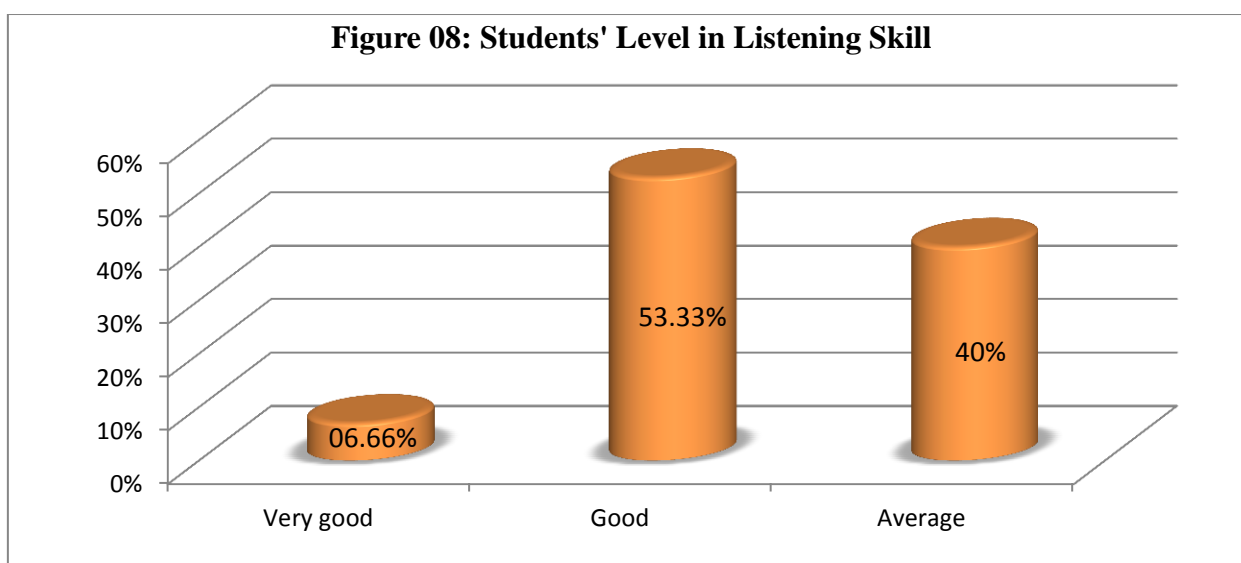
From the result it is clear that a large number of the students (53. 33%) describe their level in listening is good. This may indicate that those students are able to listen to any kind of authentic materials; they are interested and motivated to improve their listening. While (6. 66%) students demonstrate that their level is very good in listening; this maybe they are good listeners, because of the recurrent listening. Or they concentrate on the listening session. However, some of them (40%) reveal their level is average, this may illustrate that those students face difficulties during the listening session, or perhaps they scarcely listen.

Question 11: Do you think that the listening is:

- **Easy Task**
- **Difficult Task**

Table 10: Students 'Attitude towards Listening

Options	Easy task	Difficult task	Total
Number	25	35	60
%	41.66%	58.33%	100%

Figure 09: Students' Attitude towards Listening
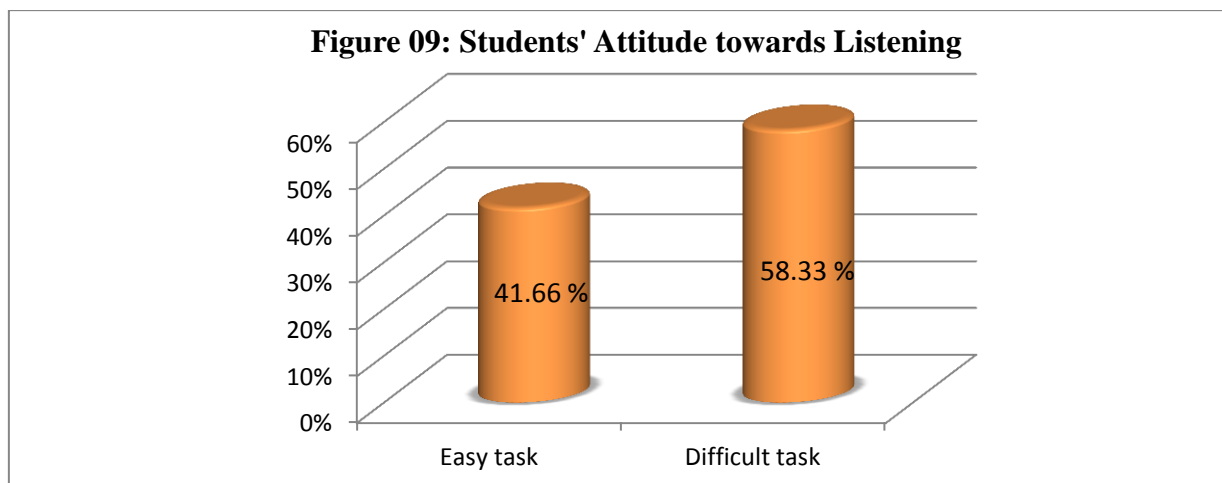
It is clear from the results that the highest number of the students (58. 33%) state that listening is difficult task. This may represent that those students face difficulties during the listening session such as: speed of speech, difficult accents of the native speakers. Maybe they do not give more importance to concentrate in the listening passage. While other students (41. 66%) declare that listening is an easy task, this may clarify that those

students have the ability to understand different accents and pronunciation of the native speakers, probably because of the frequent use of listening practice inside the classroom.

Students express that listening skill is difficult because:

- The words have the same pronunciation.
- They cannot understand the native speakers' accents and the meaning of the words.
- The speakers speak rapidly.
- Difficult pronunciations of the native speakers'.
- They rarely listen to the English language.
- They cannot distinguish between the words.
- Misunderstandings of the words make misunderstanding of the whole context.

Question 12: Do you practice listening outside the classroom?

Table 11: The Practice of Listening outside the Classroom

Options	Yes	No	Total
Number	35	25	60
%	58.33%	41.66%	100%

Figure 10: The Practice of Listening outside the Classroom
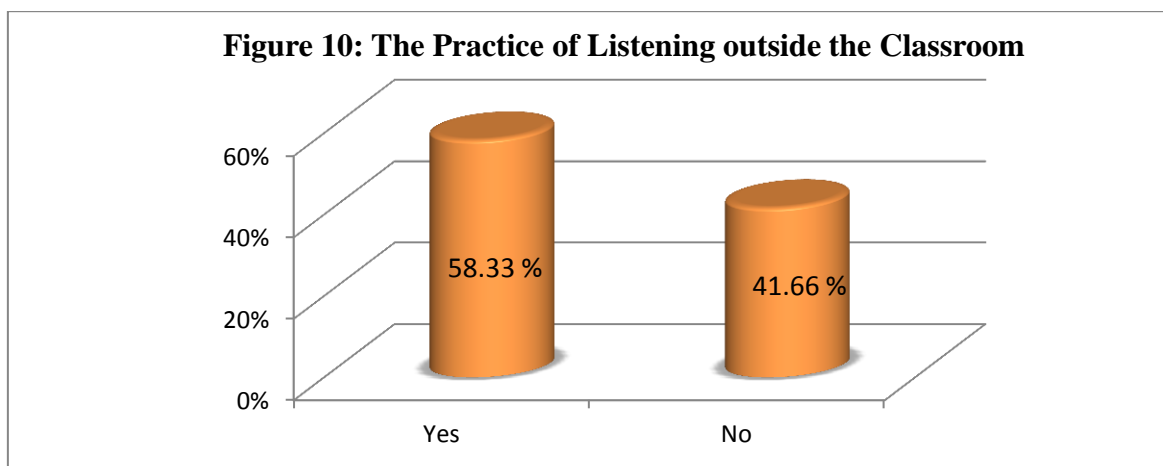
The result reveals students' replies towards practicing the listening outside the classroom. Most of them (58. 33%) manifest they are practice it. This may represents that those students are attentive to practice the listening skill outside the class and they want to be a good listener and speaker. They are motivated; they give more interest to listen to different types of authentic materials. Thus, they are aware of the listening role in

developing speaking. However, some students (41. 66%) do not practice the listening skill. This because of they do not care to listen the spoken language, they do not prefer to improve their listening level. Or they face some problems in the listening.

If yes, what are the materials do you use?

Students answers about using materials outside the classroom:

- They watch movies and BBC channels.
- They listen to the songs.
- They watch videos with lyrics.
- They watch educational conversations and interviews.
- They listen to the English radio.

Question 13: You have lack of listening sessions because of:

- **Lack of materials**
- **Teachers do not give importance to the listening practices.**
- **Both of them**

Tables 12: Students' Opinion about the Reason of Lack of Listening Sessions

Options	Lack of materials	Teachers do not give importance to the listening practices	Both of them	No answer	Total
Number	25	05	24	06	60
%	41.66%	8.33%	40%	10%	100%

Figure11: Students' Opinion about the Reason of Lack of Listening Sessions
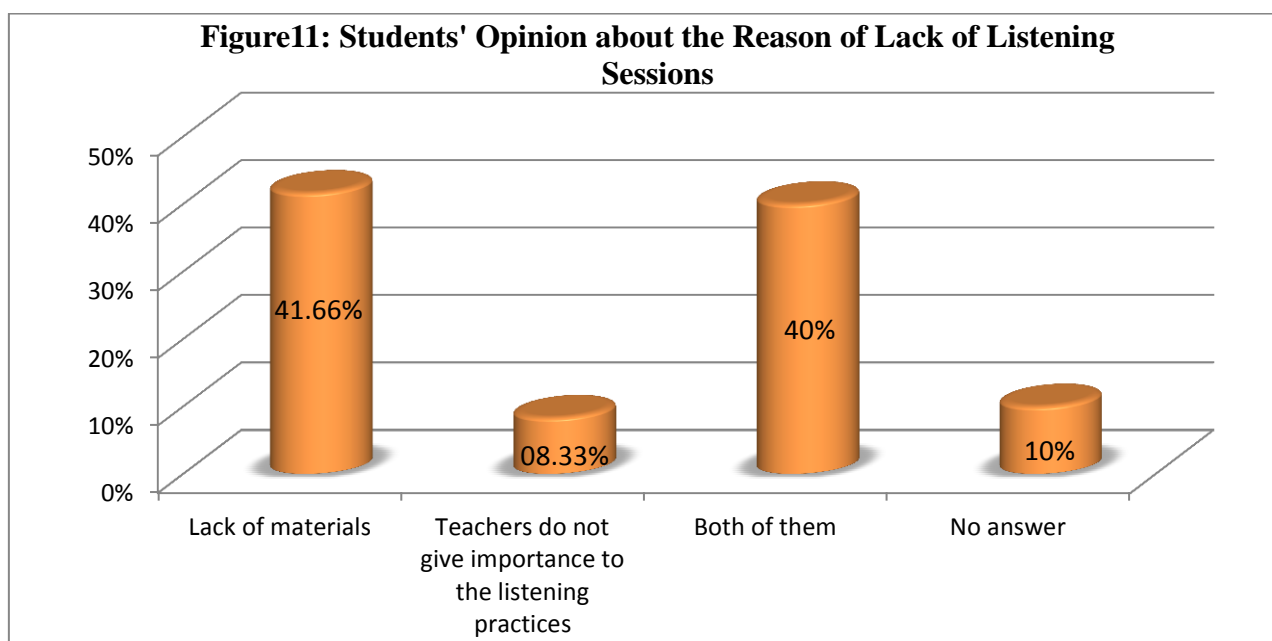
The results indicate that most of students (41. 66%) think the reason is lack of materials. This means that this shortage in listening materials causes the lack of listening sessions. Maybe the department does not provide the teacher with the necessary equipment to teach the listening skill. However, small proportion (8. 33%) declare that they do not practice listening because teachers do not give more importance to the listening activities, or they do not have an appropriate place to teach listening in. Some students (40%) explain that they have lack of listening sessions because of lack of materials and teachers do not give attention to the listening practices. Only (10%) of students misunderstand this question, and they do not give any justification.

Question 14: In your opinion, do classroom listening activities provide you with extra vocabulary and expressions?

Table 13: Students' Opinion about Classroom Listening Activities

Options	Yes	No	Total
Number	50	10	60
%	83.33%	16.66%	100%

Figure12: Students' Opinion about Classroom Listening Activities
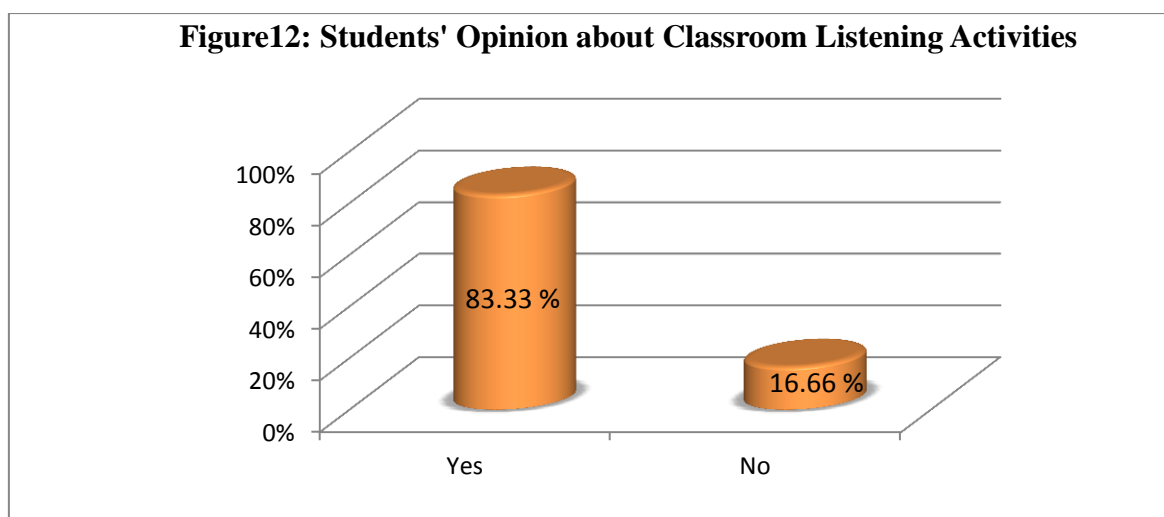
It is clear from the results big percentage (83. 33%) report that classroom listening activities provide them with extra vocabulary, new words and useful expression. This maybe because with the listening practice the students can learn how to pronounce the

words well and how they correct their spelling mistakes, perhaps those students give more attention during classroom listening activities. While (16. 66%) of students state that classroom listening practice don't provide them extra vocabulary and expression. This represents lack of listening activities inside the classroom or they do not concentrate on the listening.

Question 15: Do you think that classroom listening activities influence your ability to speak?

Table 13: Classroom Listening Activities Effectiveness

Options	Yes	No	Total
Number	53	07	60
%	88.33%	11.66%	100%

Figure 13: Classroom Listening Activities Effectiveness
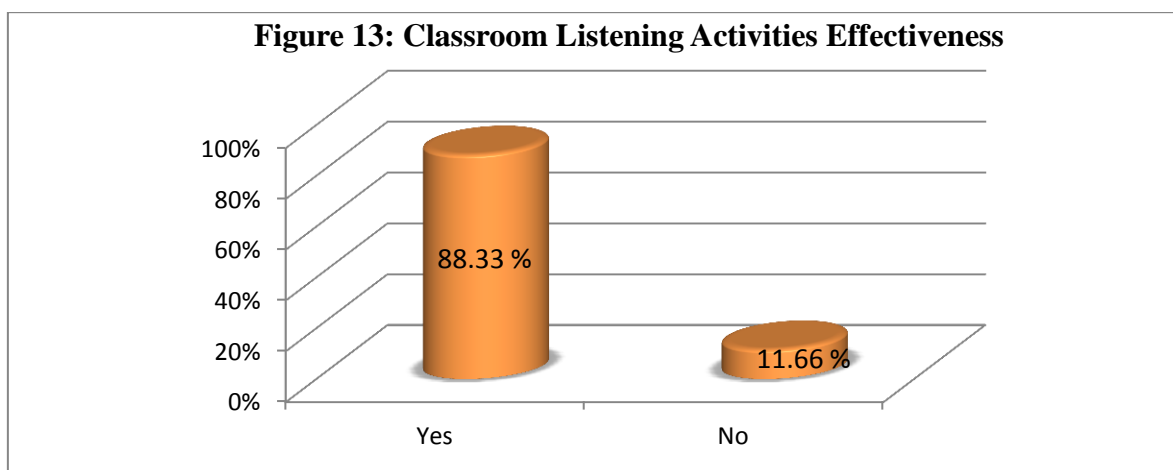
The result reveals that a large number of students (88. 33%) claim that classroom listening activities influence them to speak better. This means that listening tasks have a significant role in developing students speaking skill; these activities encourage them to speak well through discussing and giving opinions to each other. Or they create enjoyable atmosphere which lead the students to increase their amount of speaking. While few students (11. 66%) indicate that listening activities do not influence them to speak, this may illustrate that those students do not focus during the listening sessions, they rarely practice listening activities inside the classroom. Or they do not give importance to developing their speaking skill.

Question 16: What are the authentic listening materials that your teachers use in the listening session?

A great number of students (76. 66%) report that the teacher uses different authentic listening materials such as: videos, audio visual, songs, conversation, radio, and audio story. This may demonstrate that the teacher motivates the students to listen to English language in order to let them speak effectively, or because of the teacher s' interest about the listening sessions through implementing various authentic listening materials. Maybe the uses of these authentic materials encourage the students to increase their level in speaking. While small ratios (23. 33%) declare nothing, this is maybe the teacher rarely using the listening sessions, or the teacher does not have enough materials to teach listening.

Question 17: Which of the following authentic listening materials you prefer to listen in the listening session?

Table 15: Classroom Listening Materials Preferred by Students

Options	Videos	Songs	Conversation	Stories	Total
Number	11	20	16	13	60
%	18.33%	33.33%	26.66%	21.66%	100%

Figure14:Classroom Listening Materials Preferred by Students
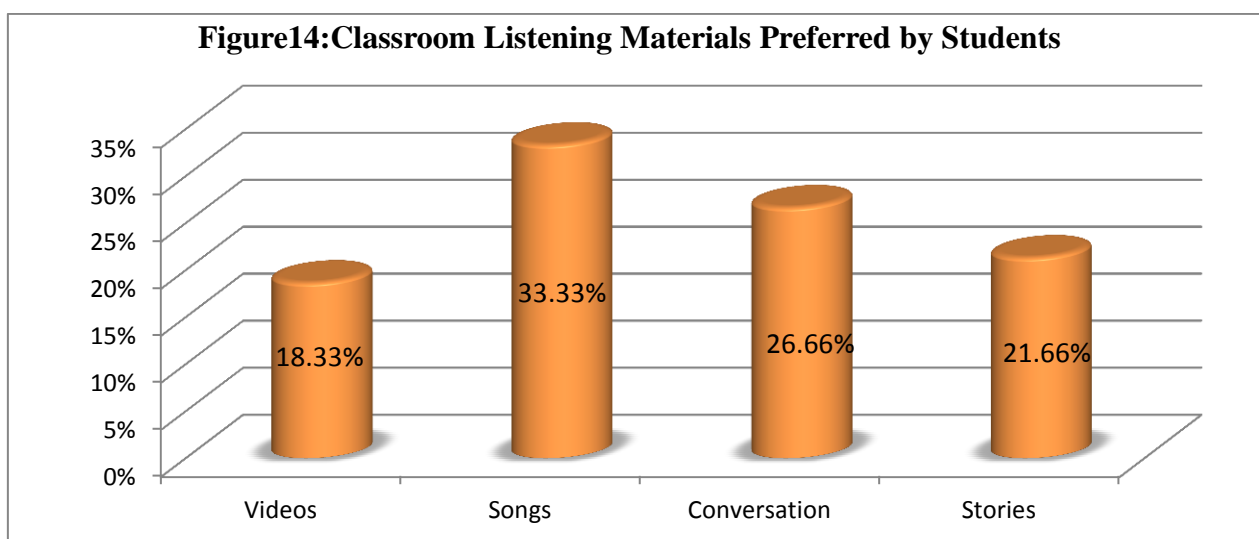
The results show authentic listening materials that the students prefer to listen inside the classroom. This reveals that the most of students (33. 33%) favor to listen to songs. Maybe this is useful material that assists those students to obtain more vocabulary

and different accents. Therefore, it motivates them to improve their speaking skill. In contrast (26. 66%) of students prefer to listen to conversations. This material can provide the students with the chance to speak fluently through listening to various pronunciations. While some of students (21. 66%) prefer to listen to stories. This may represent that this attractive material helps them to increase their speaking through concentrating on the listening passage. Few of them (18. 33%) prefer to listen to videos. This indicates that this material helps them to improve their vocabulary and pronunciation; or it encourages them to speak like the native speaker.

Question18: Do you feel that listening sessions help you to develop your speaking skill?

Table 16: Students Attitude towards the Role of Listening Sessions in Developing their Speaking Skill

Options	Yes	No	No answer	Total
Number	45	12	03	60
%	75%	20%	5%	100%

Figure15: Students' Attitude towards the Role of Listening Sessions in Developing their Speaking Skill
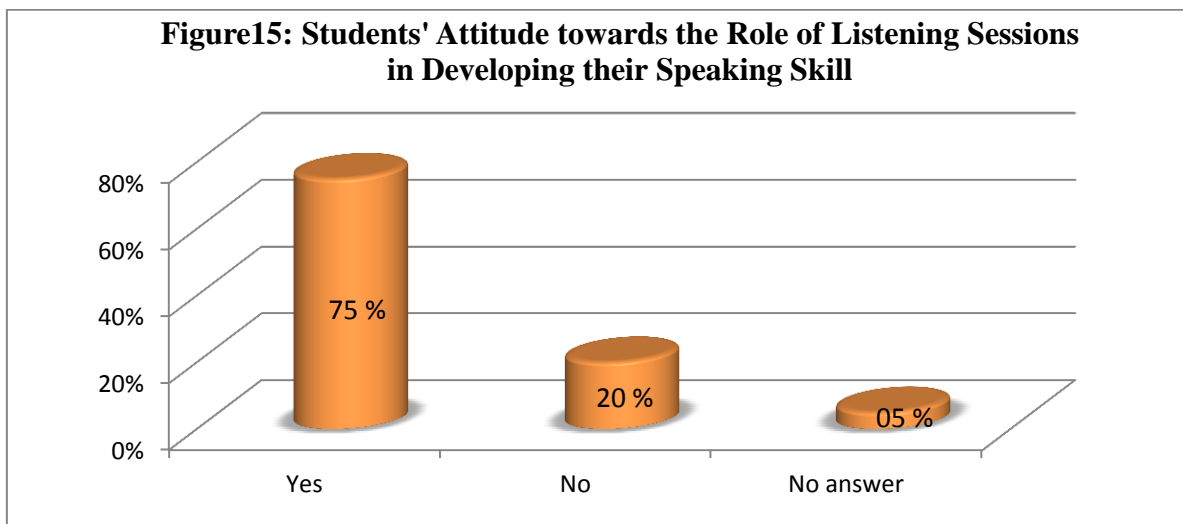
The results indicate that (75%) of students choose "yes", this may clarify that they believe the listening sessions play a great role in improving their speaking skill. This represents that those students prefer listening sessions in order to speak better without fear of making mistakes or shyness in front of the whole class. These sessions assist them to speak fluently and accurately. They confirm that these sessions are a helpful for

developing their speaking. Besides, the students who revealed that listening sessions help them to develop their speaking skill, they justify with some examples such as:

- Helping them to pronounce the word correctly.
- Understanding different accents.
- Improving their level in Speaking English.
- Catching a new word and learn how to spell it.
- Making them imitate how the native speakers talk.
- Giving them the ability to understand the speaker's accent.
- Developing their pronunciation, grammar and vocabulary.
- Motivating them to learn more about English.

Only (20%) of students choose "no" because of deficiency of using listening sessions, or they have personal difficulties in these sessions such: they do not understand native speaker accents and pronunciations. Or maybe they do not have enough vocabulary to express their thoughts.

3.2. Summary of Results and Findings from the Students' Questionnaire

The analysis of the results obtained from the students' questionnaire reveals that the majority of the students was studying English for personal choice, in contrast few of them was studying it for imposed choice. The answer of the questions 2 and 3 illustrate that large number of the students have good level in speaking, and they consider it as an easy task, but some of them have weakness in it. Furthermore, answers of questions 4 and 5 reveal that students prefer to perform different speaking activities in the class, because these activities assist them to develop their speaking skill. Answers of questions 6, 7 and 8 demonstrate that the teachers encourage their students to speak in order to provide them with opportunities to reduce their speaking difficulties. Because all students cannot speak inside the classroom due to some reasons such as: inhibition, mother tongue use and lack of listening practice. It has been demonstrated by this questionnaire that most of students suggest some solutions to enhance their speaking through practicing more listening. Answer of question 9 represents that the students believe that listening and speaking are significant skills, because through listening they can improve their speaking.

While, answers of question 10 and 11 indicate that most of the students have good level in listening; but some of them think that it is difficult task. Answer of question 12 clarifies that great number of students practice listening outside the classroom

in order to improve their listening and speaking skill. However, the result of question 13 shows that high number of the students have lack of the listening sessions because of some reasons, this problem affects those students to develop their speaking skill. Answers of the question 14 and 15 mean that students have a positive attitude toward classroom listening activities because the majority believe that these activities provide them extra vocabulary and expressions, and encourage them to speak well. The answers of the questions 16 and 17 illustrate that various authentic listening materials that the teachers use in the listening session because these materials create enjoyable atmosphere that motivate their students to speak better. While EFL learners prefer to listen to these materials in order to improve their speaking considerably. The result of the last question 18 reveals that the majority of the students note that the listening sessions have significant role in developing their speaking skill, these sessions also seem to be very useful for making those students speak well without facing any difficulties in front of the whole class. The answer of this question confirmed our hypothesis which stated that if teachers use more listening sessions and exploit it to treat their students' speaking difficulties, EFL learners will enhance their speaking skill.

3.3. Teachers' Questionnaire

3.3.1. Aims of the Teachers' Questionnaire

Teachers' questionnaire deal with the role of listening sessions in improving EFL learners' speaking skill, and illustrate the teachers' point of view about the investigated subject.

3.3.2. Description of the Teachers' Questionnaire

The questionnaire was submitted to five (5) teachers who teach oral expression session at Biskra University. They were selected randomly with different level. Teachers' questionnaire is divided into three sections:

- **The First Section:** Teachers' Background Information

This section includes teachers' background information and teachers' experience in teaching oral expression which aim at demonstrating teachers' experience and level.

- **The Second Section:** Speaking Skill in EFL Classes

The second section contains 8 questions which aim at showing students' speaking difficulties and how the teachers can reduce it.

- **The Third Section:** Listening Skill in EFL Learning

This last section contains 10 questions which aim at revealing teachers' opinions about the important role of listening sessions in improving EFL learners' speaking skill through implementing various classroom listening activities and authentic listening materials.

3.3.3. Administration of the Questionnaire:

This study deals with the whole number six (6) of second year teachers of oral expression course in the department of English at Biskra University. However, the teachers' questionnaire was submitted to five (5) teachers. One teacher didn't answer the questions because she was absent during this period. All teachers were helpful by answering the questionnaire seriously.

3.3.4. Teachers' Questionnaire Analysis

Answers of the teachers' questionnaire were analyzed and interpreted in order to obtain the results about the role of listening sessions in improving EFL learners' speaking skill.

3.3.4.1. Section One: Background Information

Question 01: What is your degree and qualification?

Table 17: Teachers' Degree and Qualification

Options	License	Magister	Master	PhD	Total
Number	/	04	/	01	5
%	/	80%	/	20%	100%

Figure16: Teachers' Degree and Qualification
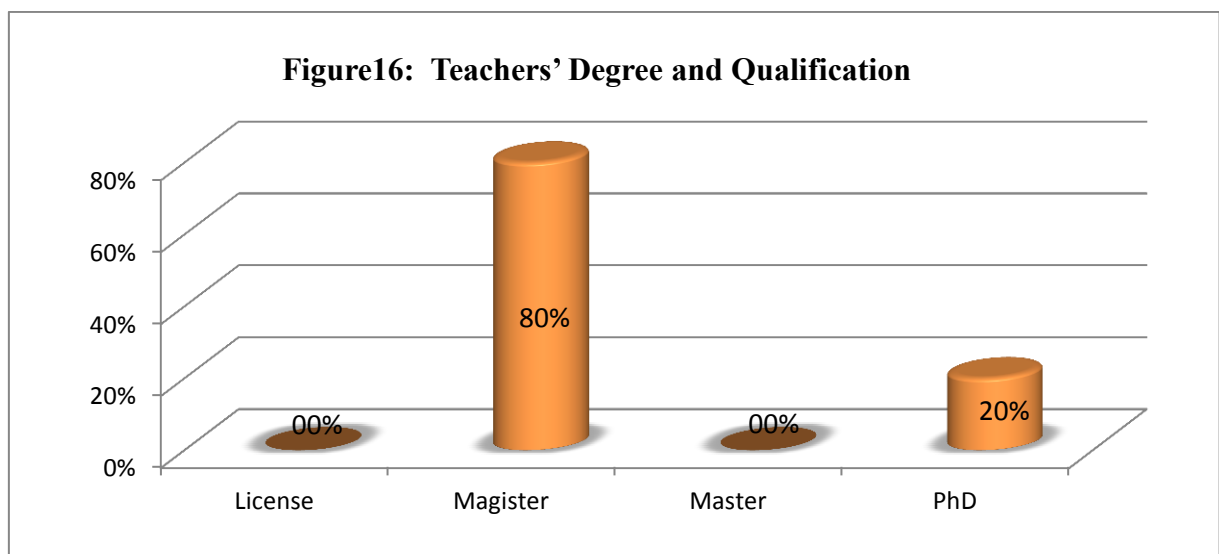
It can be seen from the result teachers' degree and qualification in Biskra University are different. High ratio of the teachers (80%) has magister degree. In contrast, only one teacher has a doctorate degree. This illustrates that those teachers have various level and experience. However, in this sample there is no teacher who has license or master degree.

Question 02: How many years have you been teaching oral expression in the university?

Table 18: Teachers' Experience in Teaching Oral Expression

Options	0-5 years	5-10 years	More than 10 years	Total
Number	04	/	01	5
%	80%	/	20%	100%

Figure17: Teachers' Experience in Teaching Oral Expression
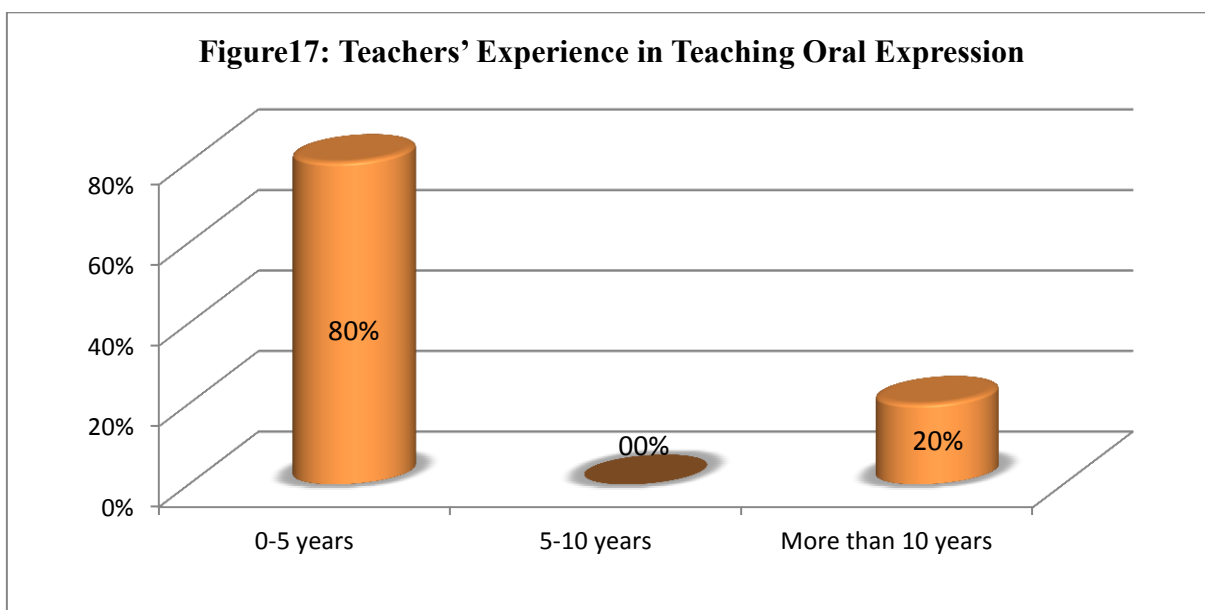
The result represents teaching experience (i.e.) how many years the teachers taught oral expression course in the university. The majority of teachers (80%) are teaching oral expression from 0-5 years ago. This indicates that those teachers are new to teaching the oral sessions. While only one teacher has taught more than 10 years. This may show that this teacher has more experience; he may be useful source for his students, he may help

more his students' needs. However, in our sample there is no teacher who taught from 5-10 years.

3.3.4.2. Section Two: Speaking Skill in EFL Classes

Question 03: Do you encourage your students to speak?

Table 19: Teacher's Encouragement to Students' to Speak

Options	Yes	No	Total
Number	05	/	05
%	100%	/	100%

Figure18 : Teacher's Encouragement to Students' to Speak
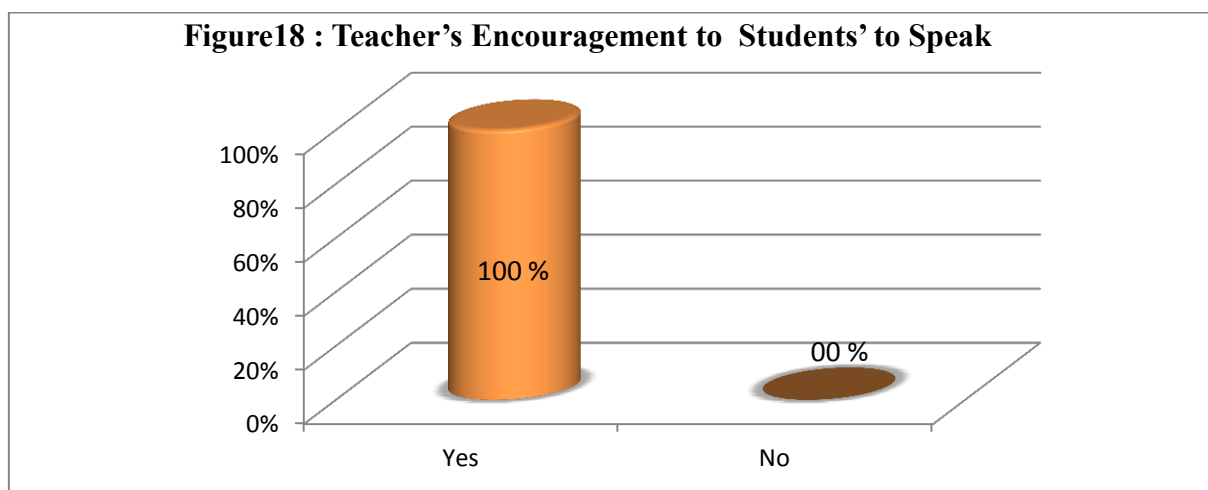
As is illustrated from the results the whole number of oral expression teachers (100%) claim that they encourage their students to speak inside the classroom. This may represent that those teachers are interested to improve their students speaking; they supply their students the opportunities to speak better. This also represent that those teachers want their students to be involved with them inside the classroom because this may develop their students speaking. Maybe this is the best way to increase their students' self-confidence, it can facilitate them way of speaking or it reduces speaking difficulties of their students such as: fear of making mistakes, shyness and lack of vocabulary.

Question 04: How often you give opportunities to your students to speak in the class?

Table 20: Teachers' Frequency in Giving Students' Speaking Opportunities

Options	Always	Sometimes	Often	Total
Number	05	/	/	05
%	100%	/	/	100%

Figure 19 : Teachers' Frequency in Giving Students'Speaking Opportunities
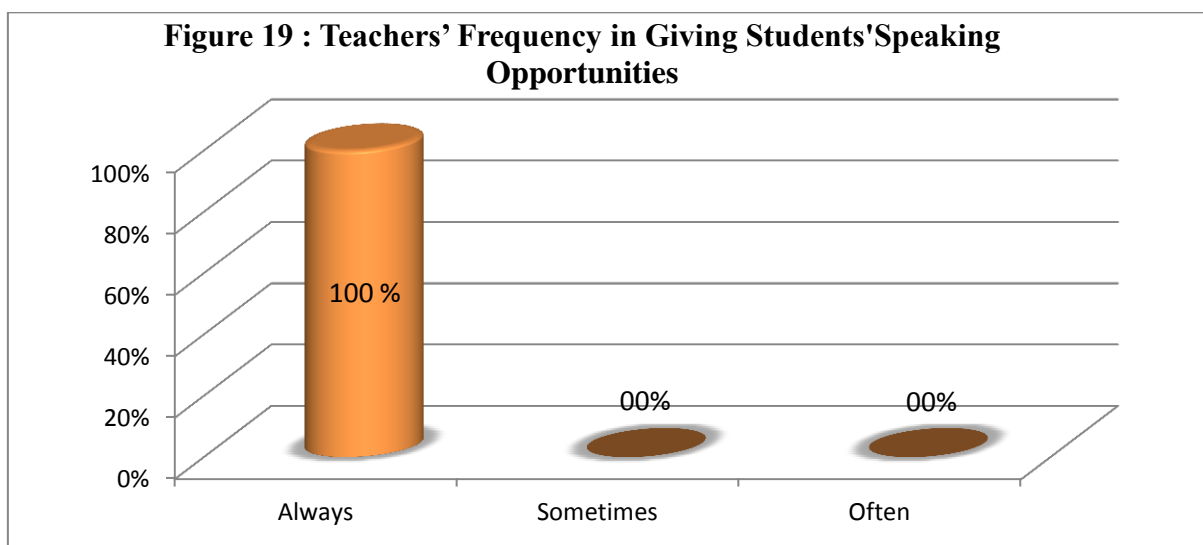
This question aims at demonstrating significant role of the teachers inside the classroom. The graph illustrates high percentage of oral expression teachers (100%) state that they always give their students opportunities to speak. Those teachers seem helpful in making their students speak easily in front of the whole class.

Question 05: What are the speaking activities that you use in the listening session?

This question aims at showing speaking activities that the teachers use in the listening session. Most of oral expression teachers state that they use different activities inside the classroom. This indicates that those teachers support their students to speak easily without fear of making mistakes. Probably these activities make their students feel free to express their thoughts. Teachers' answers were summarized in the following points:

- Listening for analysis.
- Listening for getting specific information.
- Listening for pleasure.
- Short role plays based on what they have listened to.

- Discussing the topic they have listened to.
- Make individual and short presentations on what they have listened to.
- Discussion, direct questions and debates.
- Conversation and videos.

Question 06: Which of the following speaking activities your students prefer to perform inside the classroom?

Table 21: Speaking Activities Performance

Options	Communication games	Discussion	Role play	All of them	Total
Number	01	01	/	03	05
%	20%	20%	/	60%	100%

Figure 20: Speaking Activities Performance
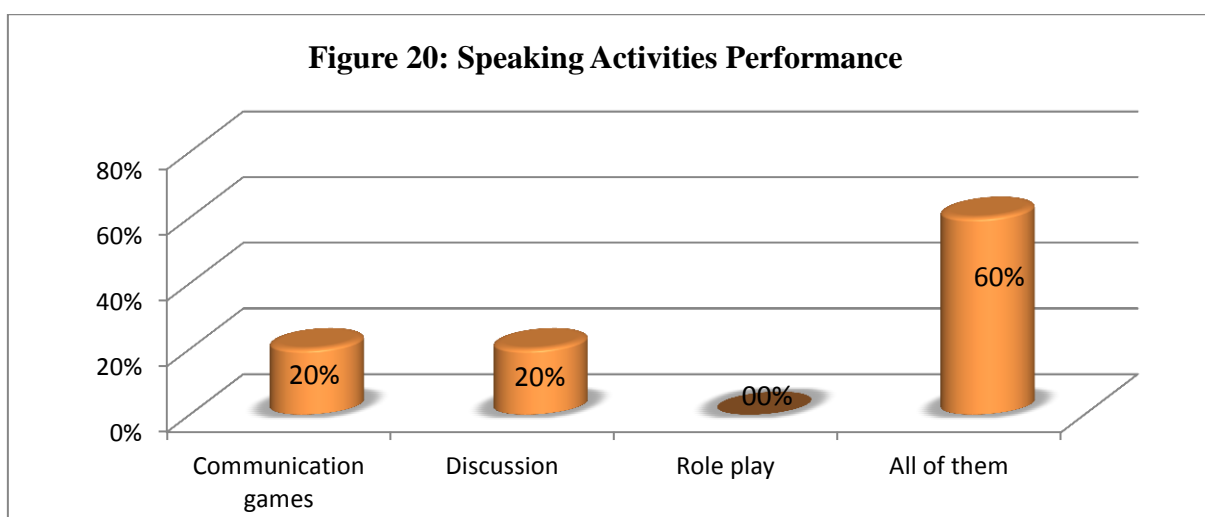
It is clear from the results large percentage of the teachers (60%) note that their students prefer to perform various speaking activities such as: communication games, discussion and role play inside the classroom. This represent that these activities are helpful which make their students speak better, or those students do not face difficulties in speaking. In opposite, one teacher claims that his students prefer to perform communication games in the class, maybe this activity creates interesting atmosphere that leads his students active in speaking. While, another teacher explains that his students prefer to perform only discussion activity, this demonstrates that his students are encouraged to speak fluently and accurately, they have self-confidence to speak with other colleagues.

Question 07: Do you think that classroom listening activities can help your EFL learners' speaking skill?

Table 22: Teachers' Opinion about Classroom Listening Activities

Options	Yes	No	Total
Number	05	/	05
%	100%	/	100%

Figure 21 : Teachers' Opinion about Classroom Listening Activities
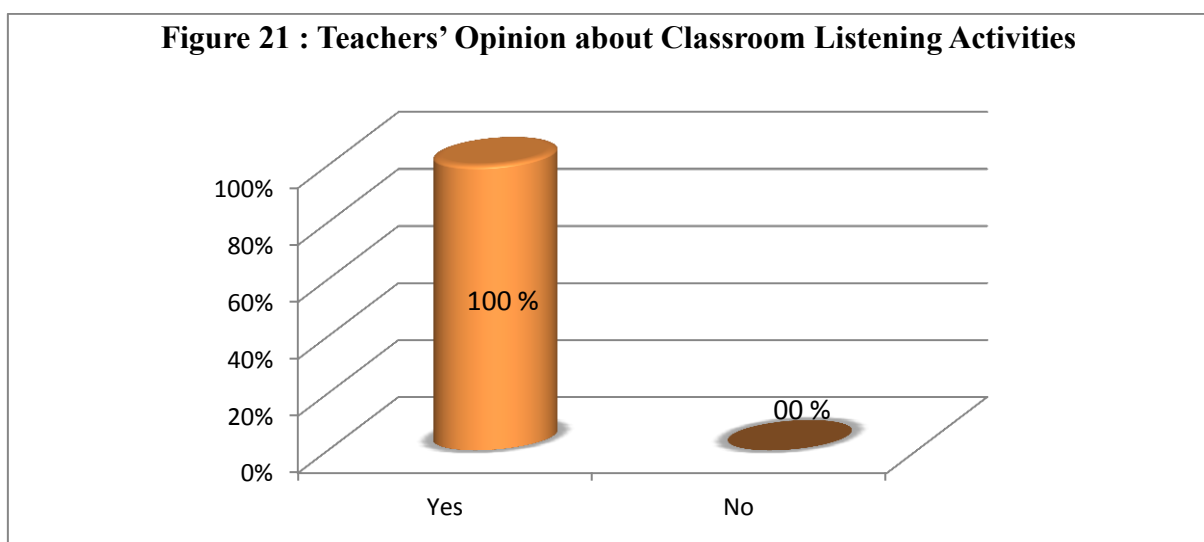
As is shown by the result, all teachers (100%) declare that classroom listening activities can help their students speaking skill. This illustrates that those teachers give more importance to the listening session. They demonstrate their interest to improve their students speaking through giving various classroom listening activities. Perhaps these activities provide their students extra vocabulary and expression in which assist them to speak fluently. Teachers' opinions were summed up in the following points:

- Classroom listening activities encourage them to imitate, and listen to natives which improve their pronunciation and fluency through time.
- When they listen they memorize, and then they will speak.
- They gain new vocabulary and language structure.
- They help learners focus on specific information that would help them understand a message.
- When they listen they can speak.

Question 08: In your opinion, what are the speaking difficulties that may face learners?

This question aims at clarifying teachers' opinions about the speaking difficulties that face the students inside the classroom. All teachers note that their students unable to speak well in front of the whole class because of many reasons. This represent that those teachers aware about their students speaking difficulties, they illustrate their care about their students. Teachers' opinions were summarized in the following points:

- Lack of vocabulary.
- Fear of making mistakes (grammatical, phonetic).
- Shyness and Anxiety.
- Lack of language patterns.
- The natural flow of the language by native speakers.
- Contractions.
- New vocabulary and grammatical structures.
- Their lack of self-confidence diminishes their positive response of native speakers.
- Poor grammar.
- Lack of speaking practice.

Question 09: What do you suggest to reduce your learners' speaking difficulties?

The aim of this question is to obtain teachers' suggestions about reducing speaking difficulties that face their students inside the classroom. Most of them note that their students have difficulties, especially when they try to express their opinions or to communicate with others colleagues. This represents that those teachers are attentive to develop their students speaking difficulties; they support this topic through giving their point of views. Only one teacher didn't answer this question, maybe he didn't have enough time to give any justification. Teachers' answers were summarized in the following points:

- Getting them more involved through letting them choose the topics that interest them.
- Assess them more on speaking skill.
- Listen more to the native speakers.
- Reading more and watching TV.

- Practice the language whenever they can.
- Engaging them in group work whether for doing listening or communicative tasks.
- Through listening, speaking and writing.

Question 10: What is the relationship between listening and speaking skills?

Big percentage (80%) of the teachers suggests that there is significant relationship between listening and speaking skill. This shows teachers' interest through giving point of view, they believe that each skill complete another one, both of them are needed for communication process. Only one teacher didn't answer this question, maybe because of limited of time of his work. Teachers' answers were summed up in the following points:

- It is as the relation of body to soul. For that there is no listening without speaking.
- A good listening practice leads to a good development in speaking.
- Listening is like the fuel for the speaking skill because it allows the students to build his vocabulary stock and provides him with the different speaking patterns that the native use.
- The relationship between them is close; without listening we cannot speak.

3.3.4.3. Section Three: Listening Skill in EFL learning

Question 11: How many times you usually use the listening session?

Table 23: Teachers' Frequency in Using Listening Sessions

Options	Always	Sometimes	Rarely	Total
Number	/	05	/	**05**
%	/	**100%**	/	**100%**

Figure 22: Teachers' Frequency in Using Listening Sessions
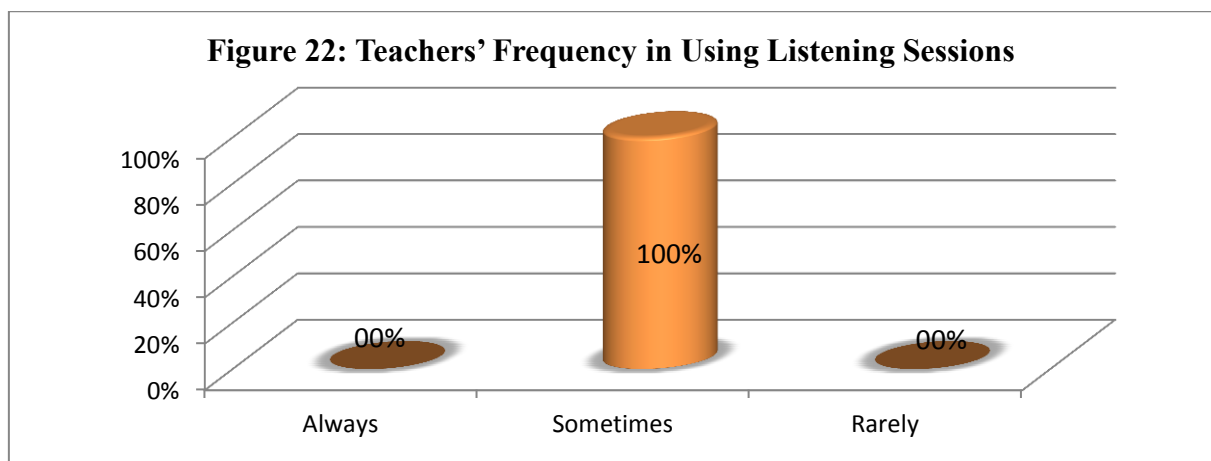
The result shows teachers' frequency of using listening sessions. All the teachers of the sample (100%) state that they use the listening session sometimes. Perhaps those teachers face problems in this session, they do not have enough listening materials, and they do not have an appropriate place to teach listening. Or they do not give more importance to the listening sessions.

Question 12: How do you find your learner's level in listening?

Table 24: Teachers' Opinion about Students' Level in Listening

Options	Very good	Good	Average	Total
Number	01	01	03	05
%	20%	20%	60%	100%

Figure 23: Teachers' Opinion about Students' Level in Listening
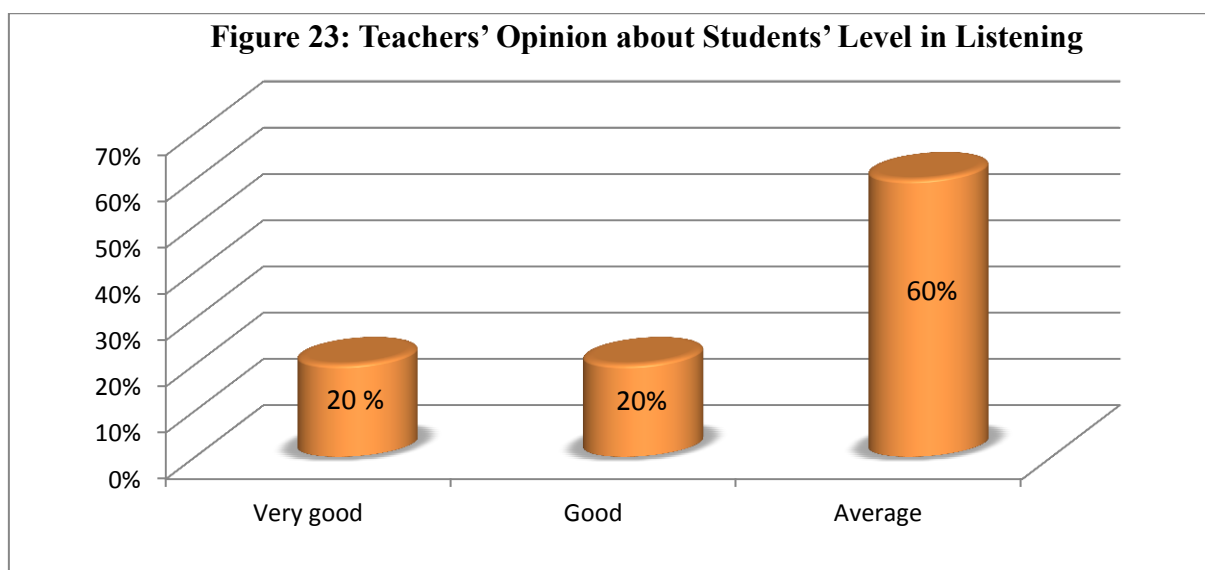
The aim of this question is to clarify whether the teachers aware about their students' levels in listening such as: very good, good and average. The result represents big proportion of the teachers (60%) note their students' levels in listening are average. This maybe because those teachers rarely use the listening sessions, or their students face difficulties in listening. Only one teacher (20%) explains that his students' level in listening is very good. This shows that his students give more concentration during listening session, or his students have the ability to understand different native accents and pronunciation. In similar, another teacher (20%) shows that his students' levels in listening

are good. Probably his students do not have any problem in listening, they are good listeners.

Question 13: Do you face difficulties in a listening session?

Tables 25: Teachers' Difficulties in Listening Session

Options	Yes	No	Total
Number	02	03	05
%	40%	60%	100%

Figure 24: Teachers' Difficulties in Listening Session
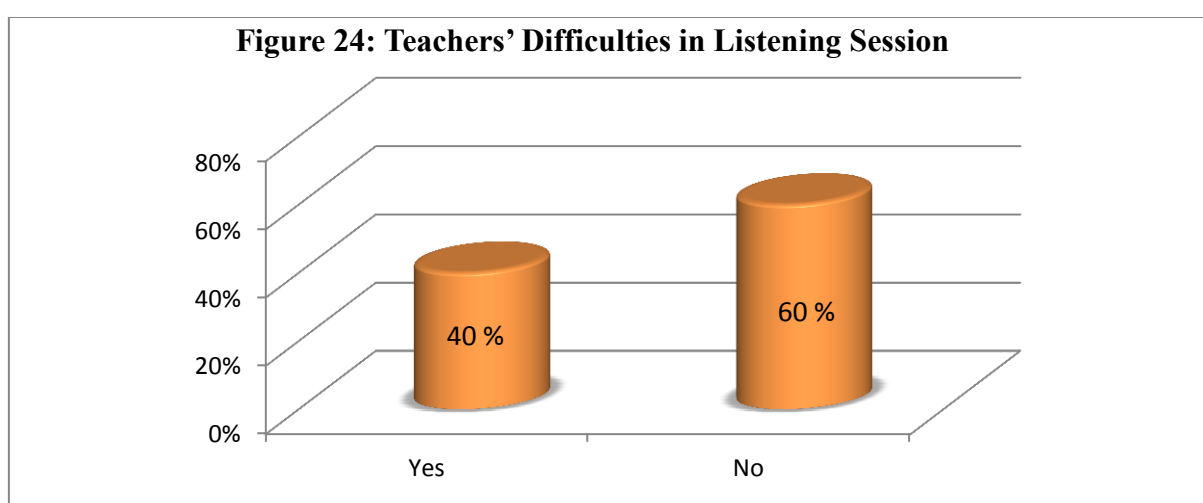
As can be seen from the results high percentages (60%) of the teachers declare that they do not face difficulties in listening session. Maybe those teachers have enough listening materials. In contrast, low percentages (40%) of the teachers explain that they have difficulties in the listening session. This shows that those teachers do not have sufficient materials or an appropriate place to teach listening. Teachers' who illustrated that they have difficulties in listening session their answers were summarized in the following points:

- Lack of equipments.
- Students sometimes take a long time to understand recording. So, they obliged to repeat it many times.
- Because of the crowded classroom, the big number of students, most of the times they cannot do my job and accomplish the designed task.

Question 14: What are the listening activities you usually give to your students during the listening sessions?

Table 26: Teachers' Listening Activities

Options	Identification and selection	Sequencing	Drawing and constructing	All of them	Total
Number	03	/	/	02	05
%	60%	/	/	40%	100%

Figure 25:Teachers' Listening Activities
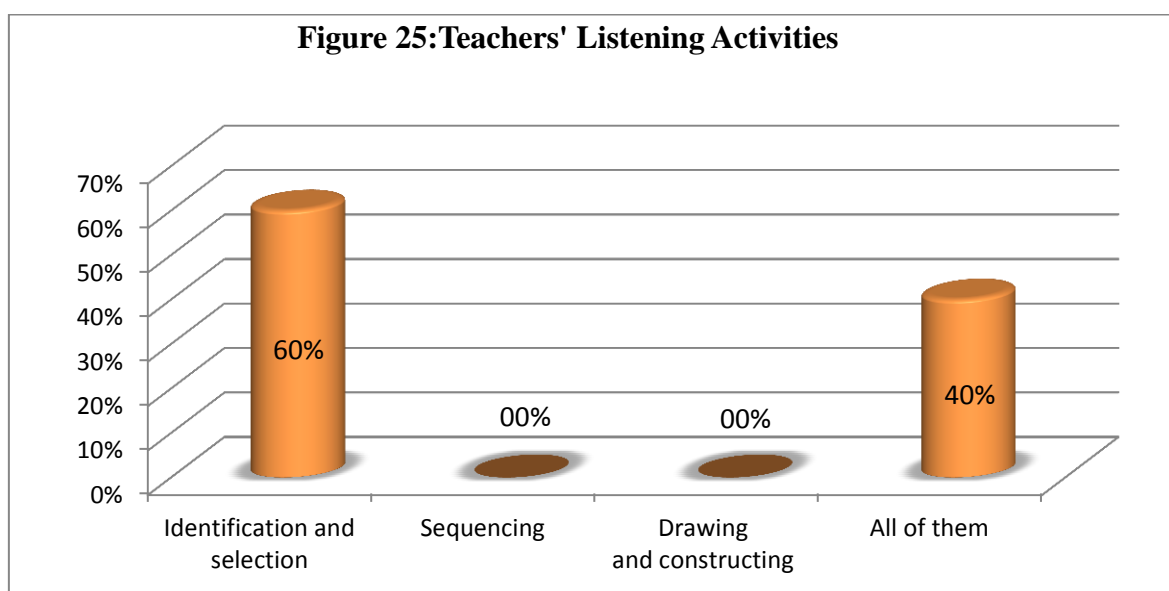
It is clear from the results teachers' listening activities that they use inside the classroom. High percentage of the teachers (60%) explains that they perform identification and selection. Maybe this activity is easiest technique that allows their students develop their speaking through discussing and giving opinions in front of the whole class. Or those teachers attempt to do the best in order to push their students speak better. While, two teachers (40%) clarify that they use various classroom listening activities such as: identification and selection, sequencing, drawing and constructing. This may illustrate that those teachers are skilled, they prefer to innovate something attractive in which assist their students speaking. They also show their care about their students. Perhaps these activities are a helpful way to encourage their students' ability to speak perfectly, or they diminish speaking difficulties that face their students.

Question 15: Do you think that classroom listening activities influence your students' ability to speak?

Table 27: Classroom Listening Activities Effectiveness

Options	Yes	No	Total
Number	05	/	05
%	100%	/	100%

Figure 26 : Classroom Listening Activities Effectiveness
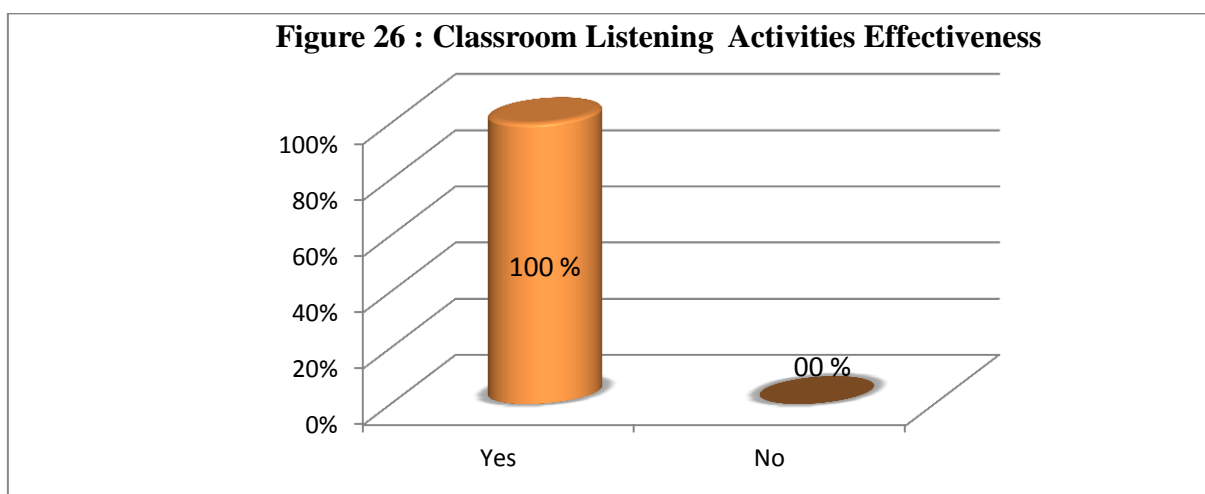
It can be seen from the results classroom listening activities effectiveness. All teachers (100%) explain that classroom listening activities influence their students' abilities to speak in front of the whole class. This represents that those teachers give more attention to the listening session through performing various classroom listening activities; they encourage their students to speak better. Perhaps these activities are suitable way to improve their students speaking, they decrease their speaking difficulties, or they facilitate them way of speaking inside the classroom. Maybe these activities provide also their students the opportunities to obtain extra words which use during speaking. Teachers' points of views were summarized in the following points:

- From classroom listening activities, students can encounter and learn new vocabulary that they can use in their future writings and speaking. As, they can develop their level of pronunciation.
- It helps them to gain vocabulary and how they can use it, gain new expressions, and improve their sentence structure and fluency.
- Some of the students try to emulate what they are listening to.

Question 16: What are the listening strategies you prefer during a listening session?

Table 28: Teachers' Strategies during a Listening Session

Options	Ask students to listen in details	Ask them to concentrate on the main idea	Ask them to take notes while they listen	Total
Number	01	/	04	05
%	20%	/	80%	100%

Figure 27: Teachers' Strategies during a Listening Session
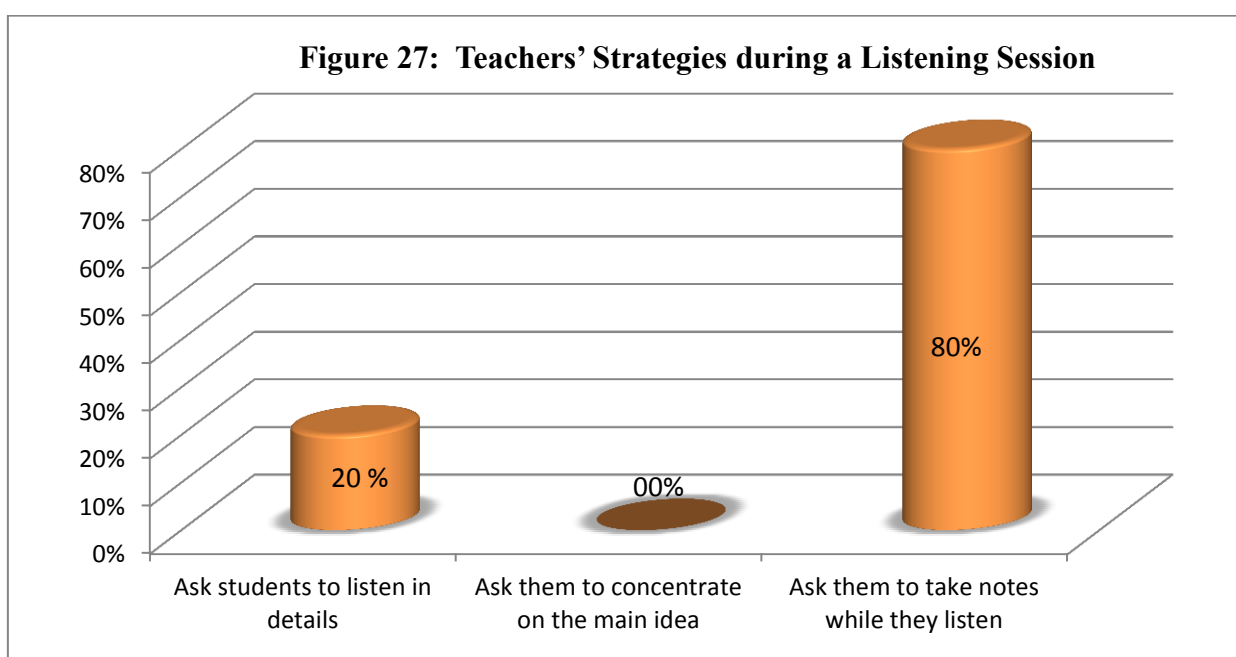
The result manifests teachers' strategies that they prefer to use during the listening session. High percentage of the teachers (80%) reports that they ask their students to take notes while they listen to the spoken language. Probably this strategy provides their students extra vocabulary and expressions. While, a remarkable decrease of the teachers percentage (20%) states that one teacher asks his students to listen in details. This indicates that this strategy is helpful way to make his students grasp the intended meaning from the passage they listen.

Question 17: Which of the following authentic listening materials you use in the listening session?

Table 29: Teachers' Preferred Listening Materials

Options	Songs	Videos	Conversations	All of them	Total
Number	/	01	01	03	05
%	/	20%	20%	60%	100%

Figure 28: Teachers'Preferred Listening Materials
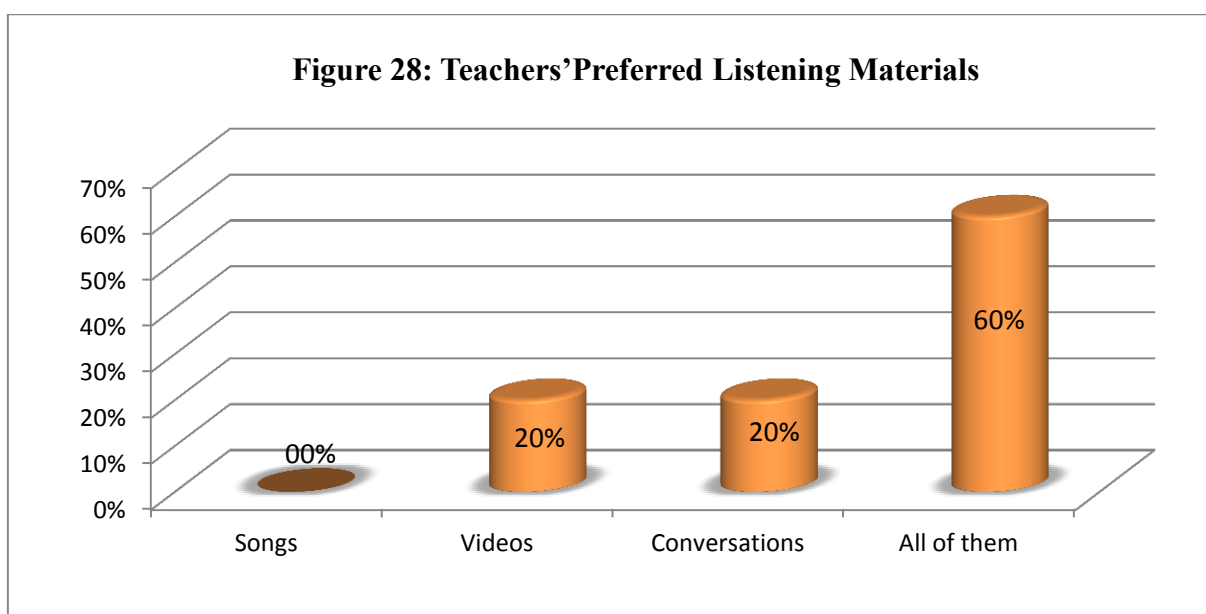
The result reveals different authentic listening materials that the teachers use in the listening session. Big proportion (60%) of the teachers uses songs, videos and conversation in the class. This clarifies that those teachers show their interest about the listening session, they are motivated to develop their students' level in listening and speaking. Perhaps these materials are helpful in which make their students imagine themselves in real situation. One teacher (20%) uses videos in the class; maybe this material provides his students self-confidence, it enables them to speak fluently like the native speaker. In similar to another teacher (20%) uses conversations; this indicates that this useful material assists his students to enhance their vocabulary and pronunciation. However, no teacher uses songs in the class, maybe this activity take much time to make their students understand the whole passage and then develop their speaking.

Question 18: Do these authentic listening materials improve EFL learners' speaking skill?

Table 30: Role of Authentic Listening Materials in Improving Students' Speaking Skill

Options	Yes	No	Total
Number	05	/	05
%	100%	/	100%

Figure 29: Role of Authentic Listening Materials in Improving Students' Speaking Skill
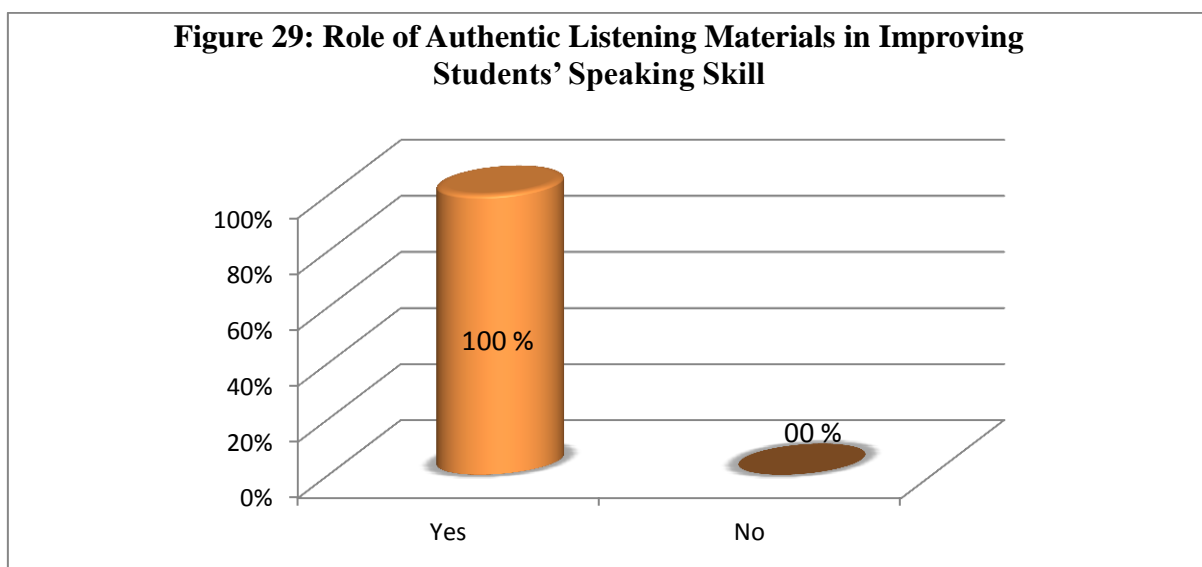
The result illustrates the important role of authentic listening materials in improving EFL learners' speaking skill. Highest rate of the teachers (100%) suggest that authentic listening materials such as: songs, videos and conversations are useful, this demonstrates that those teachers give more attention to use these listening materials inside the classroom, maybe these materials are attractive techniques which increase their students speaking skill, or these listening materials create enjoyable atmosphere that motivate their students to speak better like the native speaker. Teachers' answers were summarized in the following points:

- They start to be familiar with the English produced by native speakers for the native speakers.
- They gain new vocabulary and grammatical structures.
- They get to listen a native speaker then imitate. This process improves their speaking skill.

- Student need to listen more to improve their speaking, when they listen they can speak.

- After practicing the listening many times, students start to develop their speaking skill; they start to understand the spoken English better than they discuss what they have heard with the teacher.

- In songs, for instance, they use (filling the gaps technique) to persuade the student for focusing his/ her attention on the missed words. This helps them to gain new vocabulary.

Question 19: Does your department provide you with the necessary equipment to teach listening?

Table 31: Providing the Necessary Equipment to Teach Listening

Options	Yes	No	Total
Number	03	02	05
%	60%	40%	100%

Figure 30: Providing the Necessary Equipment to Teach Listening
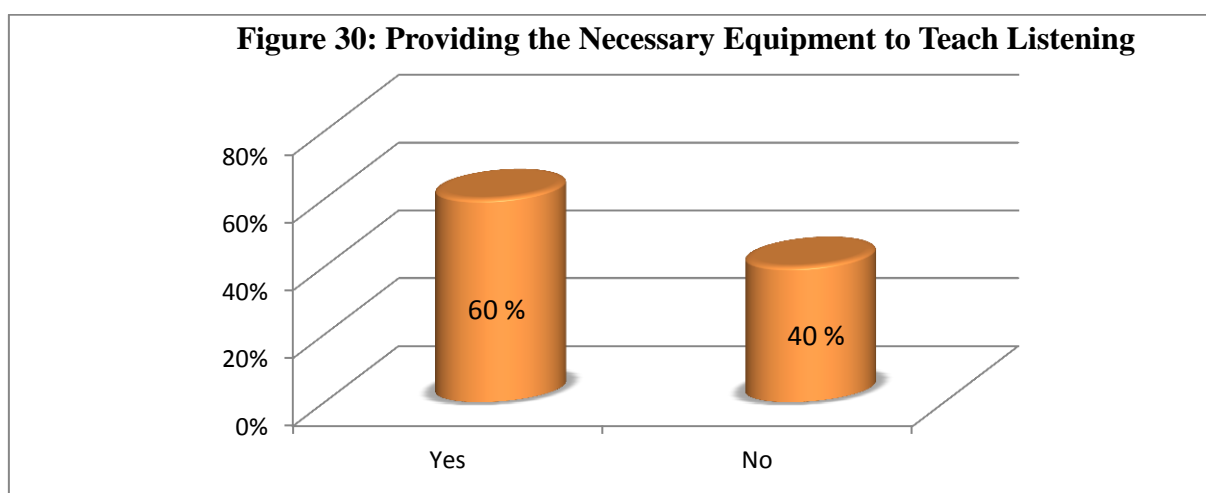
As can be seen from the results highest percentage of oral expression teachers (60%) explain that English department provides them the necessary equipment to teach listening. This may illustrate that those teachers are proficient, they do not face difficulties in this session such: lack of materials or places. However, two teachers (40%) choose "no" answer, because their department didn't have sufficient listening materials, those teachers

reveal that they face problems in the listening session due to some reasons. Teachers' answers were summed up in the following points:

- They bring their own materials because there is no sufficient number of equipped lab for listening due to the huge number of the students. So, they implement it in the classroom and they find themselves obliged to bring their own materials such as: data show, speakers, and personal computer.
- There is shortage in the equipments needed for the listening session compared to the huge number of the students.

Question 20: Do you think that the listening sessions are important in developing EFL learners' speaking skill?

Table 32: The Importance of the Listening Sessions in Developing Students' Speaking Skill

Options	Yes	No	Total
Numbers	05	/	05
%	100%	/	100%

Figure 31: The Importance of the Listening Sessions in Developing Students' Speaking Skill
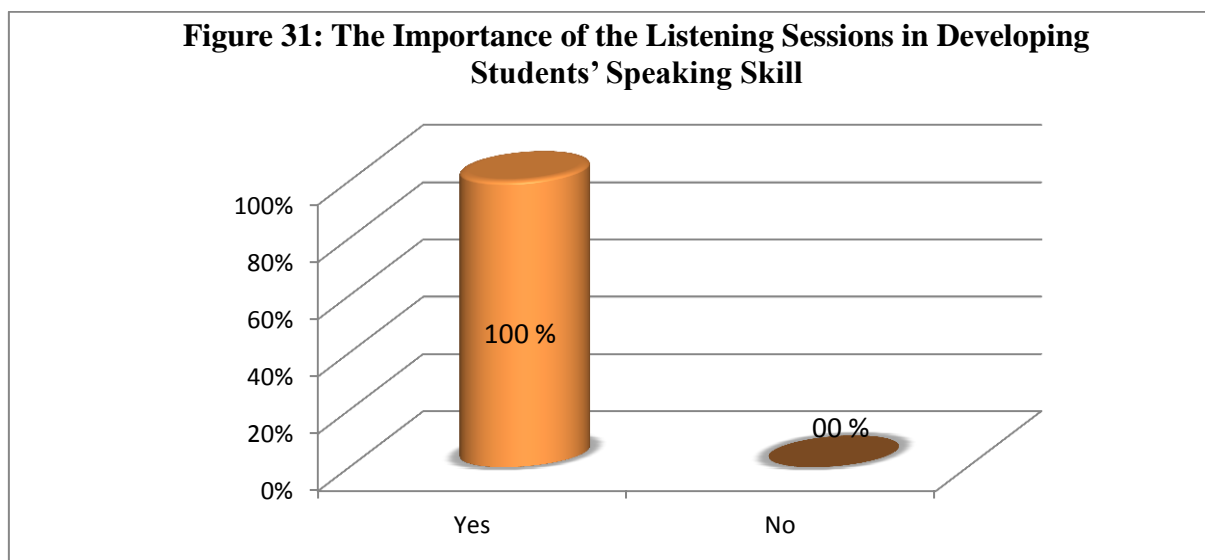
A large number of the teachers (100%) believe that the listening session has an important role in developing EFL learners' speaking skill. This kind of sessions seems to be useful and encourages the students to speak better. This represents also that those

teachers give more support this subject. They confirm that they use this session in order to treat their students speaking difficulties through using several classroom listening activities and implementing authentic listening materials. They strongly agree that listening sessions provide their students with opportunities to speak without facing difficulties.

3.4. Summary of Results and Findings from the Teachers' Questionnaire

The analysis of the results obtained from the teachers' questionnaire demonstrates that the majority of the teachers of our sample have a magister degree; they have taught only few years oral expression course in the university. The analysis of questions 3 and 4 clarify that the whole number of teachers encourage and give their students opportunities to speak inside the classroom because this is the suitable way to improve their students speaking skill. In addition, answers of questions 5 and 6 reveal that all teachers use different speaking activities in the listening session, while their students prefer to perform these activities in order to improve their speaking skill. Answer of question 7 mean that most of the teacher state that classroom listening activities are beneficial for EFL learners which help them to speak better. Answers of questions 8 and 9 represent that all teachers note that their students face difficulties during speaking in front of the whole class, and then they suggest some solutions in order to reduce these difficulties. Answer of the question 10 shows that the teachers believe that listening and speaking are important skills because there is no listening without speaking.

However, answers of the question 11, 12 and 13 explain that all teachers of oral expression course occasionally use the listening sessions which make their students' level in listening average. The lack of using this session is because of some difficulties that face the teachers. Answers of questions 14 and 15 reveal that teachers of oral expression course use various classroom listening activities during the listening session in order to improve their students speaking skill. Answer of questions 16 clarifies the listening strategies that the teachers use during the listening session in order to provide their students with opportunities to concentrate in the listening passage. Answers of questions 17 and 18 illustrate different authentic listening materials that the teachers use in the listening session in order to improve their students speaking skill, and to help their students to speak better in front of the whole class. The analysis of question 19 demonstrates whether the teachers of oral expression course face difficulties in the listening sessions, or whether English branch provide their teachers with the necessary equipment to teach listening without any

problems. The result of the question 20 indicates strong agreement of all teachers about the important role of the listening sessions in developing EFL learners' speaking skill because these sessions can reduce their students speaking difficulties. This question confirms our hypothesis which sated that if teachers use more listening sessions and exploit it to treat their students' speaking difficulties, EFL learners will enhance their speaking skill.

Conclusion

We gathered data from teachers and students in order to reveal their attitudes about the role of the listening sessions in improving EFL learners' speaking skill. Both of them clarified their strong agreement on using these helpful sessions for reducing EFL learners' speaking difficulties, and for encouraging them to speak better in front of the whole class. Therefore, this study has confirmed our hypothesis which stated that the using of more listening sessions may enhance the students speaking skill. Consequently, we have noticed from the results that using listening in the classroom is very useful in increasing students speaking skill because without listening EFL learners cannot speak well English.

General Conclusion

This study has been conducted in order to enhance students speaking skill through using listening sessions. It aims also at demonstrating the important role of listening sessions in improving second year students of English speaking skill in Biskra University. This work is depending on descriptive method which based on one data collection tool such as: students' and teachers' questionnaires. Moreover, this present work hypothesized that the use of more listening sessions can develop EFL learners' speaking skill.

In the first chapter, we have attempted to state definitions of the listening skill by different scholars and researchers, its types and main processes. We clarified how classroom listening activities and the implementation of various types of authentic listening materials have positive effect on developing students speaking skill. We highlighted on the importance of listening session in which improve EFL learners' speaking skill because this session may help the students to speak easily, with mentioned the correlation between listening to authentic materials and good speaking.

However, in the second chapter, we indicated the definition of the speaking skill from different perspectives, its functions and importance. We explained the main characteristics of the speaking that allow the students speak perfectly, its basic types and activities. Furthermore, we revealed in EFL classes many students face difficulties in speaking this is due to many reasons in which prevent them to speak in front of the whole class. Overall, we demonstrated the relationship between listening and speaking skill. As the result obtained from the students' questionnaire stated that there is close relation between the listening and speaking skill, students' opinions were summarized in the following points:

- Through listening they will obtain new words, vocabulary and pronunciation which make them speak better.
- Listening can help them to improve their speaking skill.
- Listening and speaking are significant skills, and they complete each other.
- Without listening they cannot speak well.

After the theoretical part, we moved to the practical part in order to confirm our hypothesis from the students' and teachers' questionnaires. The analysis of the result obtained from students' questionnaire illustrates that the majority of the students have

positive attitude towards the listening sessions, because these sessions help them to increase their self-confidence which facilitate them the way of speaking in front of the whole class. These sessions are useful for motivating the students to improve their speaking skill easily. Moreover, the use more of the listening sessions seem to be a good solution for treating the students speaking difficulties because with listening EFL learners' can speak better.

While, the analysis of the teachers' questionnaire reveal that all teachers of oral expression course occasionally use the listening sessions due to some reasons. The teachers use these sessions in order to provide their students with opportunities to reduce their speaking difficulties. These sessions have positive effect on developing their students' speaking skill. The teachers use these sessions in order to allow their students speak through discussing and giving their point of view in front of the whole colleagues and to encourage their students' ability to speak confidently. Using more of the listening sessions treat EFL learners' speaking difficulties, and these sessions also help EFL learners' to improve their speaking significantly.

The part of this study demonstrated that both teachers and students aware that the use of the listening sessions have significant role in improving EFL learners' speaking skill. This study clarified also that the use of these sessions are suitable way in which supply the learners chance to enhance their speaking without facing any difficulties. The use of the listening sessions have beneficial advantages for developing EFL learners' speaking skill by using authentic listening materials and different classroom listening activities. Hence, the hypothesis of this work is confirmed.

Recommendations:

Various recommendations were gained from the teachers' and students' questionnaires in order to investigate the role of listening sessions in improving EFL learners' speaking skill at Biskra University. These recommendations are summed up in the following points:

- Teachers must include more listening sessions, because it creates enjoyable atmosphere that assists the students develop their level in listening and speaking.
- Teachers must use more listening sessions in order to improve their students speaking difficulties.
- Teachers should give much importance to teach listening by providing their learners with various authentic listening materials that make them understand the spoken text and enhance their speaking skill.
- Teachers should implement various classroom listening activities in order to help the students grasp the information and to develop their speaking skill from the passage they listen to.
- Teachers must use listening sessions in order to affect their students' ability to speak better in front of the whole class.
- The branch of English should provide sufficient listening materials in order to improve their students speaking skill.
- Teachers should reveal to the students how native speakers are talking, pronouncing word, expressing their ideas through using authentic listening materials in order to improve their speaking skill.
- Teachers should motivate their students to speak English outside the classroom because the allocated time inside the classroom is not enough.
- Teachers should encourage the students to participate inside the classroom in order to develop their speaking skill.
- Teachers should perform speaking activities based on real life situation listening materials, because they help the students to increase their level in speaking.
- Teachers should be aware about the speaking difficulties that may face their students.
- Teachers should raise their students 'awareness about the importance of the listening sessions in developing their speaking skill.

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APPENDICES

APPENDIX 01

Students' Perception towards the Role of Listening Sessions in Improving EFL Learners' Speaking Skills Questionnaire

Dear colleagues:

The questionnaire is one part from the data collection tools in this work. Therefore, this study aims at demonstrating the important role of listening sessions in improving EFL learners' speaking skills. We will be thankful if you answer the following questions. Please you can put cross (X) in the appropriate answer or write a full sentence if it is necessary.

Your colleague: Lakheneche N

Section One: Background Information

1. Your choice to study English was:

a. Personal choice ☐

b. Imposed ☐

1. a. If personal why?

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

1. b. If imposed why?

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

Section Two: Speaking Skill in EFL Classes

2. What is your level in speaking English?

a. Very good ☐

 b. Good ☐

c. Average ☐

3. Do you find speaking English:

a. Easy task. ☐

b. Difficult task. ☐

4. Which of the following activities you favor to perform inside the classroom?

a. Role-play ☐

b. Discussion ☐

c. Communication Games ☐

d. Listening Activities ☐

5. Does the activity that you have selected help you to speak better?

a. Yes ☐

b. No ☐

6. Does your teacher encourage you to speak in the classroom?

a. Yes ☐

 b. No ☐

7. What are your speaking difficulties in the classroom?

a. Inhibition ☐

b. Mother tongue use. ☐

c. Lack of listening practice. ☐

8. In your opinion, how can you improve your speaking skill?

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

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

9. Do you think that there is a relationship between the listening and the speaking skills?

……

……

Section Three: Listening Skill in EFL Learning

10. What is your level in listening?

a. Very good ☐

 b. Good ☐

c. Average ☐

11. Do you think that the listening is:

a. An easy task. ☐

b. A difficult task. ☐

If difficult, explain how?

……

……

12. Do you practice listening outside the classroom?

a. Yes ☐

b. No ☐

If yes, what are the materials do you use?

……

……

13. You have lack of listening sessions because of:

a. Lack of materials. ☐

b. Teachers do not give importance to the listening practices. ☐

c. Both of them. ☐

14. In your opinion, do classroom listening activities provide you with extra vocabulary and expressions?

a. Yes ☐

b. No ☐

15. Do you think that classroom listening activities influence your ability to speak?

a. Yes ☐

b. No ☐

16. What are the authentic listening materials that your teachers use in the listening session?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

17. Whichof the following authentic listening materials you prefer to listen in the listening session?

a. Videos ☐

b. Songs ☐

c. Conversations ☐

d. Stories ☐

18. Do you feel that listening sessions help you to develop your speaking skill?

a. Yes ☐

b. No ☐

If yes, justify

…………………………………………………………………………………………………

…………………………………………………………………………………………………

Thank you for collaboration

APPENDIX 02

Teacher's Perceptions towards the Role of Listening Sessions in Improving EFL Learners' Speaking Skill Questionnaire

Dear teachers:

We would be very grateful if you answer these questions in order to collect data about the important role of listening sessions in improving EFL learners' speaking skill. We will take few minutes of your time to answer the following questions because they can help us to complete our work. Please put a cross (X) in the appropriate answer or write a full sentence if it is necessary.

Your student: Lakhneche Nassima

Section One: Background Information

1. What is your degree and qualification?

a. License ☐

b. Magister ☐

c. Master ☐

d. PhD ☐

2. How many years have you been teaching oral expression in the university?

a. 0-5years ☐

b. 5-10years ☐

c. More than 10 years ☐

Section Two: Speaking Skill in EFL Classes

3. Do you encourage your students to speak?

a. Yes ☐

b. No ☐

4. How often you give opportunities to your students to speak in the class?

a. Always ☐

b. Sometimes ☐

c. Often ☐

5. What are the speaking activities that you use in the listening session?

…………………………………………………………………………………………….

……………………………………………………………………………………………

6. Which of the following speaking activities your students prefer to perform inside the classroom?

a. Communication games ☐

b. Discussion ☐

c. Role-play ☐

d. All of them ☐

7. Do you think that classroom listening activities can help your EFL learners speaking skill?

a. Yes ☐

b. No ☐

 If yes, explain?

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8. In your opinion, what are the speaking difficulties that may face learners?

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9. What do you suggest to reduce your learners' speaking difficulties?

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10. What is the relationship between listening and speaking skills?

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Section Three: Listening Skill in EFL Learning

11. How many times you usually use the listening?

a. Always ☐

b. Sometimes ☐

c. Rarely ☐

12. How do you find your learner's level in listening?

a. Very good ☐

b. Good ☐

c. Average ☐

13. Do you face difficulties in a listening session?

a. Yes ☐

b. No ☐

If yes, mention some

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14. What are the listening activities you usually give to your students during the listening session?

a. Identification and selection ☐

 b. Sequencing ☐

c. Drawing and constructing ☐

d. All of them ☐

15. Do you think that classroom listening activities influence your students' ability to speak?

a. Yes ☐

b. No ☐

If yes, explain how?

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16. What are the listening strategies you prefer during a listening session?

a. Ask students to listen in details. ☐

b. Ask them to concentrate on the main idea. ☐

c. Ask them to take notes while they listen. ☐

17. Which of the following authentic listening materials you use in the listening session?

a. Songs ☐

b. Videos ☐

c. Conversations ☐

d. All of them ☐

18. Do these authentic listening materials improve EFL learners' speaking skill?

a. Yes ☐

b. No ☐

Explain how?

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19. Does your department provide you with the necessary equipment to teach listening?

a. Yes ☐

b. No ☐

 If no, explain

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20. Do you think that the listening sessions are important in developing EFL learners' speaking skill?

a. Yes ☐

b. No ☐

Thank you for help

الملـخـــص

إن المتعلمين للغة الانجليزية كلغة أجنبية تحديات يواجهون كثيرة في الكلام و بالخصوص عندما يحاولون التكلم داخل القسم ,و يعود ذلك لأسباب كثيرة مثل : الخوف من ارتكاب الأخطاء , استعمال اللغة الأم, قلة المشاركة و غيرها من الأسباب العديدة .فالهدف من هذه الدراسة هو تسليط الضوء على الدور المهم للحصص السمعية في تحسين مهارة الكلام لمتعلمين للغة الانجليزية كلغة أجنبية في جامعة محمد خيضر بسكرة . كما تهدف أيضا لتوضيح صعوبات الكلام الرئيسية التي يواجهها المتعلمون للغة الانجليزية كلغة أجنبية و أيضا كيف يمكن للأنشطة السمعية داخل القسم أن تطور مهارة كلامهم وهو هدف أخر من أهداف هذا البحث والذي بدوره يعتمد على فرضية وهي إذا الأساتذة استخدموا المزيد من الحصص السمعية و استعملوها لعلاج صعوبات كلام طلابهم فتتحسن مهارة كلام طلبة اللغة الانجليزية كلغة أجنبية. و لتأكد من صحة فرضيتنا اخترنا المنهج الوصفي الذي يرتكز على استبيانين كأداة لجمع البيانات واللذين خصصناهما لفئتين : واحدة موجه إلى 60 طالب لسنة الثانية انجليزية و الثانية إلى 5 أساتذة التعبير الشفوي لقسم الانجليزية. النتائج بينت لنا صحة فرضيتنا في أن الحصص السمعية مفيدة جدا لتحسين مهارة الكلام للمتعلمين اللغة الانجليزية كلغة أجنبية.