People's Democratic Republic of Algeria Ministry of

Higher Education and Scientific Research University of

Mohamed Khider - Biskra

Faculty of Letters and Languages

Department of Foreign Languages

Division of English

Investigating Student's Listening Strategies while Listening to Oral

Transactional Texts

A Case Stady of Third Year English Students at Biskra

University

A Dissertation Submitted as a Partial Requirement for the Fulfillment of Master Degree

in English.

Supervised by : Mr.s. Moussaoui Nadjette   **Submitted by :** Ben Dahmane Iman

Chairperon : Dr.Rezzig Betka Nadia.

Examiner: Ms.Mebarki Amina Zohra .

2016/2017

Abstract

Listening plays a significant role in daily communication and educational process. In spite of its importance, listening has long been the neglected skill in second language acquisition, research, teaching, and assessment. However, in recent years there has been an increased focus on L2 listening ability because of its perceived importance in language learning and teaching. The study aims at investigating students' listening strategies while listening to aural transactional text .A questionnaire was administered to the students of third year LMD to know which strategy they use while listening and the obstacles they face .In addition, a think aloud protocol was also used to have an insight into students' strategy knowledge, use. Major findings from questionnaire and think-aloud protocol revealed that students have a lot of problems and difficulties concerning the listening task ,such as the speed of the speaker and comprehending the meaning intended by the speaker , and they could not coose the right strategy in each situation , or they concentrate on one strategy even if it does not help them overcoming the listening difficulties . the listening strategies such as problem identification , note taking, guessing , inferencing , and imagery has a significant effect on students' listening comprehension,and help the students overcoming all listening comprehension problems In the light of the obtained results, some suggestions and recommendations for both teachers and students are proposed to find out solutions to this problem.

Dedication

To my beloved mother Farida and my father Ammar whose their support, love,

encouragement and prayers accompanied me along my educational journey.

To my sisters Romaissa and Nihal and my brothers Akram, Ahmad,Riadh for their support

and laughter that lighten my life.

To the man of my life my husband Hicham and the apple of my eye, my son Mohammed Iyad

for their infinite love, and patience.

To my friends Djahida ,and Amina, and to everyone who helped me...with all my love I dedicate

this precious work.

List of Abbreviations

LLS: Language Learning Strategies

LS: Learning Strategies

L2: Second Language

LS : listening strategies

EFL: English as a Foreign Language

List of Tables

List of Figures

Contents   **pages**

General Introduction

Chapter one: Literature Review

General

Introduction

General Introduction

Learning English as a second or foreign language means mastering the four main skills:

listening , speaking, reading, and writing.Listening plays a great role in our daily communication

. listening in deep detail means paying attention not only to the words,but how the use of

language and voice pronunciation,rate of speech.It is more important in language classroom

where learners can develop other skills ,and also help them to build vocabulary and develop

language proficiency .when listening to somebody we use different strategies in order to

understand the message .Listening Strategies are techniques or activities that contribute directly

to the comprehension and recall of listening input. Listening strategies can be classified by how

the listener processes the input. Listening strategies give opportunities to learners to comprehend

more and achieve the highest levels

1.statement of the problem

Many students of foreign /second language have difficulties in recognizing and understanding

what native speakers meant by their speech .listening as one of the most difficult skills which

make obstacles in the process of comprehension needs a lot of support to master it.

The subject under study is a result of our interest as a foreign language learners, we endaver to

know why EFL Learners struggle to understand oral English texts ,and the speech of native

speakers .Also to investigate student's Listening Strategies because they are very difficult task

that many face in learning any foreign language

2.Research questions

The present study is an attempt at answering a set of questions related to listening which are :

1. what is listening strategies?

2. What are students' perceptions about listening strategies they use?

3. What are the problems students face while listening to oral transactional texts?

4. What Listening Strategies do EFL learners use while listening to oral transactional texts?

3. Aims of the study

The fondamental objectives of the present study is to :

1 /find out the problems of Listening Strategies which face students while they listen to oral transactional texts.

2/ Explore the listening Strategies used by the learners while listening to oral transactional texts, and if they can put the right strategy in each situation.

3 /Diagnosing the learner's actual used strategies and the problems they encounter.

4. Significance of the Study

  Since comprehension is the most important element in studying any language ,it can differ from mother tongue (L1)to the foreign (FL) or second language. Listening skill is a very significant and it is the key skill which develops the other skills like speaking. This study is very important because it investigate the task of listening strategies , because it is   a big problem which face students especially while they listen to oral transactional texts, and explore how these strategies can help students in language learning classroom.

5.Research methodology

        The fondamental objectives of the study is to explore the listening strategies on listening comprehension in students of English language so the type of the research is exploratory, participants are about(50) student ,and they are randomly selected from third year LMD students at the Department of Foreign Language Division of English Language to answer the questionnaire ,and (5) participant for the think aloud protocol which is asking students to think aloud while solving a given problem and analyzing the resulting verbal protocols.

6. Research structure

This research is divided into two chapters: the first two chapters represent the theoretical section of the work, whereas the second chapter correspond to the practical section. The first chapter is allotted to a thorough analysis of the listening skill, its definition , purpose, types , importance ,and the definition of learning and listening strategies, which is considered as a base for the practical part of the current study. The second chapter represents the practical part which contains the analysis of the questionnaire to the students of third year LMD ,and the second one the analysis of the think aloud protocol.

Chapter I:
Literature Review

Chapter one: Literature Review

Introduction

Language has been rightly cited as the principal tool for learning. Basically,one of the four basic skills that is key to learning is listening which is the act of hearing attentively. Research shows that most of students time is spent on listening. They listen more than they speak. The current chapter contains two main parts the first one is an overview of listening skill , definition, types ,and the process of teaching listening,the second part of the research concentrates on listening strategies that may help students better understand the aural input , its types ,and listening comprehension problem.

I. An Overview of the Listening Skill

I.1. Definition of the Listening Skill

Listening was defined by several researchers and scholars from different perspectives and all of them hilights the importance of the listening skill. listening is considered as a very complex process in which EFL learners with different levels may encounter various difficulties in catching the speakers" words, intentions, and meanings.According to Rost(1994) '' listening as a word that we use every day without giving it much thought.yet listening is a vital mental capacity.one of the principal means by which we understand and take part in the world around us '' (p.01).Also ,he mentions that listening skill is a process of receiving what the speaker actually says ; constracting and representing meaning ;negotiating meaning with the speaker and responding ; and creating meaning through involvement ,imagination and empathy .In other words, listening is an active process of interpretation of what we are listening matched with our background informations. (cited in vandergrift ,2002)

J .Wallace(1998) points out that listening is a fondamental language skill that typically develops faster than speaking and what often influenced the developement of reading and writing ability in the new language (cited in Scorcella and Oxford (1992: 243). It is generally recognized that listening comprehension plays a key role in facilitating language learning. According to Morley (1991 :82), "We can expect to listen twice as much as we speak, four times more than we read, and five times more than we write." Because listening provides people with the greatest amount of input during the process and developement of language acquisition, and plays a critical role in effective communication in daily life.

Gunes (cited in Gur et al ,2013 :5) defines listening as the process of making meaning out of the percieved audio input via varios operations ,It is actively done for different purposes and motivates all through the life biginning with the fetus period.it means the first thing that human being learns is listening, from which he learns other skills.

O'Malley, Chamot, and Kupper (1989) offer a useful and more extensive definition that listening comprehension is "an active and conscious process in which the listener constructs meaning by using cues from contextual information and from existing knowledge, while relying upon multiple strategic resources to fulfill the task requirement" (p.19), the learner use his background knowledge consciously while listening . many other researchers Rost 2011;Buck2001;Flowerdew and Miller2005; Brown2006, and L,Vendergrift1999 claim that listening comprehension is an active and complex process in which the listener must discriminate between sounds, understand vocabulary, and grammatical structures, interpret stress and intonation,that is why it needs a lot of concentration from the the listener .

Hence, listening is an active process ,where it can be devided into two parts lighets the input from the peaker and relate it to his own previous knowledge to build and interpret , and understand what the speaker says.

I.2.The Process of Listening :

According to Lindsay and Knight, people have four different purposes when they listen: listening for specific details, listening for general meaning, and listening for entertainment or personal reasons(2006: 46). However, Anderson & Lynch, confirm that the purpose of listening can be either: transactional, e.g ''exchange information", or it can be interactional,e.g "the use of language for maintaining social contact" (1988:15).

Listening process has a great value in second and foreign language learning , because listening competence is wider than other competencies. This is the reason why ;recently,the language teaching profession has brought into focus on listening comprehension. According to Nunan ,(2001 :23) " Listening is a six staged process, consisting of Hearing ,Attending ,Undertstanding ,Remembering ,Evaluating,and Responding. these stages occur in sequence and rapid succession "in other words listening is the process of receiving, attending, and understanding auditory messages; that is, messages transmitted through the medium of sound. Often, the steps of responding and remembering are also included.
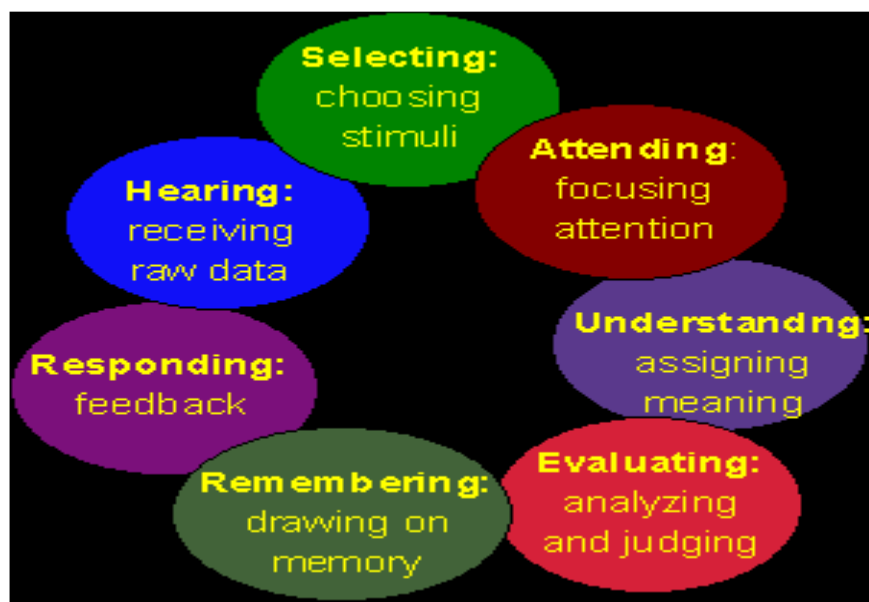
Figure 1:Basic stages of listening process and their functions.(Nunan,2001 :24).

A. Hearing : hearing is the perception of sound, not necessarily paying attention, you must hear to listen, but you need not listen to hear.

B. Attending : It refers to a selection that our brain focuses on. The brain screens stimuli and permits only a select few to come into focus.

C. Understanding : consists of analyzing the meaning of what we have heard and understanding symbols we have seen and heard. We must analyze the stimuli we have perceived. Symbolic stimuli are not only words, they can be sounds like applause or even sights, like a blue uniform that have symbolic meanings as well. The meaning attached to these symbols is a function of our past associations and of the context in which the symbols occur for successful interpersonal communication: the listener must understand the intended meaning and the context assumed by the sender.

D. Remembering : is an important Listening process because it means that an individual, in addition to receiving and interpreting the message, has also added it to the mind's storage bank, which means that the information will be remembered in our mind.

E. Evaluating : the listener evaluates the message that has been received. It is at this point when active listeners weigh evidence, sort fact from opinion and determine the presence or absence of bias or prejudice in a message. The effective listener makes sure that he or she does not begin this activity too soon, as beginning this stage of the process before a message is completed results in no longer hearing and attending to the incoming message and, as a result, the Listening process ceases.

F. Responding : a stage in which, according to the response, the speaker checks if the message has been received correctly. This stage requires that the receiver complete the process through verbal or non verbal feedback, because the speaker has no other way to determine if a message has been received. Therefore, it is sometimes complicated as we do not have the opportunity to go back and check comprehension (Nunan: 2001, 23).

When dealing with the listening process,it must be mentioned that there are are two possible ways of performing this task :1) top-down listening process and 2)bottom up listening process. This two terms refer to ways in which someone might process a listening text. According to Field,1999 " the terms refer to directions of processing :distinguishing between,on the one hand,building phonemes into words and words and words into phrases and,on the other, using context and co-text to help identify words that are unclear" (cited in J,Field,2009:132).

I.2.1.Bottom-Up Listening Process

Bottom –up listening strategy is when the learners use their linguistic knowledge to identify linguistic elements,in other words, it is a decoding process in which the listener devide the speech into small units in order to understand it.

According to L ,vandergrift,and Goh(2012:36),

> Bottom-up processing involves segmentation of the sound stream and construct meaning by accretion, based on their knowledge of the segmentals(individual sounds or phonemes)and suprasegmental (patterns of language intonation,such as stress,tone,and rythm) of the target language.

Richards and Renandya (2002 :239)explained the bottom-up processing in a more analytical way and claimed:

> The bottom-up processing model assumes that listening is a process of decoding the sounds that one hears in a linear fashion, from the smallest meaningful units (phonemes) to complete texts. According to this view, phonemic units are decoded and linked together to form words, words are linked together to form phrases, phrases are linked together to form utterances, and utterances are linked together to form complete meaningful texts.

> (cited in F ,Medoukali,2015:13).

The listener makes use of 'his knowledge of words, syntax, and grammar to work on form' in the bottom-up processing (Rubin, 1994: 210). It focuses on listening for details and

involve tasks that focus on understanding at a sound or word level. Tasks are 'intensive' as they focus on looking for particular details.

I.2.2.Top-Down Listening Process

Top-down model is listener based; the listener taps into background knowledge of the topic, the situation or context, the type of text, and the language. This background knowledge activates a set of expectations that help the listener to interpret what is heard and anticipate what will come next.this strategy include : listening for the main idea, predicting, drawing inferences,and summarizing.it is defined by Batova as:

> "Emphasizing the listener"s use of their existing knowledge of a topic and the relevant context in forming hypotheses as to the speaker"s meaning and, when appropriate, in modifying them to match new incoming information" (2013 :4).

In contrast with bottom-up, top-down process is when the listener use his/her background information to understand the meaning of the speech.or in other words it is an approach based on breaking down of a system to gain insight into its compositional sub-systems, this approach starts with the big picture. into smaller units.

> ''Top-down models emphasize the use of previous knowledge in processing a text rather than relying upon the individual sounds andwords. The top-down model was developed when researchers considered the fact that experimental subjects are unable to identify truncated sounds in isolation from the words they form a part of, whereas subjects are quite able to identify truncated words so long as they are presented with the surrounding context '' (J,Flowerdew & L,Miller ;2005:40).

In other words, it focuses on the 'general' picture and general meaning of a listening text. Often the starting point is to discuss the topic and then to use 'extensive' task to listen for the overall meaning. Top-down strategies rely on students knowing something about the topic,

knowing how particular exchanges in certain social situations work (i.e. the functional and situational language common to certain exchanges), or knowing what 'chunks' of language (expressions etc… 'fit' a particular topic or situation.

According to(Anderson and Lynch, 1988: 11) as cited in N,Schmitt(2010:184).

> Top-down processing is in some ways the converse of bottom-up: holistic, going from whole to part, and focused on interpretation of meaning rather than recognition of sounds, words, and sentences. Listeners actively formulate hypotheses as to the speaker's meaning, and confirm or modify them where necessary.Top-down processing has been said to involve the listener as 'active model-builder

Top-down and bottom-up are both strategies of information processing and knowledge ordering, used in a variety of fields including software, humanistic and scientific theories , and management and organization.

I.3.Types of Listening Skill

There are two main types of listening skill extensive and intensive,extensive listening means paying attention to every details,it usually take place outside the classroom such as listening to music or radio ;whereas, intensive listening is listening precisely to the information especially in classroom.

" Students can improve their listening skills,and gain valuable language input through a combination of extensive and intensive listening material and procedures. " (J,Harmer 2002: 228).He also claimed that listening of both kinds is especially important since it provides the perfect opportunity to hear voices other than the teacher's,it enables students to acquire good speaking habits as a result of the spoken English they absorb,and helps to improve their own prononciation.

I.3.1.Extensive Listening

The importance of Extensive Listening is obvious in language learning.Krashen (1985), advocating the Input Hypothesis, argues that humans acquire listening skills and language by understanding language that contains structures slightly beyond their current level of competence.Also he mentioned that it is very important for learners to listen to easy oral spoken language because Easiness is a key factor to improve listening skill.(cited in Onoda ,S.2012 :176).

According to(J,Harmer 2002:228). " Extensive listening will usually take place outside the classroom,in thestudents'home,car,or on personal stereos as they travel from one place to another" Extensive listening never requires the students to pay attention to every word and understand it ,wherease they need a global understanding that is they understand the texts as a whole. In addition Nation, 2007 suggests that Extensive Listening must meet the following four assumptions of the meaning-focused input and fluency strands :

1 /Learners listen to what is largely familiar to them in terms of vocabulary, content, and discourse features.

2/Learners focus on meaning (intrinsically interesting texts).

3 / Pressure is applied to the learners to perform at a higher than normal speed.

4 / Learners are exposed to a large amount of input. .(cited in Onoda ,S.2012 :176).

I.3.1. Intensive Listening

Intensive listening is listen clearly, and understand both lexical and gramatical structure of the text. According to M,Rost 2002 " Intensive listening refers to listening for precise sounds, words, phrases, grammatical units and pragmatic units ". (P, 138).So that intensive listening requires attention to every specific item of the language,it is used usally in classes for examples

when the teacher is dectating the students pay attention carefully to the information,and try to understand it well.

Harmer,J,(2002:230) claims that "a popular way of ensuring genuine communicationis live listening where the teacher and /or visitors to the class talk to the students.this has obvious advantages since students can interrupt speakers and ask for clarification ". In other words when the listener is face to face to the speaker ,he can ask or stop him whenever he wants, he suggests that live listening can take the following forms :Reading aloud,Story-telling,Interview,Conversations, He also confirms that we need to build up students' confidence by helping them listen better rather than by testing their listening abilities (p231). « in particular we need to focus on the teacher's roles such as organiser ,operator,organisor,and prompter.

I.4.Teaching Listening in Classroom

In spite of its importance in foreign language learning, the teaching of listening comprehension has long been somewhat neglected and poorly taught aspect of English in many EFL programs (Mendelsohn, 1994:9).past teachers used to concentrate more on the other skills such as written,speaking ,reading ,and neglect the listening skill. However ,a large L2 finding indicates that listening is the most important skill for language learning because it is the most widely used language skill in normal daily life, because it is an active process that is very important for all levels of education because it is such an introduction to other skills, that is why teachers should concentrate more on teaching it at classroom."Listening is even more important for the lives of students since listening is used as a primary medium of learning at all stages of education" (Gilakjani & Ahmadi, 2011 :979). For this reason, it is important for teachers to find effective strategies for presenting audio input in order to help students develop listening strategies and take the maximum advantage of language learning opportunities. The teachers, always hope that their students are listening carefully to their lessons and assignment

instructions. Unfortunately, they find that sometimes they are not paying close attention to what they are saying and this can affect their learning. "teaching is `designed' or `planned' by a curriculum to practise language. Whether this is effective or not partly depends on how the previously `planned' curriculum is implemented. The other major reason for the gap between the planned and implemented curriculum is that learners have their own interpretation of the `planned' curriculum and their `hidden agendas" (Nunan, 1988: 141).

According to Richards ,J,(2008 :01)

> "The teaching of listening has attracted a greater level of interest in recent years than it did in the past. Now, university entrance exams, exit exams, and other examinations often include a listening component, acknowledging that listening skills are a core component of second-language proficiency, and also reflecting the assumption that if listening isn't tested, teachers won't teach it".

He also mentiones that listening has also been examined in relation not only to comprehension but also to language learning. Because listening can provide much of the input and data that learners receive in language learning,in other words the most input the learners are exposed to is from listening rather than the other skills ,that is why teaching it at classrooms is very essensial. He advocaded that in contexts where comprehension and acquisition are the goals of a listening course, a two-part strategy is appropriate in classroom teaching and instructional materials, namely:

1: Listening as comprehension: Use of the materials as discussed in the preceding section.

2: Listening as acquisition: The listening texts used are now used as the basis for speaking activities, making use of noticing activities and restructuring activities.(p17)

I.4.1.Activities in the Listening Lesson

"Listening activities in many language classrooms tend to focus on the outcome of listening; listeners are asked to record or repeat the details they have heard, or to explain the meaning of a passage they have heard "(L,Vandergrift,C,M,Goh ;2012 :4). Like any process, listening activity has three main stages or steps should be followed: pre-listening stage , during or while listening stage , and finally post listening stage. In these three stages, the learners would be able to participate in the listening activity in effective way.

I.4.1.1.Pre-Listening Stage

pre-listening activities are some procedures done by the teacher before the listening activity such as to prepare materials that are authentic, thing that can imitate the real life situations; give the students clear instructions so that they have a general idea about what they are going to do;also the teacher put some factors in consideration such as the time ,the setting or the suitble materials; introdusing to the students the topic or the type of the listening activity they are going to work on later. Underwood (1989:23)declares that pre-listening task can consist of a variety of activities, which can help the teacher to focus the students' minds on the topic by narrowing down the things that the learners anticipate to hear and stimulating relevant previous knowledge and already known language, including:

- ➢ The teacher providing background information;
- ➢ the students read something relevant to the listening text;
- ➢ the students look at some pictures;
- ➢ discussing the topic or situation to the listening text;
- ➢ a question and answer session to the listening text;
- ➢ written exercise to the listening text;
- ➢ following the set of instructions relevant for the while-listening activity;
- ➢ students think about how the while-listening activity will be organised.

Pre-listening activities help students make decisions about what to listen for and, subsequently, to focus attention on meaning while listening. In order to encourage a personal approach to listening, and thereby foster autonomy during this phase, the teacher can encourage discussions, with the whole class or in pairs, on how different students prepare themselves for a particular listening task before beginning it.(L,Vendergrift,1999 :172).

I.4.1.2.During Listening Stage

In this stage the teacher choose the activity according to several criteria like the student abilities or interest,they do different activities and discussions with the teacher about the information these activities or tasks make them better understand while they liseten. The following are some examples of while-listening activities.

➢ Comparison of the listening passage with the pre-listening stage.

➢ following instructions-learners are given a set of instructions and are supposed to show whether they understood them by a physical response.

➢ filling in exercise-students listen to a dialogue and are asked to fill in the missing information.

➢ spotting the difference- learners make responses only when they hear something different to what they already know about the topic or the speakers.

➢ information transfer- learners are asked to fill, forms, lists, maps or plans.

➢ sequencing- students are given a set of pictures and they have to put them into the correct order.

➢ information search- during the listening learners focus on specific items.

➢ Matching- students are asked to match items according to the recording.

According to vandergrift,During the listening activity the students try to monitor their comprehension and make decisions about the strategy they use.

I.4.1.3.Post-Listening Stage

(L,Vandergrift,C,M,Goh ;2012) :« Post-listening activities, are carried out after a listening task to extend the communicative listening outcomes. These activities are useful for increasing the authenticity of the overall listening task, particularly when the listener response is not something that people would normally do when listening, such as filling in blanks ».(p184).in this stage stage the students can use their knowledge from the previous stage "while-listening stage" for completing the exercices.also they mentioned that post-listening activities provide an opportunity for learners to notice specific language in the input they heard, thus helping to facilitate their overall acquisition of the target language.

I.5 . Problems of Listening Comprehension

When listening to a native speaker the learners face a lot of problems,for example they cannot control the speed delivery of speech,and they must be able to understand the meaning of words immediately, a number of studies have been conducted concerning the students'listening comprehension problems . Underwood (1989:16) organizes the major listening problems as follows:

1. Lack of control over the speed at which speakers speak .

2. Not being able to get things repeated.

3. The listener's limited vocabulary.

4. Failure to recognize the "signals,".

5. Problems of interpretation.

6. Inability to concentrate.

7. Established learning habits.

According to Dr A,Hamouda (2013:114)

> "EFL learners have serious problems in English listening comprehension due to the fact that universities pay more attention to English grammar, reading and vocabulary. Listening and speaking skills are not important parts of many course books or curricula and teachers do not seem to pay attention to these skills while designing their lessons. Most teachers take it for granted and believe that it will develop naturally within the process of language learning."

For making teaching listening comprehension more successful and effective there are certain principals teachers should take into concideration before the listening practice. Ur (1984:4) states that teachers should have objectives before presenting any listening activities in order to help students have some idea about the subject and raise their awareness and expectations about what they will listen to,Also she confirms that planning objectives is one of the most important conditions for successful listening comprehension. Therefore, she adds that "it would seem a good idea when presenting a listening passage in class to give the students some information about the content, situation and speaker (s) before they actually start listening"

Many researchers (Vandergrift 2007, Anderson ,and Lynch 1988,Underwood 1989)states that these problems the learner face when listening is caused by many factors such as non recognized words , speech rate ,pronunciation , concentration ,and many other obstacles that the language teachers can repaire it by understanding the students' listening problems in understanding aural texts , making them know how to use listening strategies in effective way. Boyle (1984 :35) points out three negative factors that affect a good listening process :

1.Factors related to the listener, 2.Factors related to the speaker,3.Factors related to the material. He also states that there are other factors that affect the listening skill such as the language used to convey the message,the difficulty of content or terminology,acoustic environment,and amount of support provided by gestures. Moreover, learners have a limited vocabulary and the native speakers may choose words which they cannot interpret. Listeners sometimes come across a strange word, which may allow them to stop and start to guess the meaning of that word so they would miss the subsequent parts of speech. In addition to this, Nobuko Osada, 2004 reported that listening has not drawn much attention of both teachers and learners, they are generally less aware of its importance. In classrooms, teachers seem to test, not to teach listening. (citedin Dr.Hamouda 2013:115).

II. Listening strategies

Listening Strategies play an influential role in the process of listening comprehension.

II.1.Definition of Language Learning Strategies

There has been an increasing interest toward language learning and language learners since 1970s with the emergence of cognitive revolution, and since then, great attention has been paid to language learning strategies (LS).(cited in Pezhman ,Z, 2012:163). Also Richards, Platt and Platt,(1992:209) argued that "learning strategies are intentional behavior and thoughts that learners make use of during learning in order to better help them understand, learn, or remember new information" .Hence,LS   are special ways of processing information that improve comprehension and learning.

Oxford,R, 1990 confirms that the word strategy comes from the ancient Greek word strategia, which means steps or actions taken for the purpose of winning a war. The warlike meaning of strategia has fortunately fallen away, but the control and goaldirectedness remain in the modern version of the word (cited in Oxford 2003:8).Many researchers have attempted to define the term LS in accordance with the changes in psychology and cognitive theories. Rubin (1975: 43), in his study, broadly defines the strategies as"the techniques or devices which a learner may use to acquire knowledge." Oxford (1990:8) also provides an alternative definition of LS as "specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations." And divided language learning strategies into two main categories, direct and indirect strategies. While direct strategies concerned with the language, indirect ones do not concerned with the language

directly. In other words a learning strategy is a specific mental procedure for gathering, processing, associating, categorizing, rehearsing, and retrieving information or patterned skills.

Hence, learning strategies refer to attitudes and behavior that is oriented towards goals. ,and the use of these strategies can improve student performance in inclusive settings or on grade appropriate tasks,and it helps students learn essential components of learning develop vocabulary, and perceive the structure of the English language.

II.2. Definition of Listening Strategies

"Interest in strategy use and strategy instruction derives from research over the years into ways of facilitating language learning" (Rubin, 1975; Wenden and Rubin, 1987; O'Malley and Chamot, 1990; Oxford, 1990), (cited in N,Schmitt   :186),because Listening provides the aural input that serves as the basis for language acquisition ,and the term Listening strategies refer to the techniques or activities that contribute directly to the comprehension and recall of listening input. Listening strategies can be classified by how the listener processes the input.

L2 listening strategies research has been increasingly directed to clarify listeners' mental processes and identify the strategies used by them (Mendelsohn, 1995; Vandergrift, 2007). In fact, many researchers try to prove the teachability of FL learning strategies ,and what strategies learners actually use while listening to oral texts then comparing them with group of learners (successful and less successful). by training students in using them to learn specific language skill and then investigating the effect of this training on acquiring strategy use and improving such skill. the finding results open the question of whether or not learning and listening strategies are taught.one of those researchers is Murphy (1985), using think aloud with his subjects, 12 ESL intermediate college students; he found that effective listeners placed more emphasis on

"personalizing" from their background knowledge ; they were self-described and anticipated more often than less proficient learners. He also analyzed cognitive and metacognitive strategies together, identifying four patterns of strategy use to find that more proficient listeners tended to use strategy called "wide distribution" and less proficient listeners more frequently used the 'text heavy strategy'. (Rubin, 1994) .(cited in N,Moussaoui 52-53).

In other words, the effective listeners use listening strategies in a flexible way ,whereas; less proficient listeners cannot use the strategies in effective way.

Vandergrift (2003) studied the types and differences of listening strategies used by more skilled and less skilled 7th grade listeners while they listen to authentic texts in French. A think aloud procedure was employed to gather the data and it was further analyzed quantitatively and qualitatively. The study lasted for two years as a longitudinal investigation in which the progress of an experimental and control group of 36 learners were compared. The quantitative analysis, firstly, showed that all participants used cognitive and metacognitive strategies. The only metacognitive strategy that appeared to be not used is "evaluation strategy". Secondly, the more skilled listeners appear to gain more control of the listening process through the use of metacognitive strategies primarily "*comprehension monitoring*". Thirdly, the more skilled listeners engaged in more questioning elaboration, in that they continue to ask questions about what they are hearing, thus, demonstrating openness and flexibility in their approach. Finally, the less skilled listeners engaged in more direct translation.

In the qualitative analysis, Vandergrift found that the less skilled listeners appeared to engage in translation and applied only a bottom-up approach which resulted in a superficial engagement with the text and with little construction of the meaning,and with the more skilled

listener she combining both bottom-up and top-down approach to allocate more options to organize more metacognitive strategies, and used effective combination between both cognitive and metacognitive strategies described by Murphy (1985, p. 38) as " coupling strategies together like links in a fence". (cited in N,Moussaoui 2014: 55).

II.3.Types of Listening Strategies

Research has been conducted with L2 learners, examining the learning or listening strategies that they use when they listen to oral English texts. Many researchers have indicated in their research that strategy use is important and helps L2 learners better understand oral English texts, Goh (1998), Green and Oxford (1995), Khalil (2005), Oxford (1994), and Vandergrift (2003a, 2003b) .(cited in J,Ishler,2010 :74).

II.3.1.cognitive listening strategies

Cognitive strategies are direct strategies used to orchestrate the mental processing of a target language. They are the 'specific "attacks" that learners employ when faced with a learning or comprehension problem (Brantmeier, 2002: 1). Cognitive strategies are used to help an individual achieve a particular goal. "Cognitive strategies involving the reconceptualization of a paragraph at a higher level of abstraction"(A,Cohen1996 :7).

Anderson (1990) proposed a cognitive theory is that of "automaticity". This theory is very important because it tries to explain why repeated listening may be beneficial. According to him the capacity of attention for separate tasks is limited and must be divided up among the processes that require attention. The more a process has been practiced, the less attention it requires. Anderson refers to the processes that require little attention as "automatic." He classifies cognitive processes into two separate types: automatic processes, and controlled

processes. The automatic processes are completed without conscious control by the subjects, while controlled processes seem to require conscious control.

II.3.2.Metacognitive listening strategies

Metacognitive strategies are indirect strategies used to monitor the self while engaged in an activity such as reading. In other words, metacognitive strategies is thinking about once own thinking ,they are mental processes that listeners use to understand spoken English.They can be broadly described as listening comprehension strategies. Anderson (1991) confirms that among all strategies, metacognitive strategies are considered as the most essential ones in developing learners' skills . Vandergrift (2007)suggests some teaching techniques to develop students' metacognitive strategy use by illustrating some listening activities that are simple and helpful for listeners to develop their metacognition. His activities are mostly based on the idea that the regular use of pre-listening, listening and post-listening activities is likely to promote the acquisition of metacognitive strategies. He also suggests using a checklist including two parts as "before listening" and "after listening".

According to L,vendergrift

> .Metacognitive strategies involve thinking about and directing the listening process: they include actions such as planning, monitoring, evaluating and problem-solving. These because they oversee, regulate or direct the listening comprehension strategies are important process by orchestrating the deployment of specific cognitive strategies. In addition, the listener uses from the listening text or apply a specific technique to cognitive strategies to manipulate elements the listening task. While metacognitive strategies may direct listening activity, their directive power cannot be realised without the application of appropriate cognitive strategies. Therefore, successful L2 listening involves the careful orchestration of both metacognitive and cognitive strategies
> (cited inStella ,H and T,Lewis ,2008:84).

Metacognitive listening strategies are actions that the learner deliberately takes to enhance comprehension and regulate the listening process such as

planning,monitoring,evaluation,and problem solving.Many researchers'findings (Vandergrift, 2003; O'Malley and Chamot, 1990; Thompson and Rubin, 1996)   focus on the use of metacognitive strategies that lead to better listening performance in different contexts .

II.3.3. Socio- Affective Listening Strategies

Learning can be enhanced when people interact with each other to clarify a confusing point or when they participate in a group discussion or cooperative learning group to solve a problembut in this study we deal just with cognitive and metacognitive listening strategies.

Table 1 : Metacognitive, Cognitive, and Socio-affective Strategies(cited in N ,Moussaoui 2014:61)

strategy group	Strategy set	Description
Metacognitive	Planning	Planning and organizing in advance so that a task can be successfully completed.

	Monitoring	Overseeing the ongoing listening process (comprehension, performance) so that a task can be successfully completed.
	Evaluation	Checking comprehension and strategy use after listening to a text to verify that a task has been successfully completed.
	Problem identification	Explicitly identifying the central point needing resolution in a task
Cognitive	Rehearsal/Repetition	Repeating information to facilitate retention.
	Inferencing/Guessing	Using understood information in text to guess, predict, or complete missing information.
	Summarizing/Note-taking	Periodically combining what has been heard to facilitate retention of the information.
	Associating/Elaborating	Using visual images to help in the comprehension of new verbal information.
	Imagery	Linking, integrating, grouping, or combining new ideas with known information according to logical principles
	Practicing	Using language to communicate which facilitates and accelerates the retrieval of appropriate information from long-term memory.
	Analyzing and Reasoning	Constructing rules, or comparing and contrasting words or expressions between the target language and the EFL learner's primary language to make language learning easier.
	Translating/Transferring	Converting words or expressions from the primary language into the target language; or using words, concepts, or structures from the learner's primary language to understand the target language.
Socio –affective	Cooperation	Working with peers to check comprehension, resolve a question with a text, share information, check notes, or obtain feedback on a learning task.
	Questioning/Clarification	Asking a teacher or a peer for additional explanation, rephrasing, or examples.
	Encouragement	Using rewards, supportive statements, and prodding to take risks, either from oneself or from others .
	Monitoring Emotions/Lowering Anxiety	Understanding one's feelings, motivations, and attitudes about learning the target language and finding ways of lessening apprehensions and negative attitudes toward the target language.

II.4.Cognitive Theories and Listening Comprehension

Anderson (1990) argues that the process of listening comprehension is composed of three

interrelated and recursive phases: perception, parsing, and utilization. Perception involves

translating a sound into a word representation. During this phase, the listener attends closely to input and makes an effort to segment phonemes from the continuous speech stream. The second listening comprehension process, parsing, involves translating the word representation into a meaning representation. The listener parses a sentence by analyzing it into phrases or constituents, and then interprets the meaning of each constituent. The third process,utilization involves the listener relating the information in sentences to knowledge; they have about the world. The listener tries to comprehend the new information by relating it to old information.

Goh (2000) also tried to look for evidence for the listening processes proposed by Anderson. He investigated the listening problems faced by second language listeners, Instead of looking at listening strategies. He claims that while the participants engaged in listening tasks ten listening problems occurred. These problems can be distinguished into the three phases proposed by Anderson. Goh also tries to examine the difference between the listening difficulties of L2 listeners of different capacities,he found that the listeners who have high-ability often reported top three problems, related to one perception, one parsing, and one utilization.Whereas, among the three problems most frequently reported by low-ability listeners, two were related to perception and one was related to parsing. Goh suggested that low-ability listeners reported more problems related to perception and parsing because they hardly ever get beyond the phase of perception and parsing.

O'Malley et al and Goh's studies have shown that listening strategies used by second language listeners and the listening difficulties faced by them are related to the three listening comprehension phases proposed by Anderson (1990).

II.5. Effective and Ineffective Listening Strategies

Research has illustrated that not all of the strategies learners use are effective in helping them listen. O'Malley and Chamot(1990:132) states that there are significant differences between effective and ineffective listeners on aspects such as checking comprehension,

elaborating, and inferencing. These researchers found that "whereas the effective listeners used both top-down and bottom-up approaches, the ineffective listeners used only a bottom-up approach to comprehend" (cited in Flowerdew ,J,&L,Miller 2005:69-70).

In another study, (cited in J,Flowerdew,& L,Miller 2005:70) O'Malley, Chamot, and Kupper (1989) found that effective and ineffective listeners differed in three main ways: perceptual processing, parsing, and utilization.

Perceptual processing:Effective listeners are aware of when they stop attending and try to redirect their attention to the text. Ineffective listeners are often put off by the length of the text and by the number of unknown words they encounter. When they stop attending because of these factors, they do little to redirect their attention to the text.

Parsing: Effective listeners usually attend to larger chunks (or parsing) of information and only attend to individual words when there is some message breakdown. They utilize intonation and pauses and listen for phrases or sentences. Ineffective listeners tend to focus more on a word-by-word level – a bottom-up strategy.

Utilization: Effective listeners use world knowledge, personal knowledge, and self-questioning as a way of attending to the message. Ineffective listeners use these elaboration techniques less. Whereas effective listeners can be described as actively participating in the listening process, ineffective listeners are more passive.

Chamot (2005) states that descriptive studies have "confirmed that the good language learners are skilled at matching strategies to the task they were working on, whereas less successful language learners apparently do not have the metacognitive knowledge about task requirements needed to select appropriate strategies" (p. 116). Also, Rubin and Thompson(1994) try to describe "good" language learners in terms of personal characteristics, styles, and strategies. They believe that good language learners:

1. Find their own way, taking responsibility for their own learning,

2. Organize information about language,

3. Are creative, and try to feel the language by experimenting its grammar and words,

4. Create opportunities for practice in using the language inside and outside the classroom,

5. Learn to live with uncertainty by not getting confused and by continuing to talk or listen without understanding every word,

6. Use memory strategies to bring back what has been learned,

7. Make errors work for them and not against them,

8. Use linguistic knowledge, including knowledge of the first language, in learning a second language .

9. Use contextual cues to help them in comprehension,

10. Learn to make intelligent guesses,

11. Learn chunks of language as wholes and formalized routines to help them perform "beyond their competence",

12. Learn to use certain tricks to keep conversations going,

13. Learn certain production strategies to fill in gaps in their own competence,

14. Learn different styles of speech and writing and learn to vary their language regarding the formality of the situation. (cited in Pezhman Zare 2012:162)

However, they insist that successful language learners have reported to use wider range of learning strategies,and being aware of the characteristics, techniques, and strategies of a good language learner facilitate students' language learning and help them enhance learning efficiency. In addition, with this knowledge and awareness, students' language learning can be improved through learner training by their instructors.

II. 6.The importance of Teaching Listening Strategies

To help students acquire new knowledge, the language teacher should consider the importance of listening strategies and developing active listening skills in their students and support them to develop their learning strategies. Hence,the teacher should try to discourage students from using the mother tongue during speaking activities, has to explain and show to the students how to deal with texts,and explain how to make the best use of learning strategies. As Flowerdew & Miller (1996: 4) assumed that the problems of the students were for the speed of delivery, new terminology and concept, difficulty in focusing and the physical environment.

And according to Dr. Renukadevi (2014:60) The main reasons why the learners feel listening difficult are:

1- Lack of effort to understand each and every word while listening. Especially in L2 acquisition they are unable transfer their L1 skill easily to a second language.

2- Failure or laziness to build up their vocabulary gradually and this greatly reflects in their listening and keeps them low spirited in acquiring the language skills.

3- Listeners problem with different pronunciation, accents as they stick to one particular articulation.

4-Listener's concentration power or listening stamina greatly influences their listening skills, which is not so in the case of acquiring the other language skills (reading, speaking and writing) even when they are carried for a longer period of time.

5- Distraction by the physical setting or the environment in which listening is to be carried out. This becomes an added challenge for an average learner and a main confront even for good listeners.

He also confirms that Listening activities generally induces the anxiety and stress among the learners as it involves the interpersonal and interpretive modes of communication in which

he/she has to actively participate. Mainly, unlike other language skills it is not at learner's control and may be done at variable speeds as it is not at the complete control of the listener at all settings.(p 61) ,In addition, Field (2009:305) confirms that "strategy-based instruction aims to assist learners in being more responsible for their effort in learning and using the target language. It also aims to assist them in becoming more effective learners by allowing them to individualize the language learning experience".

Strategy is an important critical thinking tool , it forces students to examine many variables and create a plan based upon that raw data. It is very important to teach listening strategies in order to train students to be strategic thinkers. with teachers adopting the role of facilitator we have to mention the role of learners, controlling the learning process where the child engages in in-depth learning rather than merely covering breadth a topic,this is what is called learners autonomy which considered as a crucial concept that students actively manage their learning in and out of the classroom. Teachers should help students develop gradually from teacher dependence to autonomyAs an old Chinese saying goes "Give a man a fish, and you feed him a day; teach him how to fish, and feed him for a life time". the autonomous learner takes a pro- active role in the learning process, generating ideas and availing himself of learning opportunities, rather than simply reacting to various stimuli of the teacher (Boud, 1988; Kohonen, 1992; Knowles, 1975). In other words we can say that In language learning, a teacher can offer all the necessary tools and informations, but learning can only occur if learners willing to participate,and succeed.

Conclusion

Without listening skill, language learning is impossible, because listening is an active process and very effective skill which helps us develop the other skills and comprehension as a very important component of listening. In this chapter, we defined the concept of listening, Listening comprehension , also two of its main techniques the top-down and bottom-up listening processes ,and we tackled listening comprehension problems, then the use of different and beneficial listening strategies (cognitive , and metacognitive) that may help students overcome listening comprehension obstacles, and improving listening skill .this chapter presents a basic idea about the concept of listening comprehension and its constituents and shows how teachers ,and students can use listening strategies in an effective way.

Chapter II: Fieldwork

Chapter two : Fieldwork

Introduction

The present chapter is devoted to the analysis of the student' questionnaire ,and the think-aloud protocol as a research data gathering tool .the collected data , and the finding results   help us in investigating students' listening strategies .

III.1. The Students' Questionnaire

III.1.1.Population and Sample

The student' questionnaire was conducted with third year LMD in the English Devision at Biskra University , they are 450 students from which, we choose randomly(50) students to answer the questionnaire .

III.2. Description of the Student's Questionnaire

The students' questionnaire aims at answering Mendelsohn's (1995 :135) question, "everyone has strategies they use; what must find out is what these strategies are" ,and the questions were originally adopted from Vandergrift (1997). The scores were on a five-point scale with strongly agree, agree, neutral , disagree, strongly disagree. it was devided into three main sections:

Section one: concerned with general information about the participants,his/or her gender ,and age .

Gender: Male □ female □

Age: …………..

Section two : is about students' perception of the strategies they use while listening to aural transactional texts. the type of this questionnaire is likert which is the most suitable in such questionnaire . According to Bell (1993: 139) the most straightforward scale is probably the one that asks respondents to indicate strength of agreement or disagreement with a given statement or a series of statements.this section is devided into three main parts pre,while,and post listening

strategies ,also cognitive ,and metacognitive listening strategies .each part contains six sentences which presents a group of strategies they use while listening to aural transactional texts.(cited in Moussaoui,2014:82).(**see Appendix 1**) ,and the table below shows a sample of the questionnaire.

	when listening to English, the strategies that learners use are listed below, say to what extent you agree or disagree with the following statements	Strongly agree	Agree	neutral	Strongly disagree	Disagree
Pre-listening stage	I usually make a mental picture of situation I listen to in a text					
	Before listening, I decide what information that I will need to successfully complete the task					
While listening stage	Based on known words in a text, I try to guess the meaning of unknown words					
	When listening, I focus on the words that I hear most clearly					

post-listening stage	I give myself a reward when I have completed my goal for understanding					
	I judge how well the strategies I used worked once the listening task is completed					

Section three: consists of (11) items which presents listening comprehension problems and difficulties.

When you listen to an English Text what are the difficulties or problems you face:

	Strongly agree	agree	disagree	strongly disagree
1.The speed of the speakers	☐	☐	☐	☐
2. Understanding word meaning	☐	☐	☐	☐
3. Comprehend the meaning intended by the speaker	☐	☐	☐	☐

III.3. Administration:

Table 1: Summary of the Instruments Used in the Study and Data Collected.

The technique	Analysis tools	The administration Date	Information collected
Questionnaire	Descriptive statistics	12 /03/2017	The strategies students used while listening in English. -The problems students faced while listening in English
Think aloud Protocol	Coding	16/04/2017	-Strategies students used to make sense of the spoken message -Students' problems in listening to Aural texts.

Table 2: Representation of the Students' Questionnaire

	Number	Percentage
Handed questionnaire	50	100%
Returned questionnaire	50	100%
No answer	0	00%
Total	50	100%

We notice that all the questionnaire were answered and hunded back.

III.4.Distribution:

Section one :

Table 3: Students' gender

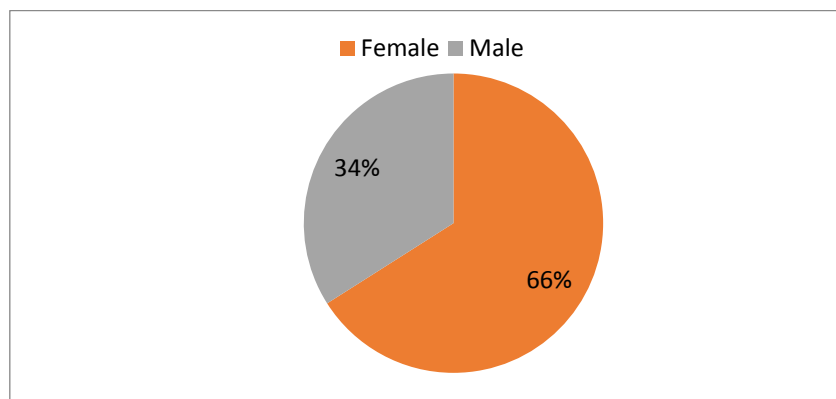| Gender	Number of students	Percentage %
Female	33	66%
Male	17	34%
Total	50	100%

Figure 3:students' gender

Table 2.1 shows that 66 % of the participants were female and 34 % were males. This indicates that the majority of students in the university are female.

Table 4 : Students' Age

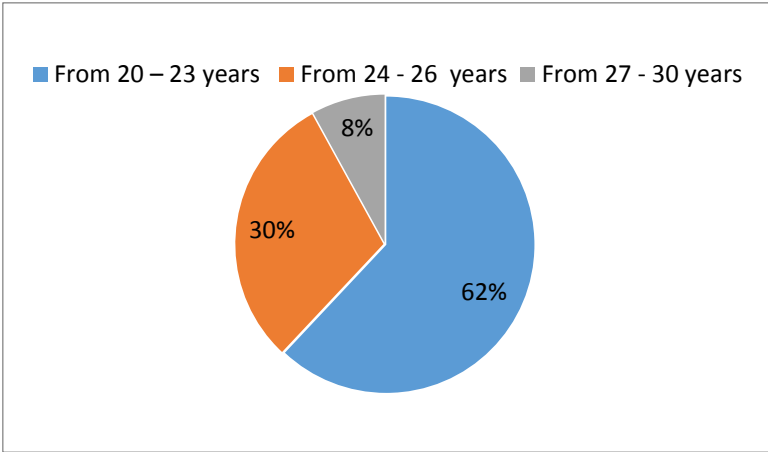| Age	Number of students	Percentage %
From 20 – 23 years	31	62 %
From 24 - 26 years	15	30 %
From 27 - 30 years	4	8 %
Total	50	100 %

Figure 4: students' age

Table 1.4 shows that the participants ' aged between 20 and 23 were about 62 % (31 students) while 30 % of the participants were between 24 and 26 (15 students) , and the rest 8% for the participants' aged between 27 and 30 (4 students).This indicates that the students' age might affect the type of strategy they use.

Section two:

Table 5: The most used pre- listening strategies

Strategy type	Strongly agree Agree	Neutral	Strongly disagree Disagree
Imagery	40.6 %	24.3%	35.1%
Planning	36 %	34.3%	29.7%
Planning	35 %	28%	34%
Planning	42 %	26%	32%
Planning	56 %	20%	24%
Guessing	41.5 %	20.3%	38.2%
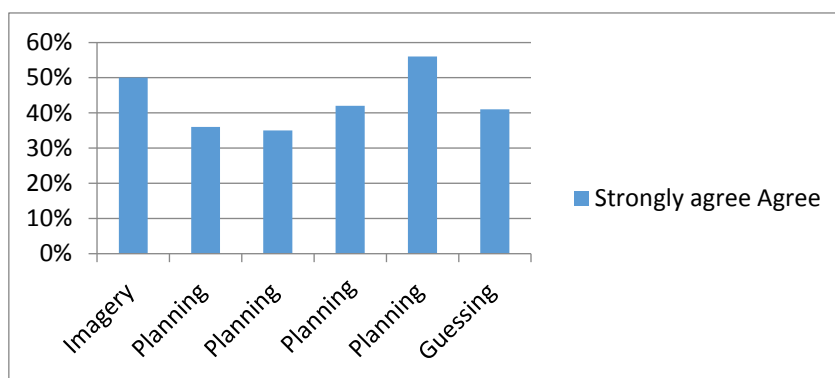
Figure 5:pre-listening strategies the most used by students

Table 1.5 indicates that the most pre- listening strategies that the students perceive that they use **planning strategies** (I try to think of questions that are going to be asked 56 %),and (I have a definite goal before I listen to a texts(42%),(I decide what information that I will need to successfully complete the task (36 %), I keep in mind the answers I am looking for while listening to a text(35%) ,while imagery (I usally make amental picture of situation I listen to in a

text 40.6 %),in addition they use guessing (My central aim is focusing on meaning as I am listening 41.5 %).

Table 6: while listening strategies

Strategy type	Strongly agree Agree	Neutral	Strongly disagree disagree
Guessing	60 %	20%	20%
Rehearsal	32 %	44%	24%
Association	50 %	34%	16%
Note taking	38 %	24%	38%
Guessing	22 %	26%	52%
Monitoring	56%	24%	20%
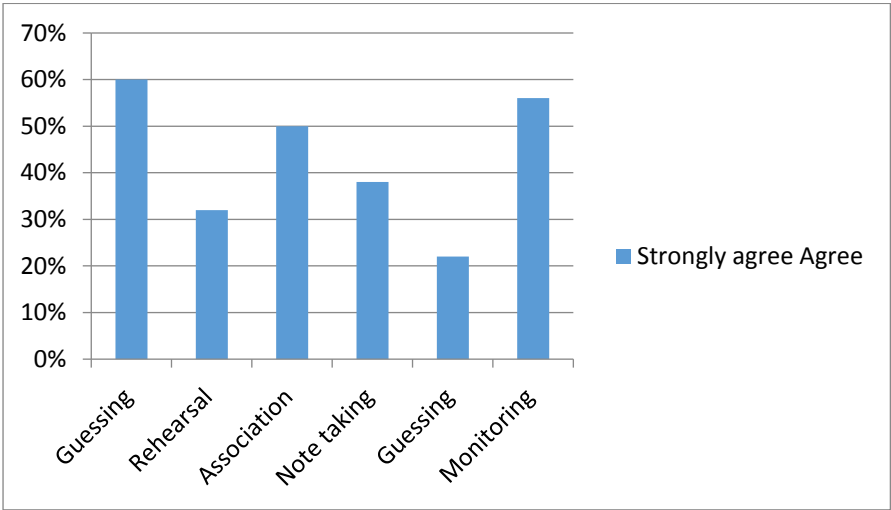
Figure 6:while-listening strategies.

Table 1.6 demenstrate that all the the strategies percentage are very close to each other . guessing is the most used strategy among students (Based on known words in a text, I try to guess the meaning of unknown words (60%), monitoring (56%)while, Association with (50% I use my background knowledge to help me understand unclear ideas). While note taking (I note down key words and concepts while listening 38%),and rehearsal (when listening ,I focus on the

words that I hear most clearly 32%), (22% guessing) (when listening I try to think ahead and anticipate what comes next) represent the less used strategies.

Table 7: post-listening strategies

Strategy type	StronglyAgree Agree	Neutral	Stronglydisagree disagree
Evaluation	46 %	40%	14%
Problem identification	60%	26%	14%
Note taking	60%	12%	28%
Association	62%	18%	20%
Evaluation	52%	22%	26%
Analyzing	40 %	32%	28%
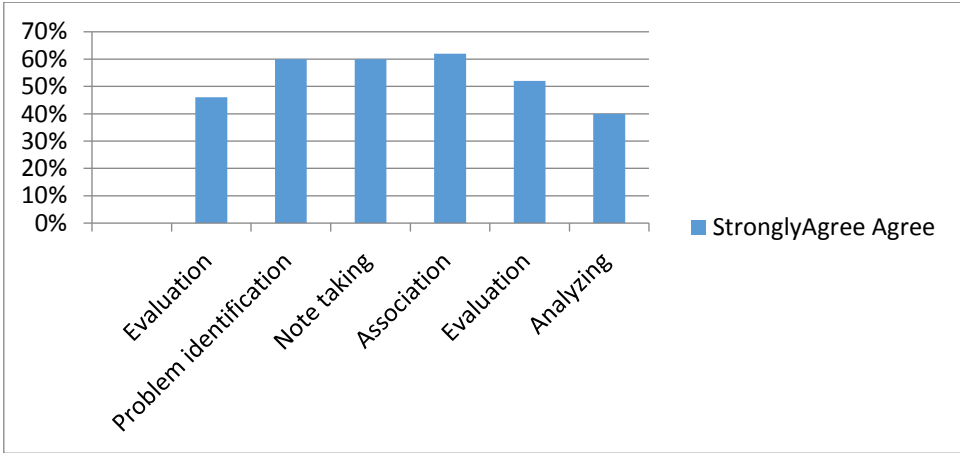
Figure 7: post-listening strategies.

According to table 1.7 Association (62%) (I try to make personal associations with what I hear when listening),Note taking (60%) (I put information that I hear in my own words to remember it) are the strategies that the students perceive that they use more ;whereas, Problem Identification(60%) (I Judge how well the strategies I used worked once the listening task is completed), while the last percentage is for students who use evaluation between 46% and 52 %

which represents the two statement I give muself a reward when I have completed my goal for understanding ,I check my answers during the listening activity.

Table 8: Cognitive listening strategies

Strategy type	Percentage %
Pre - listening strategies	41.05 %
While listening strategies	40.3 %
Post – listening strategies	61 %
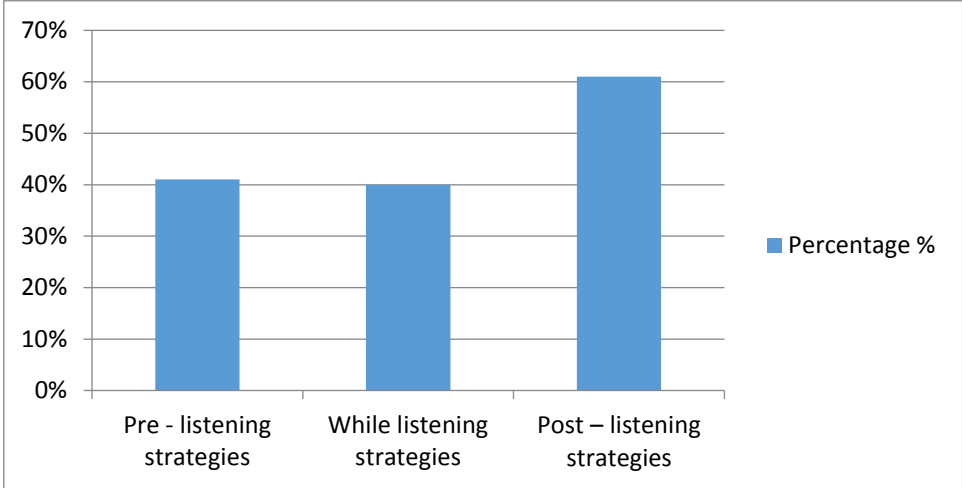
Figure 8: cognitive listening strategies

Table 1.8 shows that students think that they use cognitive listening strategies more after listening (post listening) with (61 %),which are evaluation, note taking, and (41.05 %) for pre - listening strategies ,which represents guessing ,imagery ; whereas , while listening strategies represent (40.3 %),which are association ,analyzing, guessing ,and note taking.

Table 9: Metacognitive listening strategies

Strategy type	Percentage %
Pre –listening strategies	42.25 %
While listening strategies	56% %

Post – mistening strategies	52.6 %
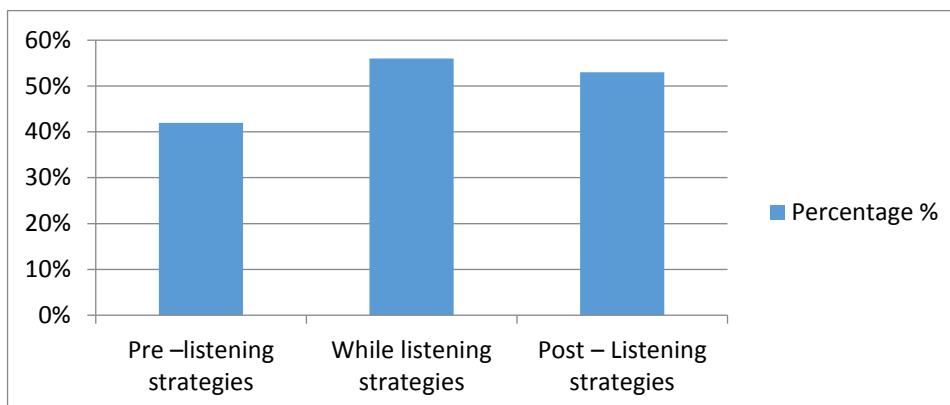
Figure 9: Metacognitive listening strategies

Table 1.9   show that   students use metacognitive listening strategies more (while listening with 56 %),which is monitoring this is may be due to the fact they use monitoring strategy which help them   while pre –listening strategies (42.25%);whereas ,(0%) for while listening .

Section three :

Table 10 : Listening Comprehension Problems

Problems	Strongly agree agree	Strongly disagree Disagree
The speed of the speaker	70 %	30%
Understanding word meaning	36 %	64%
Comprehend the meaning intended by the speaker	50 %	50%
The speaker's accent	35 %	65 %
Combining words into sentences	40 %	60%
Unclear speech	28 %	72%
Background and context of the text	85 %	15%
Unfamiliar grammar conctraction	67 %	33%
Identifying the main ideas	46 %	54%
Dealing with unfamiliar topics	60 %	50%
Concentration	22 %	78%
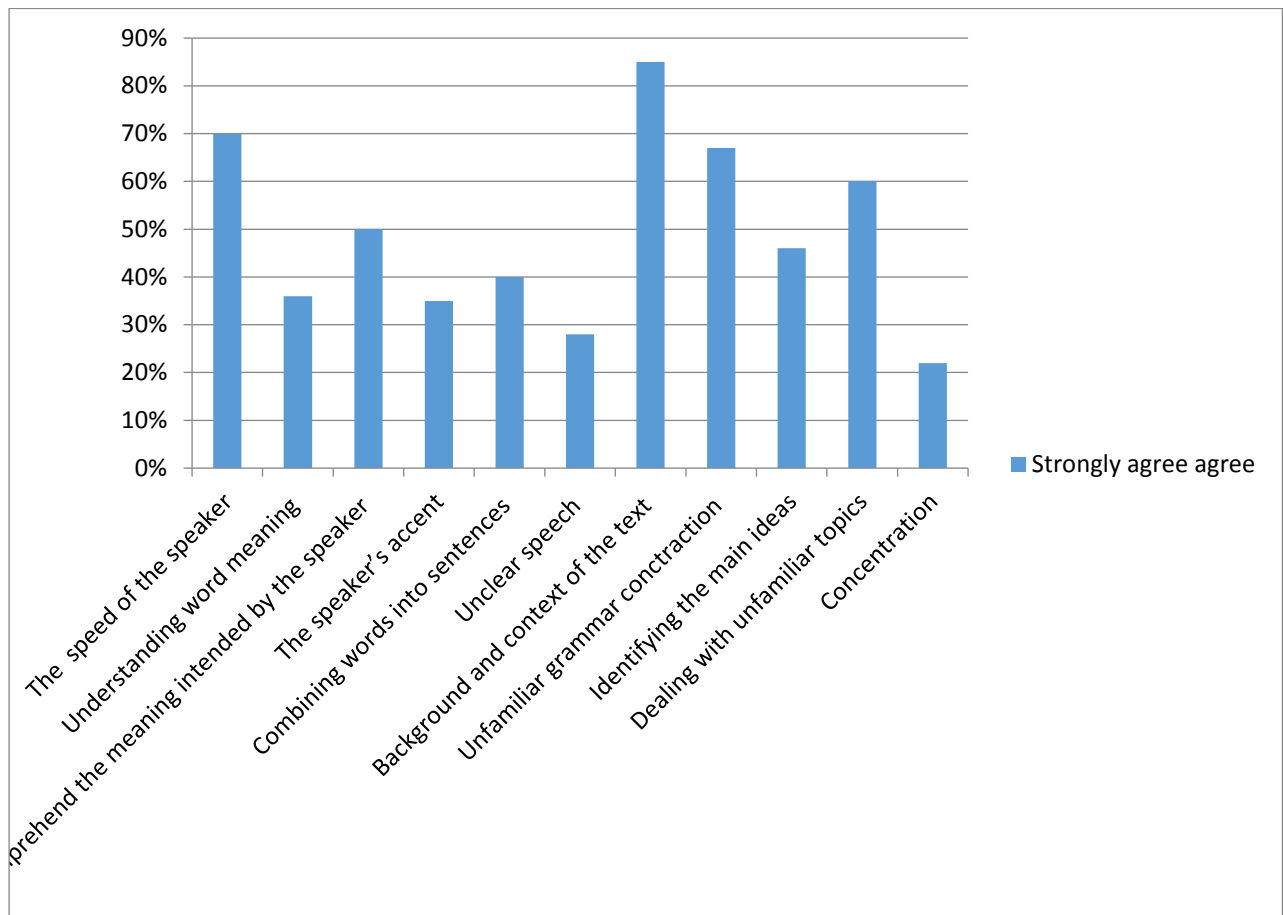
Figure 10 : listening comprehension problems

Table 1.10 shows that students gave the highest percentage to background and context of the text (85%), because when they face difficult text for the first time they could not comprehend it ,then the speed of the speaker (70 %) ,which is a crucial reason ,(67%) for unfamiliar grammar constraction and dealing with unfamiliar topic (60 %),(50 %) comprehend the meaning intended by the speaker ,sometimes the listener understand something ,and the speaker speak about another thing. on the other hand, they give low percentage to identifying the main ideas (46 %), combining words into sentences with (40%), and understanding word meaning (36 %) ,(35 %) the speaker's accent, ,and they gave just (28 %) for unclear speech, and (22 %) for concentration , they perceive that these listening comprehension obstacles do not make a real problems for them .

III.1.3. Discussion:

The analysis of the questionnaire above revealed that the students perceive that they use a variety of strategies in each listening situation .

Strategy planning is the most used than the other strategies such as (I try to think of questions that are going to be asked 56 %) which is planning for what is comes next ,and (I have a definite goal before I listen to a texts (42%) which is planning for what reason I will listen to the text, this may be due to their view of designing a plan before the listening task,as well as, due to the reading of the questions before listening. Hence, they concider in mind what information they will need; in addition , guessing ,and imagery also seem to be an important strategies among students because they try to guess the meaning of the text when they listen to it ,also they perceive that they make a mental picture or situation of the text.

Findings of while listening strategies shows that most students agree that guessing at word meaning is the most common used strategy (60 %) along with monitoring(56%),to determine if they change as a result of the strategy ,and   association (50%)which help them memorize the segments while listening. This choice indicates that the students try to make a mental connection or relation between words, as well as, they concentrate on each clear word they hear . while, analyzing, note taking, and rehearsal seem to be less important strategies for the students, this may indicate that they don't know those strategies,or they do not know how to use them because note taking is a very useful strategy while listening and the same thing with rehearsal and analyzing; However ,Guessing what comes next is not their preferred strategy since it has the least percentage in the whole strategies used(22%); may be they do not know it ,or they do not know how to use it effectively ,because it is very important since it has a relation

with planning strategy and here we find a contradiction between their answers in section one ,and this will be proved later on in the analysis of the think aloud protocol .

In the post -listening strategies ,the most strategy used by students are association (62%),problem identification(60%) ,and note taking(60%) this indicates that after they finish the listening task ,and they could not understand its' meaning they try to know why ,and associate what they know before with other things they do not know also they make notes in order to help them understand,and remember. However, evaluation (56 %),In fact, these percentages reveal that students are aware of the processes they use in pre –listening stage since evaluation is considered as a critical strategy because it leads to the modification of the strategy used if it does not work.

From the discussion we can see that the vast majority of students perceive that they use cognitive strategies in post-listening stage (61%) they use note taking ,association ,imagery and guessing ,also they use cognitive strategies in pre-listening stage (40.3%)such as analyzing ,and rehearsal, because it is very important for the students to use analyzing after they finish the listening task because it helps them to know if they have understood it ,and they use rehearsal if they do not hear the text very well .In addition, they perceive that they use cognitive strategies while-listening such as guessing at word meaning that seems to be an important strategy for the students for example they guess the meaning of unknown words in the texts depending on the known words. This same pattern was reported by Vandergrift (2003) A possible explanation for the high frequency of cognitive strategies in the present study is popularity of association ,and guessing at word meaning because they try to create relations and guess the meaning of unknown words in order to better listening comprehension.

students of third year LMD perceive that they use metacognitive strategies after they finish the task of listening (post-listening 53.5%) , the most used strategy is associatin this high percentage can be explained that they know how to associate word or phrase with what they are

trying to remember ;however, problem identification and note taking have the same percentage (60%),maybe because these strategies help EFL learners overcome limited language proficiency and cope with the complexities of the listening task . the low percentage is for 'evaluation ' strategy (46%),this because they do not know how to evaluate the effectiveness of the use the strategy used . Pre-listening metacognitive strategies is the least used (42.25%) they use planning strategies most such as I decide what information that I will need to successfully complete the task ,and I have a definite goal before I listen to a texts, those strategies alternate being the most preferred among EFL learners, which demonstrates that students perceive that they can plan and use each strategy in effective way.

Finding of section three which is concerned with the obstacles and difficulties of listening comprehension while listening to an English text .The obstacles reported most were: background and context of the text, the speed of the speaker ,unfamiliar grammar and constraction , dealing with unfamiliar topics means when they face an unusual text or a text contain a very difficult verbs . comprehend the meaning intended by the speaker, the speakers' accent ,and understand word meaning, this indicates that the students some times perceive that they understand the meaning of the text but in fact they found that the speaker speaks about another thing, also they spend a conciderable time to get familiar with the accents and terminology which they hear. If listeners used to listen to British or American accents, they will face problems in understanding other accents.

III.2.Think aloud protocol

In a thinking aloud test,the   participants asked to use the system while continuously thinking out loud that is, simply verbalizing their thoughts as they move through the user interface. The method has a host of advantages. Most important, is letting you discover what users really think about your design. In particular, you hear their misconceptions, In many cases the think aloud method is a unique source of information on cognitive processes: it generates direct data on the ongoing thought processes during task performance. Thus, the think aloud method is a very direct method to gain insight in the way humans solve problems. It may therefore be used to know more about these cognitive processes.

Six students of random choice were the participants   for this method ,they listen to a text chosen by an expert teacher, 5 pauses were inserted at certain points in the text,each pause was made at the end of a block of statements that forms an idea. After recording the students thoughts, the researcher transcribe them and pick up the strategy that he or she used while listening to the text. To code the data, a four- step procedure was followed:.

1. Reading each transcript carefully several times,

2. Highlighting the corresponding verbalization,

3. Categorizing the strategy used in the excerpt, and

4. Writing the strategy code in the Code Column set in the right margin
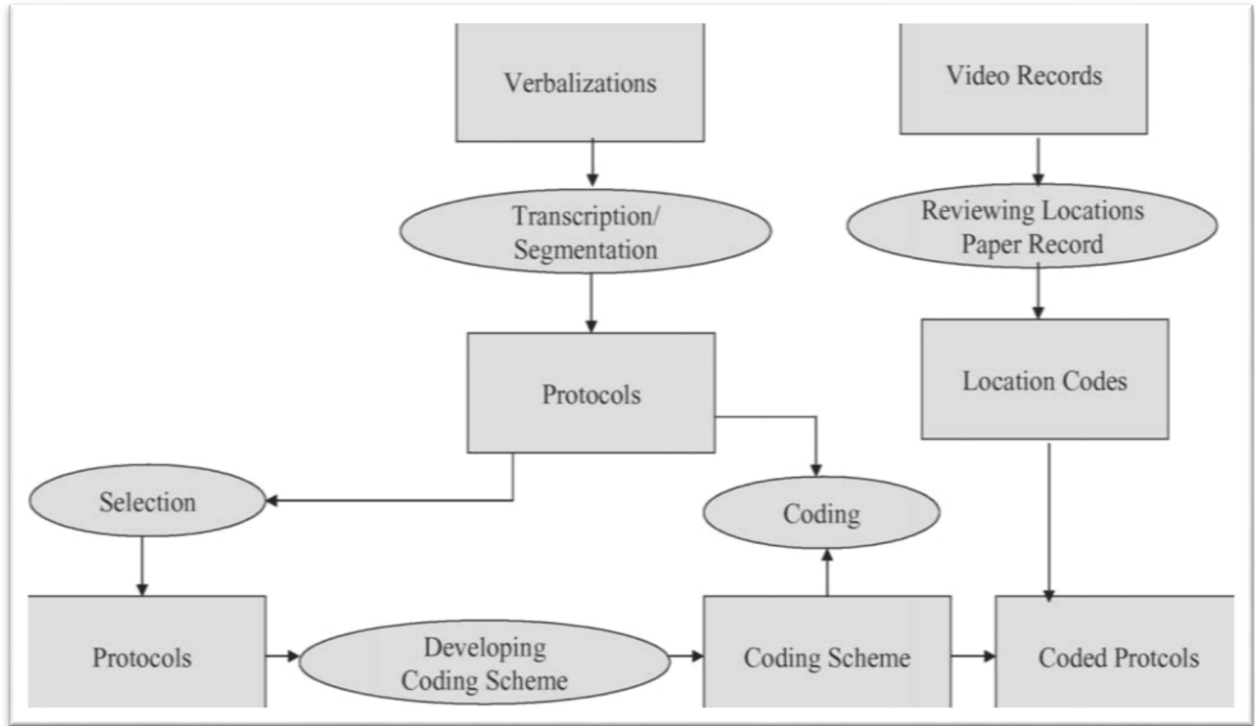
Figure. 8. Schematic overview of the verbal protocol analysis method. (citrd in Monique

,Jaspersa, Thiemo Steena, Cor van den Bosb, Maud Geenenb 2004:784)

III.2.1. Think aloud protocol analysis :

The analysis of students transcriptions is afforded in a form of a table where each statement is

underlined and the strategy is written on the other side .the full transcription of the students and

the passage used in the protocol are found in Appendicies II,III.

Student A	Type of strategy
1-well , I think the woman was asking some advises for memorizing to the exams …..the man was talking too fast but I understand some words like long term memory and short term memory .	1-S I MT strategy 2- problem identification 3-listening to clear words
2- mm….I think he told her to …..sorry he told her to associate words and phrases for instance he said that she correlate the informations with daily basics so she will remember them easily .this is what I note while listening .	1-listening to clear words 2-gussing the general meaning 3-note taking
3-again the man said that she correlate visual things like…..mm…the wall of Berlin…the picture of the wall of Berlin.	1-listening to clear words 2-rehearsing
4- singing, I like singing ,and I use this tip every time I have an exam , …….i were thinking of picking up the words that I know .	1-association 2-listening to known words
5- I hear the word teaching, I think he means that when we teach someone else of what we want to memorize ,we can memorize it easily…I was thinking of…I was imagine the situation how it could be.	1-listening to clear words 2-anticipating 3-imagery

Student B	Type of strategy
1-I think it is an interview ,the man talks about memorization ,I …..mm…(you can say It in arabic),I understand the word that indicates memorization like revising ,long and short term memory ,improving our ability to memorize.	1-SIMT strategy 2-listening to clear words 3-inferencing
2-..mm..he talks about association …(what were you thinking while listening)…I don't know,i…I decide to hear the clear words to understand the meaning of association, but i could not.	1-listening to clear words 2-problem identification
3-He talks about visualization and ..then I hear the word picture ,visualize…m..i think I understand what he talks about from the few words that I understood ,visualization is visualize an image that have relation with the information you want to remember.	1-listening to clear words 2- problem identification
4- he speaks about singing I focus more on known words, he explain how to memorize the information by singing it,I remember my miss of English when she taught us the alphabet she made it asong then it become very easy for us.	1-listening to clear words 2-inferencing
5-in this part he talks about teaching …I think he means that when the student want to memorize to the exams ,he try to play the role of the teacher with another person ,and I think it works very well.	1-listening to clear words 2-inferencing

Student C	Type of strategy
1-the man talks about <u>memorization</u>…mm…<u>some advice …long and short term memory</u> …<u>the man was talking too fast</u> ,I try to understand other words but a could not.	1-listen to clear words 2-problem identification
2-i <u>hear the word association</u> ….he said that you can use the name of your pet dog to understand a scientific equation .this is just <u>what I note</u> ,I could not write other words ,can you repeat it again.	1-listen to clear words 2-note taking
3- <u>visualization is another tip for memorizing</u> ,<u>but I could not understand its' meaning exactly</u>. I was thinking of how to formulate a sentence of what I understood but I couldn't ….sorry.	1-association 2- problem identification
4- i <u>hear the word</u> singing <u>, I guess he talks about</u> when memorizing to the exams we can sing the information ,repeat it again and again in order to remember it.	1-listening to clear words 2-guessing
5-he <u>speaks about teaching</u> ….<u>teach English exams</u>…I can not remember what he was saying because I focus on what he means by teaching ,<u>and he speaks too fast I couldn't understand other words.</u>	1-listening to clear words 2-rehearsal 3-problem identification

Student D	Type of strategy
1-i <u>concentrate on each clear word</u> ,I understand the word memorization ,<u>he talks about memorization to the exams I think.</u>	1-concentrate on each clear word 2-guessing
2-i did n't hear the question well <u>the woman speak fast</u> ,but I <u>understand the word association</u> …..m..i think he advice her to use her background knowledge about some thing she already know it to remember the information in the exam.	1-problem identification 2-listen to clear words 3-guessing
3-i understand the some <u>words like visualization ,and the last sentence the image of the wall become an important part of what you will remember</u> ,I were thinking of the words that I know before to understand what he means by visualization <u>but I fail because I could not understand a lot of words.</u>	1-listen to clear words 2-problem identification
4-he was <u>talking about singing</u> ,I think he claims that it is a good idea for memorizing to the exams because it helps the students to memorize.	1-listen to clear words
5-well,now he talks about <u>teaching someone else to memorize to the exams</u> also he mention all the tips that he explain it before like <u>association ,and visualization</u> …<u>when listening I try to write as much I can from his explanation</u> in order to do not forget them <u>like the previous times.</u>	1-inferencing 2- listen to clear words 3-note taking 4-association

Student E	Type of strategy
1-<u>Marry and Charles were talking about an attractive subject is memorizing</u> ,<u>it attracts me because I 'm a student</u>,and i….actually I try to understand the meaning of memorization , <u>concentrate on each word in his speech</u> ,then I …<u>when she asked him to give the students some advice I understand that they talking about memorizing to the exams.</u>	1-SIMT strategy 2-inferencing 3-listen to each word 4-problem identification
2-here <u>he speaks about association</u> ,from his speech I understand that association is creating relations between informations you want to memorize and things in daily life .i was thinking or trying to understand the meaning of association and I hear some words that I know before.	1-listen to known words
3-<u>he mention visualization is good tip to memorize</u>…m..it just draw or write down the information you want to remember ,and you will remember it.i tried to understand other ideas but I could not may be because of his accent.	1-association 2-problem identification
4-i hear a <u>few key words like singing ,reading a text aloud,learning new concepts</u>….mm that's all.	1-listen to clear words
5-I tried to <u>listen to every detail </u>but ….i think he talks about teaching association ,and visualization together .i <u>tried to understand what he means by teaching but I could not</u> ….<u>may be he means that teachers should teach their students how to memorize.</u>	1-Listen to every detail 2-problem identification 3-inferencing

III.1.3. Discussion

After transcribing the students' recordings we investigate thoroughly the most common strategies used by the participants. four main strategies have been widely used between students namely problem identification, clear word focus, association, and inferencing . Clear word focus is a sub-category of the metacognitive strategy planning, where the students, while listening, try to catch up the words that are known or clear in terms of sound pattern. The choice of this strategy was not appropriate because when they focus just on clear words they will miss the general meaning of the text. student C has shown her inability in understanding the segment " the man was talking too fast ,I try to understand other words but a could not" Getting known words did not help her understand the meaning of the segment.

Inferencing is another strategy which collaborates with the metacognitive strategy planning, i.e, making inferences based on the words that they catch up depending on the planning strategy they use such as focusing on clear words during the listening process. An example of this strategy is reported by student D "…now he talks about teaching someone else to memorize to the exams…" which is inferencing to global information. student B ",I remember my miss of English when she taught us the alphabet she made it asong then it become very easy for us" which is inferencing to personal experience ,while student E uses inferencing to educational experience she said "….were talking about an attractive subject is memorizing ,it attracts me because I 'm a student….". Association is another type of strategy which is choosing a word or a phrase you associate with what you are trying to remember,and the word need to be something familiar.student B "....I understand the words that indicates memorization like revising , long and short term memory, ….."she associates the words she listens to with what they have studied in module of cognitive psychology about long -term memory and short- term memory.

Problem identification is also a metacognitive strategy , where the student is a listener , thinker and analyzer. They ask themselves several questions and summarize the problem to generate the main idea or question being asked, In other words they understand the Problem for example student A states that "….the man was talking too fast but I understand some words…" she identify the reason of why she can not understand .student C also said "…but I could not understand its' meaning exactly. I was thinking of how to formulate a sentence of what I understood but I couldn't ….sorry" she find that the strategy used is not effective; yet she was not able to use another strategy that could work better, which in turn indicates that her strategic repertoire is very limited and that she does not know what to do to overcome this problem, thereby, she has no strategic awareness. student D "…..I were thinking of the words that I know before to understand what he means by visualization but I fail because I could not understand a lot of words". She concentrates on known words but she fail in understanding the meaning because she do not know a lot of words.

Three students use a the SIMT strategy ,which is identifying the setting,the topic, the mood ,and the interlocutors .student A identify the interlocutors and the topic she said "….I think the woman was asking some advises for memorizing to the exams ….. the man was talking too fast but I understand some words like long term memory and short term memory" another student B identify the mood ,the interlocutors,   and the topic " I think it is an interview ,the man talks about memorization ,…" .while student E identify the interlocutors ,and the topic she said "…Marry and Charles were talking about an attractive subject is memorizing…..", the use of this strategy indicates that the participants concentrate very well to identify the elements of the text while listening .

Among the strategies, translation is also used by the students who tried to give word by word translation to what they listen to. This strategy cost them missing parts of next segments while taking few seconds looking for the equivalence in Arabic. In conducting the think-aloud protocol, the students could neither express the ideas in English nor repeat what they listen to, especially when I asked them from where they got the idea, most of them said "I don't know" or "I can't remember". This explains that they catch up the words ,then immediately translate them and keep the general meaning in Arabic. for example student B could not explain why she understand that information until she translate it to Arabic "…..…(you can say It in arabic),I understand the word that indicates memorization like revising ,long and short term memory ,improving our ability to memorize".

Note taking , guessing, and imagery seem to be less important cognitive listening strategies for students since just two students use note taking while listening for example students A "…this is what I note while listening ",in fact this view is totally wrong because note taking strategy is very helpful during listening to overcome listening comprehension obstacles. student D "…when listening I try to write as much as I can from his explanation in order to do not forget them like the previous times" she realized that the strategies she used are hepless then she decided to take notes in order to help her. Guessing the general meaning is another strategy that only two students use it .student A guess the general meaning of the text she said "…..he said that she correlate the informations with daily basics so she will remember them easily…" , and student D "…i think he advice her to use her background knowledge about some thing she already know it to remember the information". student C also used guessing the general meaning she said "…I guess he talks about when memorizing to the exams we can sing the information ,repeat it again and again in order to remember it". Imagery is imagine the situation or self-location of the speaker ,and only student A used this type of strategy she said "……I was

imagining the situation how it could be". However ; these strategies are very useful but students do not use them maybe they don't know them or they don't know how to use them appropriately.

The problems that the participants encounter while listening were as follows: the speed of the speaker, concentration , comprehend the meaning intended by the speaker, combining words into sentences, the speaker's accent, and background and context of the text.

However; they could not find alternative strategies to avoid such problems ,but one student who took notes after recognizing her unability to remember the information.

Hence, from both students questionnaire analysis and think aloud protocol , we diagnose that students of third year LMD do not use a variety of strategies they always try to understand every word they hear which make them miss the general meaning of the text, in addition, they do not aware about the importance of using those strategies while listening such as note taking , and guessing are very helpful strategies while listening and they do not use them.

Recommendations

listening is crucial not only in language learning but also for learning other subjects,but today learner still have problems .The main reasons are: they spend too little time to improve their listening skills; the inappropriate strategies tested on them in a learning setting may be an important reason for their poor listening comprehension. The problems are also caused from the listening material and physical settings. To acquire high level listening skills, more exposure is given to the learners with variety of listening comprehension. Knowing about listening strategies ,how they used in effective way, In other words the learner while listening to an English text have to put the suitable strategies in each situation that is greatly reduce the burden of comprehension. What is more important is that listening is taught at least once per lesson. As long as the teacher becomes familiar with the relevant teaching activities, she/ he can use one activity a day.It is very important that EFL teachers have a better map of how to teach listening strategies in class after reading and demonstrating these activities and EFL students can become more effective listeners, and more aware about the effective use of listening strategies in their future.

General Conclusion

Listening is the skill that we use the most in everyday life. Listening comprehension is the basis for our speaking, writing and reading skills. To train our listening skill, it is important to listen actively, which means to actively pay attention to what we are listening to. Make it a habit to listen to audio books, podcasts, news, songs, etc. and to watch videos and films in the foreign language.

This research has shown that, until recently, listening has been neglected as a language skill, or practiced in inadequate ways. The ignorance of listening comprehension as a passive skill leads to students" difficulties in understanding oral discourses. Therefore, the present study purposes to find out the problems of Listening Strategies which face students while they listen to oral transactional texts, and Explore the listening Strategies used by the learners while listening to oral transactional texts, and if they can put the right strategy in each situation . In doing so, we used the two data gathering tools; questionnaire to the third year students ,and the think aloud protocol. The investigation was conducted in the division of English at Biskra University during the academic year 2016/ 2017.

Results obtained from the questionnaire revealed that that the students perceive that they use planning strategy before the listening task ,whereas ,while listening all the strategies proposed seem to be important such as monitoring , association ,note taking , and rehearsal, also we observed that most of them do not use guessing strategy which is a kind of planning strategies; while, they use association, problem identification, note taking , evaluation, and analyzing strategies in the pre-listening stage. In addition ,we classify these strategies into two main kinds Cognitive and Metacognitive listening strategies and we found that students perceive that they use cognitive strategies more after they finish the listening task ,and they use metacognitive more while listening this indicates that the students use listening strategies

unconsciously and they do not plan which strategy they use in each situation. the problems they encounter, background and context of the text was the main one along with the speed of the speaker, unfamiliar grammar constraction and dealing with unfamiliar topic , and comprehend the meaning intended by the speaker . These obstacles the learners encountered can be attributed to the misconceptions they had about listening and to the approach they use.

Moreover, the think aloud –protocol shows that the majority of the students believed that effective listening entails mainly using background knowledge, understanding and listening to every single word and focusing on text details. These perceptions about effective listening have been drawn from misconceptions students had about listening as a passive skill. The strategies they used were as follows: SIMT strategy, listening to each clear word, translation, inferencing, problem identification ,note taking ,guessing.

After investigating the students' strategies and problems, it was pervasive to empower and raise students' awareness on metacognitive knowledge via nurturing them with the needed information, and developing students' ability to reflect on their own approach to listening. The students needed also to be trained to use some appropriate strategies to overcome the problems they encounter.

To sum up, listening comprehension is very important skill in learning English as a foreign language, and it is an active process in which learners should use their cognitive abilities to understand the language input. Thus teachers ought to give this skill more considerations and they have to look for new techniques and strategies to develop their learners" abilities and achievements in this skill.

List of References

Anderson, N. J. (1991). Individual differences in strategy use in second language reading and testing. Modern Language Journal.

Anderson, A., & Lynch, T. (1988). Listening. Oxford: Oxford University Press.

Anderson, J. R. (1990). Cognitive psychology and its implications: Third Edition. New York: Freeman.
Brown, S. (2006). *Teaching Listening*. New York: Cambridge University Press.

Brown, D. H. (2007). *Principles of language learning & teaching*. (5th Eds.). Pearson: Longman.

Batova, N. (2013). Academic listening: is there a place for bottom-up processing?. *International Journal of Education and Research*, (4).

Boyle, J. P. (1984). Factors affecting listening comprehension. *ELT Journal.*

Buck, G. (2001). *Assessing listening*. Cambridge: Cambridge University Press.

Chamot, A. (2005). Language learning strategy instruction: Current issues and research. Annual Review of Applied Linguistics

D.Renukadevi, (2014). The Role of Listening in Language Acquisition; the Challenges & Strategies in Teaching Listening

Flowerdew , J. (2005). Second language listening: theory and practice. Cambridge: Cambridge University Press.

Farid MEDOUKALI, (2015) Developing EFL Learners' Listening Comprehension through YouTube Videos. A Case Study of Second Year Students at Mohamed Kheider University of Biskra

Field, J. (2009). Listening in the language classroom. Cambridge, UK: Cambridge University Press.

Flowerdew, J., & Miller, L. (1996). Student perceptions, problems and strategies in second language lecture comprehension. RELC Journal.

Flowerdew, J. and Miller, L., 1996, "Student perceptions, problems and strategies in second language lecture comprehension", *RELC Journal* .

Gur, T., Dilci, T., Coskun, I., & Delican, B. (2013). The impact of note-taking while listening on listening comprehension in higher education context. International Journal of Academic Research, 5(1), 93-97. Doi:10.7813/2075-4124.2013/5-1/B.16

Gilakjani, A, & Ahmadi, M. (2011). *A Study of Factors Affecting EFL Learners' English Listening Comprehension and the Strategies for Improvement.* JLTR, 2(5). doi:10.4304/jltr.2.5.977-988

Goh, C. C. (2000). A cognitive perspective on language learners' listening comprehension problems. System.

Hamouda, A. (2013). *An Investigation of Listening Comprehension Problems Encountered by Saudi Students in the EL Listening Classroom. International Journal Of Academic Research In Progressive Education And Development*.

Harmer, J. 2001. *The Practice of English Language Teaching*. Longman.

Hassan M. Kassem(2015) The Relationship between Listening Strategies Used by Egyptian EFL College Sophomores and Their Listening Comprehension and Self-Efficacy

James Ishler,(2010) .The listening strategies of Tunisian university EFL learners :A strategy based approach to listening to oral English texts .

Lynch, T. (2009). *Teaching second language listening*. Cambridge: Cambridge University Press.

Lindsay, C. and Knight, P. (2006) *Learning and Teaching English*. Oxford: OUP.

Morley, J. (1991). *Listening comprehension in second / foreign language instruction .In celce-Murcia(Ed), teaching English as a second or foreign language (2nd). New York: New bury House.*

Mendelsohn, D. (1994). *Learning to listen: A strategy-based approach for the second-language learner. San Diego: Dominie Press.*

Nunan, D. (2001) *Designing Tasks for the Communicative Classroom.* Cambridge: CUP.

N,Schmitt ,2010. An introduction to applied languistics.Second Edition.

Osada, N. (2004). Listening comprehension research: A brief review of the past thirty years. Dialogue, 3(1), 53-66. Retrieved from
http://www.talkwaseda.net/dialogue/no03_2004/2004dialogue03_k4.pdf

Onoda, S. (2012). *The effect of QuickListens and Extensive Listening on EFL listening skill* development . (2012). . *Extensive Reading World Congress Proceedings*.

O'Malley, J. M., Chamot, A. U., & Kupper, L. (1989). *Listening Comprehension Strategies in Second Language Acquisition. Applied Linguistics.*

O'Malley, J. M., Chamot, A. U., Stewner-Manzanares, G., Kupper, L.J. & Russo, R.P. (1985). Learning strategies used by beginning and intermediate ESL students. *Language Learning*.

Oxford, R. L. (1990). *Language learning strategies: What every teacher should know. Boston:* Heinle & Heinle.

O'Malley, J., Chamot, A. (1990). Learning strategies in second language acquisition. Cambridge: Cambridge University Press.

Peterson, P. (2001). *Skills and strategies for proficient listening. In M. Celce-Murcia (Ed.), Teaching English as a second or foreign language. Boston: Heinle & Heinle*

Persulessy, G.H. 1988. *Listening improvements Exercises for Students of English. Jakarta.*

Rubin, J. (1994). *A review of second language listening comprehension research. The Modern Language Journal.*

Rebecca L. Oxford, Ph.D(2003).Language learning styles and strategies : An overview.
Rubin, J. (1975). What the "good language learner" can teach us. TESOL Quarterly.

Rubin, J. (1987). Learner strategies: Theoretical assumptions, research history and typology. In A. Wenden & J. Rubin (Eds.), Learner strategies in language learning . Englewood, NJ: Prentice/Hall International.

Rost, M. (1994). *Penguin English applied linguistics: introducing listening. Penguin English.*

Richards, J., & Renandya, W. (2002). *Methodology in Language Teaching*. New York: Cambridge University Press.

Rost, M. (2011). *Teaching and Researching Listening* (2nd ed). Harlow, England: Longman.

Richards, J. C. (2008). *Teaching Listening and Speaking. Cambridge, England: Cambridge University Press.*

Scarcella, R. C., & Oxford, R. L. (1992). *The tapestry of language learning: the individual in the communicative classroom. Boston, MA: Heinle & Heinle.*

Thompson, I., & Rubin, J. (1996). *Can strategy instruction improve listening comprehension? Foreign Language Annals*

Ur, P. (1984). *Teaching listening comprehension. Cambridge: Cambridge University Press.*

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

Vandergrift, L. (1999). Facilitating second language listening comprehension*: Acquiring successful strategies.* ELT journal 53/3, July 1999.

Vandergrift, L. (1999). *Facilitating second language listening comprehension: acquiring successful strategies. ELT Journal.*

Vendergrift ,L,& C,M, Coh .(2012).Teaching and Learning second language listening .metacognitive in action .

Vandergrift, L. 2007. Listening comprehension in L2/FL learning. Language Teaching.

Vendergrift ,L. (1999). Facilitating second language listening comprehension: acquiring successful strategies. *ELT journal,*53(3), 168-176. Retrieved February 14th ,2012 from: http://203.72.145.166/ELT/files/53-3-3.pdf

Vandergrift, L., (1997). The strategies of second language (French) listeners. *Foreign Language annals* .

Vandergrift, L. (2003). Orchestrating strategy use: Toward a model of the skilled second language listener. *Language Learning*.

Appendices

Appendix I

Students' Questionnaire

Dear students,

You are kindly requested to answer the following questions concerning the use of Listening strategies to enhance EFL learners" listening comprehension''. we are interested in your personal opinion, please give your answers sincerely, as only this will guarantee the success of the investigation.

Section one : General Information

Gender: Male □ female □

Age: …………..

Section two: using listening strategies

	when listening to English, the strategies that learners use are listed below, say to what extent you agree or disagree with the following statements	Strongly agree	Agree	neutral	Strongly disagree	Disagree
Pre-listening stage	I usually make a mental picture of situation I listen to in a text					
	Before listening, I decide what information that I will need to successfully complete the task					
	I keep in mind the answers I am looking for while listening to a texts					

	I have a definite goal before I listen to a texts					
	Before listening, I try to think of questions that are going to be asked					
	My central aim is focusing on meaning as I am listening					

While listening stage	Based on known words in a text, I try to guess the meaning of unknown words					
	When listening, I focus on the words that I hear most clearly					
	I use my background knowledge to help me understand unclear ideas					
	I concentrate on each clear word that I hear in the text					
	I note down key words and concepts while listening					
	When listening I try to think ahead and anticipate what comes next					

post-listening stage	I give myself a reward when I have completed my goal for understanding					
	I judge how well the strategies I used worked once the listening task is completed					
	I put information that I hear in my own words to remember it					

I try to make personal associations (link)with what i hear when listening				
I check my answers during the listening activity				
I compare what i have understood from the text with my colleges				

Section three: listening comprehention problems

When you listen to an English Text what are the difficulties or problems you face:

	Strongly agree	agree	disagree	strongly disagree
1.The speed of the speakers	☐	☐	☐	☐
2. Understanding word meaning	☐	☐	☐	☐
3. Comprehend the meaning intended by the speaker	☐	☐	☐	☐
4. The speaker's accent	☐	☐	☐	☐
5. Combining words into sentences	☐	☐	☐	☐
6. Unclear speech	☐	☐	☐	☐
7. Background and context of the text	☐	☐	☐	☐
8. Unfamiliar grammar construction(syntax)	☐	☐	☐	☐
9. Identifying the main ideas	☐	☐	☐	☐
10. Dealing with unfamiliar topics	☐	☐	☐	☐
11. Concentration	☐	☐	☐	☐

Appendix II

The text used in the think aloud protocol

Mary: I'd like to welcome Charles Long to the studio today. Charles has just published an article in *New Science* journal about memorisation. It's all about how to make our memory function better.

Charles, exam time is looming and there'll be lots of teenagers tuning in today. Can you give us some advice about improving our ability to memorise?

Charles: Hello! Yes, of course. I'd like to start by talking about the process of memorisation. It's vital that we understand the process if we want to make adjustments to the way we function. We all use memory in the same way. It doesn't matter whether you're a student revising for your finals or an adult standing in the aisle of a supermarket, trying to recall a particular item from a grocery list.

Mary: Ha ha! That's me. I always forget to take my list.

Charles: You and thousands of other people too, Mary. We learn to use our memory when we are still at nursery school. Young children are naturally very good at working out how to remember things. The tips I'm going to share today are based on the things we used to do to help us remember when we were children. The process of memorisation occurs in two distinct forms. Do you know what they are?

Mary: Are they 'long-term memory' and 'short-term memory'?

Charles: That's right! But these aren't completely separate concepts. We use a combination of both types of memory when we want to formulate our thoughts and recall information, whether we're trying to remember something from a decade ago or just an hour earlier.

Mary: So what tips have you got for improving the quality of our memory?

Charles: Right. Let's start with 'association'.

Mary: Association?

Charles: Yes. We can use word association to remember an idea or a concept. This means choosing a word or phrase you associate with what you are trying to remember. The word needs to be something familiar, that you come into contact with on a daily basis. So, for example, you can use the name of your pet dog to remember a scientific equation. Try it! Read the equation a few times and then say your dog's name again and again. Later, in your science exam, just recall the name and the whole equation should come back to you.

Mary: It sounds too good to be true! What else, Charles?

Charles: Visualisation is another trick we can use. So you have to visualise an image that is connected to the thing you need to remember. For example, if you want to remember the date that the Berlin Wall came down, you might visualise a picture of a wall with the date written on it in graffiti. The image of the wall becomes an important part of what you will remember. You can use several images in a row to remember things like information in a text or a list of ingredients for a recipe

Mary: Yes, that makes sense.

Charles: Singing can help with memorisation too.

Mary: Singing?

Charles: Yeah. So instead of reading a text aloud, you sing it. Singing is one of most effective and earliest memory tricks that are used for learning new concepts. I used to 'sing' lists of historical facts and dates. It works.

Mary: And did you have to sing aloud in your history exams?

Charles: Not aloud! But I did used to sing in my head. And I always got good marks for history.

Mary: Any more tips, Charles?

Charles: Yes! I've saved the best one till last. It's particularly relevant for any students who have tuned in. 'Teach it'.

Mary: Teach it? Teach 'what'?

Charles: Teach whatever it is that you want to remember. So, if you're studying for an English exam, teach the concepts to someone else. It can be a real person – a friend in a study group is ideal– or it can be a 'pretend' person. You can just imagine someone is listening to you as you teach. Better still, record yourself 'teaching' and then play back the video to revise the material further.

Mary: That sounds like a great tip … or 'trick'.

Charles: Yes, it really works because in order to teach something you need to understand it. Teaching reinforces the understanding. And although these sound like 'tricks', they aren't really.

Mary: No?

Charles: No. They are just simple ways that we can train our brains to be more effective. By getting into the habit of using word association, visualisation, singing and teaching, our brains develop and work better for us. And of course that has a knock-on effect on our memory and our abilities to recall all kinds of data.

Mary: Thank you, Charles. Now, I think we've got time for a couple of questions from our listeners.

Appendix III

Transcribing the think-aloud reports

well ,I think the woman was asking some advises for memorizing to the exams …..the man was talking too fast but I understand some words like long term memory and short term memory .

2- mm….I think he told her to …..sorry he told her to associate words and phrases for instance

he said that she correlate the informations with daily basics so she will remember them easily

.this is what I note while listening .

3- Again the man said that she correlate visual things like…..mm…the wall of Berlin…the picture of the wall of Berlin.

4- Singing, I like singing ,and I use this tip every time I have an exam , …….i were thinking of picking up the words that I know .

5- I hear the word teaching, I think he means that when we teach someone else of what we want to memorize ,we can memorize it easily…I was thinking of…I was imagine the situation how it could be.

Student B

1-I think it is an interview ,the man talks about memorization ,I …..mm…(you can say It in arabic),I understand the word that indicates memorization like revising ,long and short term memory ,improving our ability to memorize.

2-..mm..he talks about association …(what were you thinking while listening)…I don't know,i…I decide to hear the clear words to understand the meaning of association, buti could not.

3-He talks about visualization and ..then I hear the word picture ,visualize…m..i think I understand what he talks about from the few words that I understood ,visualization is visualize an image that haverelation with the information you want to remember.

4- He speaks about singing focus more on words, he explain how to memorize the information by singing it,I remember my miss of English when she taught us the alphabet she made it asong then it become very easy for us.

5-In this part he talks about teaching …I think he means that when the student want to memorize to the exams ,he try to play the role of the teacher with another person ,and I think it works very well.

Student C

1-The man talks about memorization…mm…some advice …long and short term memory …the man was talking too fast ,I try to understand other words but a could not.

2-I hear the word association ….he said that you can use the name of yourper dog to understand a scientific equation .this is just what I note ,I could not write other words ,can you repeat it again.

3-I hear the word singing , I guess he talks about when memorizing to the exams we can sing the information ,repeat it again and again in order to remember it

4- Visualization is another tip for memorizing ,but I could not understand its' meaning exactly.i was thinking of how to formulate a sentence of what iunderstood but I couldn't ….sorry.

5-He speaks about teaching ….teach English exams…I can not remember what he was saying because I focus on what he means by teaching ,and he speaks too fast I couldn't understand other words.

Student D

1-I concentrate on each clear word ,I understand the word memorization ,he talks about memorization to the exams I think.

2-I did n't hear the question well the woman speak fast ,but I understand the wordassociation …..m..i think he advice her to use her background knowledge about some thing she already know it to remember the information in the exam.

3-I understand the some words like visualization ,and the last sentence the image of the wall become an important part of what you will remember ,I were thinking of the words that I know before to understand what he means by visualization but I fail because I could not understand a lot of words.

4-He was talking about singing ,I think he claims that it is a good idea for memorizing to the exams because it helps the students to memorize.

5-Well,now he talks about teaching someone else to memorize to the exams also he mention all the tips that he explain it before like association ,and visualization …when listening I try to write as much I can from his explanation in order to do not forget them like the previous times.

Student E

1-Marry and Charles were talking about an attractive subject is memorizing ,it attracts me because I 'm a student,and i….actually I try to understand the meaning of memorization , concentrate on each word in his speech ,then I …when she asked him to give the students some advice I understand that they talking about memorizing to the exams.

2-Here he speaks about association ,from his speech I understand that association is creating relatins between informations you want to memorize and things in daily life .i was thinking or trying to understand the meaning of association and I hear some words that I know before.

3-He mention visualization is good tip to memorize…m..it just draw or write down the information you want to remember ,and you will remember it.i tried to understand other ideas but I could not may be because of his accent.

4-I hear a few key words like singing ,reading a text aloud,learning new concepts….mm that's all.

5-……I tried to listen to every detail but ….i think he talks about teaching association ,and visualization together .i tried to understand what he means by teaching ,but I could not ….may be he means that teachersshould teach their students how to memorize.

الملخص

نسعى من خلال هذا العمل إلى البحث في استراتيجيات السمع لدى طلبة السنة الثالثة تخصص انجليزية بجامعة محمد خيضر بسكرة و كذا على معرفتهم و استخدامهم لهذه الاستراتيجيات.قمنا باجراء بحث وصفي ينقسم الى قسمين : دراسة وصفية تحليلية للاستراتجيات التي يستخدمها الطلاب فعليا وكذ ا المشاكل التي يواجهونها و ذلك بتوزيع استمارة اسئلةالى 50 طالب بالاضافة الي تطبيق تقنية التفكير الصوتي على 5 طلاب.نتائج هذه الدراسة بينت ان الطلبة يستخدمون استراتيجيات غير فعالةويعانون الكثير من المشاكل. معرفة هذه الاستراتيجيات يتطلب منهجا لتدريسها لمساعدة الطلبة على تحسين قدراتهم السمعية وتدعيمهم بالاستراتيجيات الفعالة لتطوير مهاراتهم اللغوية