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**Didacticity of Audible Texts and its Impact on the Development of  
Competency-Based Approach  
Case Study: Fourth Year in Three Middle Schools in Tarf**

**Dissertation Submitted in Partial Fulfillment of the Requirements for the Master  
Degree in Didactics of English.**

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## **Dedication**

*This modest work is dedicated to my dear parents, siblings, and friends.*

*I would like to express my sincere gratitude to my father and mother for their outpouring support throughout my entire life and during tough times. I am very thankful for them for being a big part of my success.*

*Special thanks go to my siblings, who were always there for me.*

*To my friends and people who positively impacted my life, a special thank you is sent.*

*Maroua*

## **Dedication**

*In the Name of Allah*

*I humbly dedicate my graduation and accomplishments to the two candles who have*

*illuminated my path throughout my journey. The first candle represents my father,*

*who taught me the alphabetic letters, how to hold a pen, and how to write words.*

*The second candle symbolizes my mother, who was always there for me with her kind*

*words and blessing prayers.*

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*And to everyone who paved the way for my future*

*Rayane*

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## **Abstract**

Education took a new turn towards the development of communication skills once the competency-based approach (CBA) was first introduced to middle schools in Algeria. This approach emphasizes the importance of developing competencies through implicit language skills teaching. Listening, particularly, is taught through the use of audio aids presenting audible content to work on. Thus, our study aims at inspecting the application of audio texts in real contexts and their influence on the drives of the competency-based approach. We addressed these questions: How are audible texts implemented under the competency-based approach and how they are used to develop learners' communicative skills? Also, what impact does the use of audio texts have on competency-based approach teachings? Adopting a mixed method, we used two major research instruments to gain meaning and build on the available data: An interview that was conducted with eight middle school teachers of English and a document analysis that was made on fourth-year middle school listening scripts and textbook listening tasks. Also a third supporting tool was applied to help confirming the results: A questionnaire that was distributed to 59 fourth-year middle school pupils. The findings reveal that audible texts are not presented in a communicative way that would help learners enhance their communicative skills. Furthermore, audio materials offer little to promote the development of competency-based approach principles. To conclude, it is necessary to establish effective ways to present audio materials to support competency-based learning rather than skill-based one.

**Keywords:** Audible Texts, Competency-Based Approach, Competency, Listening Skill.

## ملخص المذكرة

اتخذ التعليم منعطفاً جديداً نحو تطوير مهارات التواصل بمجرد اعتماد المنهج القائم على التعليم بالكفاءات لأول مرة في المدارس المتوسطة في الجزائر. يؤكد هذا المنهج على أهمية تطوير الكفاءات من خلال تدريس المهارات اللغوية ضمنياً. يتم تدريس الاستماع، خصوصاً، من خلال استخدام الوسائل السمعية التي تقدم محتوى مسموعاً للعمل عليه. وبالتالي، تهدف دراستنا إلى فحص اليات تطبيق النصوص الصوتية في سياقات حقيقية وتأثيرها على محركات المنهج القائم على الكفاءة. لقد تناولنا هذه الأسئلة: كيف يتم تنفيذ النصوص المسموعة في إطار المنهج القائم على الكفاءة وكيف يتم استخدامها لتطوير مهارات التواصل لدى المتعلمين؟ وأيضاً، ما هو تأثير استخدام النصوص الصوتية على تعاليم المنهج القائم على الكفاءة؟ لجمع البيانات والإجابة على الأسئلة المذكورة سابقاً قمنا بإتباع منهج البحث المندمج، استخدمنا أداتين بحثيتين رئيسيتين لتعزيز الفهم والبناء على البيانات المتاحة: مقابلة أجريت مع ثمانية مدرسين للغة الإنجليزية في المدرسة المتوسطة و تحليل مستند للوثائق الخاصة بالنصوص السمعية إضافة إلى أنشطة الكتاب المرافقة. كما تم تطبيق أداة داعمة ثالثة للمساعدة في تأكيد النتائج: استبيان تم توزيعه على 59 تلميذاً في السنة الرابعة من المرحلة المتوسطة. تكشف النتائج أن النصوص المسموعة لا تقدم بطريقة تواصلية من شأنها أن تساعد المتعلمين على تعزيز مهارات التواصل لديهم. علاوة على ذلك، لا تقدم المواد الصوتية سوى القليل لتعزيز تطوير مبادئ المنهج القائم على الكفاءة. في الختام، من الضروري إنشاء طرق فعالة لتقديم المواد الصوتية لتعزيز التعلم القائم على الكفاءة بدلاً من التعلم القائم على المهارات.

**الكلمات المفتاحية:** منهج المقاربة بالكفاءات النصوص الصوتية الكفاءة مهارة الاستماع

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## **Key to Abbreviations and Acronyms**

**CBA:** Competency Based Approach

**CBE:** Competency Based Education

**CBLT:** Competency Based Language Teaching

**CD:** Compact Disk

**DVD:** Digital Versatile Disk

**EFL:** English as a Foreign Language

**Etc.:** Etcetera

**H:** Hypothesis

**MCQs:** Multiple Choice Questions

**MS:** Middle School

**P.:** Page

**Para. :** Paragraph

**PDP:** Pre, During and Post

**PP.:** Pages

**Q:** Question

**T :** Teacher

**VS:** Versus

**%:** Percentage

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## **General Introduction**

### **Introduction**

Our investigation will focus on the extent to which integrating audible texts can improve the application of the CBA principles and the possible procedures to effectively use them to develop middle school learners' real-life competencies. This introductory section encompasses the problem statement, significance of the study, research objectives, along with research questions and hypotheses, concluding with the research methodology and structure of the study.

### **Background Information**

Learning a foreign language, especially English, is now considered as an advantage that enables students and academics to access a wider range of reliable resources of knowledge. As a result, the Algerian educational systems emphasize the need for students and pupils as well to have a certain level of language proficiency in order to use in solving real-life problems.

Before the 1980's, the Behaviorist Approach was brought into effect for teaching English in Algerian schools. According to behaviorism, learning occurs as a response to a stimulus through training and teaching, which results in the acquisition of a new behavior or a change of an already existing one (Woollard, 2010, p. 1). However, this approach turned out to be inadequate to meet learners need for communication. Decision makers called for a change and there was the implementation of the communicative approach in the 1980's. Despite the emphasis on encouraging learners to use the target language, this approach did not significantly alter the educational system in Algeria because of absence of accuracy and lack of context and tools. As a result, The Competency Based Approach (CBA) was

introduced in September 2003 with the design of new EFL textbooks that stresses on developing intercultural communicative competence (Lachkar, 2012, p. 19). In several ways, the CBA demonstrated its effectiveness through making learners independent and conscious of their learning, rather than teachers taking on the role of information providers. It is now possible to shift learning from the classroom to the real world setting thanks to its flexibility.

The guiding principles of the CBA promote the acquisition of language competencies through the implicit integration of four language skills. This method aims to accomplish certain goals that are seen as the core elements of middle school learners' exit profiles.

Since learners are expected to use English not only for communication, but also for functioning in society, they are exposed to everyday situations through which they can learn and use the four language skills. Therefore, competency-based language teaching involves integrating language skills with practical life skills (Boukhenteche, 2020, p. 108). Teaching listening is considered crucial for learning any language in general. Listening is taught through the use of proper audio aids that depict several situations of actual use of English in a classroom setting. Learners are given access to real content through these teaching tools, including audible texts because they must be exposed to some kind of auditory materials if they want to improve their listening skills (Nemtchinova, 2013, p.21). Moreover, the use of listening materials must be purposeful through careful selection from the part of the teacher for learners to work on. Indeed, audible texts as audio materials offer a rich and adjustable content.

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

Competency-based education, which is supposed to offer a communicative framework to apply the teachings of the competency-based approach, failed to realize some of its key goals. Fourth-year middle school pupils in particular expressed several difficulties that

wasted the experience of promoting communicative learning using audible texts. Comprehension and interaction with audible texts become an unapproachable objective since no considerable regard is paid to the importance of teaching listening through audio materials integration. In fact, it is necessary to gain a deep understanding of the methodology used to implement audio content in an actual classroom setting. Furthermore, promoting a quality learning through the use of audio texts under the CBA still has some blurred dimensions at the practical level which should be tackled since no efficient strategies are offered in this context.

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

The purpose of the current study is to gain a thorough understanding of how audible texts are used in actual classroom settings in order to suggest more effective implementation strategies as well as solutions for any challenges that students or teachers may encounter during listening lessons. Additionally, the research seeks to determine the positive impact that the incorporation of audible texts may contribute to when teaching real-life competencies to pupils using the Competency-Based Approach, and taking it a step further by applying these new techniques to integrate audible texts within the CBA frame in high school, colleges, and universities as well.

## **3. Significance of the Study**

Both teachers and learners will benefit from the study. This latter contributes to helping pupils improve their linguistic and communicative competencies while integrating listening with other language skills. Also, it raises teachers' awareness about the significance of teaching listening effectively after being undervalued for so long. It assists them in figuring out pupils' lack and finding practical solutions to address them. Thus, the study

emphasizes on recommending better methodology to implement audible texts under the CBA in teaching contexts.

#### **4. Research Questions**

Considering the aforementioned research questions, we hypothesize that:

**Q1:** How are audible texts implemented in a classroom setting using the principles of the Competency-Based Approach?

**Q2:** How does the implementation of audible texts develop learners' communicative competence in general?

**Q3:** What influence could the application of audible texts bring to the teachings of the CBA?

#### **5. Research Hypotheses**

In the light of the above research questions, we hypothesize that:

**H1:** In real contexts, audible texts are not presented in a communicative way since listening is not given sufficient importance to be adequately taught and practiced.

**H2:** Audible texts can be effective resources once they correspond to well-defined communicative objectives, considering practical procedures to monitor learning and assess the final product. Otherwise, there will not be any progress in terms of competency development.

**H3:** The only effective use of audible texts in teaching and learning contexts promotes the teaching and learning goals outlined by the CBA and validates its role in adapting it at other teaching levels and in other domains.

## **6. Methodology**

In order to answer the research questions and confirm the hypotheses, the current study will follow a mixed method. Middle school teachers of English will be interviewed and a study analysis will be conducted on fourth-year middle school listening scripts and textbook's accompanying activities for data collection. Besides, fourth-year middle school pupils will be given a questionnaire to complete whose responses will be used to add more validity to the current results.

Eight randomly selected middle school teachers as well as fourth (04<sup>th</sup>) graders from three different middle schools in Tarf make up the study's sample.

## **7. The Structure of Dissertation**

This work is divided into three main chapters. The first chapter is dedicated to the theoretical part, which is composed of three sections. The first section covers listening skill, including its major factors, the difference between hearing and listening, stages and models of listening, and aspects of listening difficulties. The second section discusses concepts and elements related to audio aids, including their definitions, characteristics, and types. Also the part that follows focuses on audible texts, covering their definition, types, objectives behind their implementation, and characteristics. The third section is devoted to further understanding of the competency-based approach; discussing some relevant definitions, the difference between competence and competency, characteristics, components, and other related sub-titles. The second chapter is concerned with the practical part, which includes a description of the research design and structure involving the instruments used for data collection backed up with analysis. Last but not least, the third chapter is dedicated to the discussion and recommendation's part.

**Chapter One:**

**Audible Texts**

**and the Development of**

**the Competency-Based Approach (CBA)**

## **Chapter One: Audible Texts and the Development of the Competency-Based Approach (The CBA)**

### **Section One: Listening Skill**

#### **Introduction**

Acquiring the four language skills is more of a journey that needs time and necessitates the application of appropriate pedagogical techniques and among these skills is listening. In order to acquire and develop the listening skill, which tops the remaining skills, the senses mainly hearing, should be stimulated to receive input from the outside world. In this section, we will lay the ground for a thorough content. We will begin by defining listening and other related terms. The distinction between listening and hearing, the stages and models of this language skill, and more will all be addressed.

#### **1. The Listening Skill**

The basic skill that paves the way to acquiring and developing communicative and linguistic competence is thought to be listening; one of the four language skills. In teaching contexts, pupils first listen to teachers' instructions and then act accordingly. Taking notes, asking for clarification, or answering questions depends on knowing how to listen with comprehension. Thus, listening comprises a big part of pupils' learning. Christiani and Cwiki (2008) noted that it is necessary to acquire the listening skill which is considered the starting point for developing the other language skills (as cited in Anonymous, 2017, p.3). Hans (2013) added that listening is a crucial element for successful communication. This latter is built on receiving input accurately in order to leave no room for any misunderstanding that would break down the flow of conversation (p.38). Thus, Ahuja et al (1997) argued that being a good listener requires active participation on the part of the listener through a reply,

an action, a facial expression, applause, or some other concrete signs to indicate that the received message is assimilated. Listening is an effortful activity that naturally combines nonverbal and verbal purposive attention. Effective listening, or hearing with the intention of understanding, entails more than passive absorption of information (pp. 39-40).

According to the definitions above, we come to infer that listening is more than just receiving a bunch of sounds' units. It is a mental activity which involves perception, interpretation and reaction to the delivered messages. Compared to the other language skills, Worth (2004) declared that three-fourths of the time is spent in listening while engaging in a conversation (as cited in Palmer, 2014, p.5). Despite that, learning and teaching this skill is still neglected by most EFL teachers (Oxford, 1993, as cited in Wallace, 1998, p.243).

### **1.1 Hearing VS Listening**

It is critical to make the distinction between listening and hearing and put an end to the misconception that has led to this. In fact, each word has a different meaning. Thus, "Listening is not hearing. Hearing is done with the ear. Listening is done with the mind. Hearing is something that comes naturally while listening is a skill that has to be developed" (Atthreya, 1969, p. 35). Deshler, Ellis and Lenz (1996) said that the physiological process of hearing is the reception of sound waves through the ears and the transfer of auditory information to the brain. Contrarily, listening is the process of giving what is heard meaning (as cited in Barclay, 2011). Downs (2008) stressed that listening encompasses more than receiving sounds. Even if one hears well, he may not be able to listen effectively (p.1).

### **1.2 Stages of Listening**

The listening process is based on receiving messages in a form of spoken words to be interpreted in the brain. Undoubtedly, this process involves mental activities for which the receiver is required to pay attention while listening. Therefore, when we grasp an idea, we go

through several stages. Nunan (2001) divided the listening process into six main stages: hearing, attending, understanding, remembering, evaluating, and responding (as cited in Lastochkina & Smirnova, 2017, p.61).

1. **Hearing:** Is the process of receiving words or sounds in the form of sound waves through the sense of hearing and converting these waves into vibrations that are transmitted to the brain through the auditory nerve.
2. **Attending:** It happens in the brain; it involves transforming vibrations into thoughts and meanings.
3. **Understanding:** This entails comprehending and interpreting concepts and meanings based on what we have heard and observed.
4. **Remembering:** This is the stage of comparing the meanings and signs with the stored information in order to analyze it and reach the meaning, then add it to the storage memory.
5. **Evaluating:** This is the step of identifying the right meaning of the message from the listener's perspective. On this basis, the listener decides what the appropriate response is.
6. **Responding:** Is the last stage that occurs in the form of a verbal or non-verbal response addressed to the speaker and is the final result of the processes of understanding, remembering, and evaluating.

### **1.3 Listening Difficulties**

The challenges and difficulties of acquiring and developing the listening skill make it stand out from the other remaining language skills. Wilson (2008) divided listening difficulties into four broad categories, as follows:

### **1.3.1 Characteristics of the Message**

Some properties of the message make the listening process hard for learners to follow and understand the given input. Wilson (2008) stated that students may not always recognize spoken words even if they are familiar with its written form. Identifying word boundaries is difficult, as was already established, but English's inconsistent spelling system makes matters worse (p.13). There are some other factors that can cause the message to be misunderstood, like slips of the ear or simple mishearing. Along with that, other linguistic obstacles include unknown words, lexical density which implies the small spaces between content words, forcing the listener to concentrate harder, and complex grammatical structures. In addition, the message's accessibility across cultures, text type, and familiarity with the subject matter are non-linguistic qualities (Wilson, 2008, p.13).

### **1.3.2 Characteristics of the Delivery**

The way the intended message is delivered plays a crucial role in receiving and comprehending it. Wilson (2008) differentiated between reciprocal and nonreciprocal listening which may be useful in this situation. In order to practice reciprocal listening, two or more people must engage. Reciprocal listening allows for using repair techniques: listeners can ask for explanation or request that the speaker talk more slowly in response to looks of perplexity from the speaker. Contrarily, non-reciprocal listening refers to a situation in which the listener is unable to participate in a conversation, such as when a speaker delivers a lecture or a presentation and the audience is listening without responding. In this case, the speaker's speech pace, vocabulary, and syntax are all beyond of the listener's control, and there is no way to get the speaker to repeat anything (p.13). Besides, there are other characteristics of delivery including organization, duration, number of speakers and accent (Wilson, 2008, p.13).

### **1.3.3 Characteristics of the Listener**

There are some factors that make the listening experience different from one listener to another. Wilson (2008) noted some long-term issues expressed by teachers concerning listening. For instance, some students find it easy to get distracted and simply are not able to maintain their focus when listening (p.14). Another problem declared by Wilson (2008) is directly linked to the listener preferred learning style or type of intelligence used.

In addition to the aforementioned elements, age plays a role. Young learners' listening requirements differ significantly from those of adults. Shorter attention spans, lower cognitive ability, trouble focusing on unclear voices, and a preference for visual and musical stimuli are a few of these differences that may exist. Teachers may also discover that pupils' cognitive abilities fall behind their ability to cope with quick connected speech. Furthermore, Anxiety, fatigue, boredom, or a cold are some transient traits that might affect listening.

### **1.3.4 Characteristics of the Environment**

Suitable setting is a condition for effective listening. Wilson (2008) stated that Factors that can influence one's ability to hear properly are environmental conditions such as temperature of the room, noise, and technical malfunctions that affect the quality of a recording (p.14).

## **1.4 Models of Listening Process**

There are two common processes of listening, namely, top-down and bottom-up processing.

### **1.4.1 Top-Down Processing**

Brown (2006) defined top-down as the use of background knowledge of the topic and context to understand the meaning. For instance, in a listening lesson, the teacher pins some pictures on the board and tries to interact with his learners by asking them to name family

members. Also, he can recapitulate what learners have learned in previous sessions in order to activate their prior knowledge.

### **1.4.2 Bottom-Up Processing**

According to Richards (2008), in order to construct meaning, learners need to have sufficient knowledge of vocabulary, grammar, and sentence structure. This helps learners realize the word order in a sentence, identify key words, and listen for details. Field (2003) claims that the bottom-up process includes recognizing and analyzing speech at different levels: syllabic, lexical, syntactic, semantic, pragmatic, and phonetic (as cited in Nation & Newton, 2009, p. 40).

To sum up, Richards (2008) distinguishes between the two processes. He claims that in a top-down strategy, the learner uses his previous knowledge to realize the meaning. It goes from meaning to language. In contrast to the bottom-up strategy, the learner uses his linguistic knowledge to construct the meaning. It goes from language to meaning.

In conclusion, stages, models and characteristics of listening skill make it a complex operation. However, learning and teaching listening is no longer a goal that is beyond pupils and teachers' reach. Following practical procedures, this skill can be learnt and taught at schools through the use of various teaching tools like audio aids to foster learners' performance during listening sessions. Radio, tape recorder and audio books are examples of these audio instruments which are going to be explained later.

### **Conclusion**

The importance of listening as a skill for language learning was dealt with in this section. Listening comprehension is actually no longer merely a physical or a passive process. Establishing an effective communication and receiving a positive reaction from the side of the

listener are made possible when the communicated message is understood as intended without any hindering factor. In the following section, we are going to give an overview of audio aids, focusing on audible texts as one of their types in addition to a variety of other related elements.

## **Section Two: Audio Aids and Audible Texts**

### **Introduction**

The listening activity can be live from teacher to learners or recorded using several audio tools. Pupils' interaction with the target language will be increased when listening aids are used effectively to present different listening materials such as audible texts. An efficient learning process is based on devoting enough time to listening to audible texts accompanied by assessment tasks. In this section, we shall define teaching aids and narrow the scope to talk about audio aids, including their meaning and types. Finally, we will define audible texts, their features, and the objectives of teaching them to pupils.

### **1. Teaching Aids**

The target input is delivered to learners via tools called teaching tools or aids. According to Kochhar (1984), the purpose of teaching aids is to facilitate learning by presenting knowledge units through visual, aural, or combined types of stimuli. They make the knowledge to be delivered more concrete and help learning experience seem more authentic, alive, and important. They aid in the study of textbooks and complement the job of the teacher (p. 123). The selection of appropriate teaching aids is strongly affected by numerous aspects namely the lesson's objective and the type of the target skill. Listening, for instance, can be presented through the incorporation of audio aids which will be introduced below.

#### **1.1 Audio Aids**

Audio aids are one of the types of teaching tools. For Akanbi (1988), audio aids are used mainly to facilitate learning and teaching and attract learners' attention along the teaching process (as cited in Maniruzzaman & Rahman, 2008, p. 2). They are considered as:

“Audible materials that communicate thoughts and ideas through the ears to the mind; it includes the spoken words, recognizable sound, songs and music” (Park, 1999, as cited in Merdas, 2015). Moreover, Maxwell (2021) added that audio aids are: “materials which are the sources of audio learning experiences. These are radio and audio recordings of radio broadcasts, and tape recordings of educational programmes. The television and the film, which are audio-visual materials, too have an effective audio part”. Manirruzzaman and Rahman (2008) stated that audio aids make the materials used to teach a language, such as textbooks and other printed material more authentic and clear (p. 4).

### **1.1.1 Types of Audio Aids**

In the realm of audio aids, there are three main types: radio, tape recorder, and cassettes.

#### ***1.1.1.1 Radio***

It is one of the auditory devices. Kumar (2020) defined radio as: “the transmission and reception of signals by means of electromagnetic waves.” By listening to the radio, students can expand their knowledge and gain insights that can shape their attitudes, appreciation for different cultures, and social perspectives (p.164).

#### ***1.1.1.2 Tape Recorder***

It is a small, portable electronic device that can record, playback, remove, and re-record sound via magnetic tape. It is used to improve language learning and familiarize learners with accurate pronunciation (Kumar, 2020, p. 168-169).

#### ***1.1.1.3 Audio Books***

An audio book is a recording where the narrator reads aloud from a written text (Burkey, 2013, p.13). In order to give a complete picture for the former definition, we should mention two key factors involved in the making which are the narration and the core content.

Chance (2008) wrote that “Listening to audio books has the advantage of literally placing the control of the medium into the hands of young adults. They can stop the recording when they want to and listen again to the sections they didn’t understand or want to hear again for the pleasure of it” (as cited in Farwell& Teger, 2012, p.42)

## **2. Audible Texts**

Clearly, the phrase "Audible text" is made up of two terms “Audible” meaning: “able to be heard” (Oxford Learner’s Pocket Dictionary, 2015, p.24) and “text” which refers to: “written form of a speech, play, article, etc.” (Oxford Learner’s Pocket Dictionary, 2015, p.459). Firstly, we shall start with defining the word “text”.

### **2.1 Definition of Text**

Text is one of the important and widely used concepts among writers and researchers. It has become more difficult to agree on a single definition. This is due to different authors’ perspectives, backgrounds, and even viewpoints. Ur (2012) mentioned that a text is a written or spoken work that we utilize to learn a language. It can be analyzed as a complete, independent unit, allowing the listener or reader to comprehend it without necessarily being aware of the setting (p.28). Mishan (2005) added that a text can be presented in different forms, including audio, visual, graphic, and even printed.

### **2.2 Written VS Spoken Language in Text**

Rudolph (1989) distinguished between written and spoken language in a text. In written language, the text is seen visually as a complete unit that contains a title, a new page, or free space. Unlike spoken language, a text is identified by pauses that occur between statements uttered by different individuals (as cited in Mammadov, 2018, p. 13).

### **2.3 Nature of Text**

The nature of a text can be viewed from two different perspectives. Halliday and Hasan (1985) described the nature of text as both a product and a process. As a product, text is something that can be observed and analyzed once it has been created. It is an output, or a result, of the writer's choices about how to use language to convey meaning. As a process, text is created by an ongoing technique of semantic choice, which implies that the writer is always deciding what words, phrases, and concepts should be used when creating the text (as cited in Yang, 2011)

### **2.4 Approaches of Text Study**

Ur (2012) identified two main approaches used to study a text: intensive and extensive study. Intensive text study focuses on in-depth analysis of the text's language, structure, and meaning (Ur, 2012, p. 28). This approach is widely used in academic contexts when students are required to read the text multiple times, and the teacher can ask them to answer detailed questions or even analyze the language and the syntactic structures used in the text. On the other hand, extensive text study can be done for pleasure. In this approach, the teacher can ask his students to read or listen to a text for the purpose of improving their reading and listening skills (Ur, 2012, p. 29). To sum up, intensive text study is used for analyzing the text in detail, while extensive text study is used for general analysis.

### **2.5 Definition of Audible Texts**

Lintner and Schweder (2011) pointed out that in special education; auditory texts have a long history, progressing from cassette tapes to CDs to digital files that can be kept on a computer, portable music player, or smart phone (p. 69). Audible texts are regarded as listening materials for which Roast (2013) claimed that they “include input materials, accompanying tasks and means of assessment and feedback” (p.281). According to Pieters,

Voogt, and Pareja Roblin (2019), Using audio resources for teaching listening lessons is more successful than relying on teachers to read books aloud (p.241). Furthermore, when audio texts are used, learners can simultaneously process both the spoken information and the visual content that is related to it. This can help learners better understand and retain the information being presented, so that they can easily connect the visual information with what they are hearing (Mayer and Anderson, 1991, 1992, as cited in Rouet, Lowe, Schnotz, 2008, p. 2 ).

## **2.6 Types of Audible / Spoken Texts**

Kadagidze (2006) claimed that there are three main categories for spoken texts: static, dynamic, and abstract.

### **2.6.1 Static**

The comprehension of such listening input without visual accompaniment is essentially unexpected due to the intricate structure of static texts (such as those that describe an object or provide instructions for assembling a model).

### **2.6.2 Dynamic**

Contrarily, even without the aid of visual cues, it is far simpler to perceive and comprehend a dynamic text (one that changes scene and time while introducing and removing characters from the narrative). Yet, it is helpful for students to construct a plan by writing down essential terms if the details must be memorized (in this case learners create visual support themselves).

### **2.6.3 Abstract**

Even in one's native language, it can be challenging to reply on abstract texts (focused on someone's ideas, beliefs, theories, problems, or opinions) without the use of visual aids (picture, scheme, table, chart etc.). Pupils might gain from listening to their teacher and other learners as well as audio recordings. There are benefits and drawbacks to both (p.149).

## **2.7 Authenticity and Audible Texts**

According to Tomlison (1998), newspaper articles, rock songs, novels, radio interviews, and traditional fairy tales are few examples of authentic materials. Definitely, they are not designed for use in educational settings (as cited in Soufi, 2013, p.6). Robinson and Knight (2019) grouped authentic materials into two major types: auditory and written. First of all, auditory authentic materials are those that are presented in audio form, such as radio, phone and television programs. However, written authentic materials are those that come in written form, such as advertising, magazines, newspapers, and articles (P. 307-308).

In this respect, Robinson and Knight (2019) expressed that it is essential to teach the four skills using authentic materials. Foreign language teaching becomes more efficient with such resources that increase motivation and interest. Additionally, they help learners develop some abilities necessary for critical thinking outside the classroom (p.307). Peacock and Flowerdew (2001) referred to other advantages for the application of authentic resources in educational contexts. They argued that real-life situations which learners are currently or will face are best represented through authentic materials than non- authentic ones which might lose meaning when modified (p.182). Therefore, authenticity is a crucial factor to consider when selecting teaching resources, particularly listening materials in order to foster interactive and autonomous learning.

Despite being practical and beneficial for teaching and learning, some teachers still favor the use of pedagogic language over authentic ones for audio materials. Nunan (1999) stated that non-authentic listening texts vary from those that are authentic. They frequently include linguistic elements that are more frequently present in written than in spoken language. There are very few of the meaning negotiations that may be found in authentic material, in addition to overlaps, hesitation, and false starts (as cited in Ellis & Shintani, 2014, p.166). In other words, the use of pedagogic language in audible texts appears to be less

problematic for pupils since it reflects academic usage free of slangs and other culture-related expression.

In conclusion, audio materials that are either authentic or pedagogic have their pros and cons. Base on learners' needs and teaching objectives, tutors can choose which one to use.

## **2.8 Criteria of Textuality in Audible Texts**

Beaugrande and Dressler (1981) mentioned seven criteria of textuality to be considered when designing teaching materials. These standards must be available in any written or uttered text in which we can distinguish between the text and the non-text.

1. Cohesion: According to Yule (2006), cohesion is the interrelatedness that occurs within the text. It is the syntactic connection and the linear sequence between sentences through reference, ellipsis, substitution, and conjunctions.

2. Coherence: It is the semantic connection between parts of the text. “Everything fitting together well” (Yule, 2006, p.126); which means that all ideas should be related to each other and center on one topic.

3. Intentionality: It is the goal of the text; it is related to the sender. The producer of the text has a specific intention behind producing a coherent and cohesive text and reaching a specific goal. For example, the advertising speech is intended to persuade the consumer to buy the product. Therefore, every text has a purpose that pushes the writer to produce it.

4. Acceptability: This criterion is related to the reader and his evaluation of the text based on acceptance and coherence. This criterion is achieved when the reader finds the text to be coherent, cohesive, and contextually appropriate.

5. Informativeness: It is related to the extent to which the information contained in the text is usual in its style and the way it is presented. The more the author's style deviates from

his own, the more informative the text is; conversely, the closer it is to standard language, the less informative it is.

6. Contextualization: It is one of the important elements on which textuality is based; it reflects all of the surrounding factors that influence the text's production, such as the writer and the receiver of the text, the place and time, as well as the social, cultural, and political situations. That is to say, the writer should represent his ideas in relation to the context.

7. Intertextuality: The new text contains within it another text; texts were derived from previous texts through imitation, as in literary studies (as cited in Ocak & Baysal, 2016, p. 36-37).

In conclusion, it can be said that these criteria are not restricted to the grammatical structure of a listening text, but rather go beyond the semantic and pragmatic factors that interfere with its production. Any completed text must consist of a number of factors, including grammatical, semantic, and pragmatic aspects.

## **2.9 Teaching Audible Texts: The Goals**

Teaching listening as a purposeful activity depends on a set of objectives or sub-objectives realized through audible texts. Ur (2012) listed the main objectives for text teaching as follows:

### **2.9.1 Comprehension of Content**

Content comprehension involves four main elements. . First, the teacher must ensure that the students comprehend the text's general topic, such as the plot in a narrative or the argument or notion put out in an article that discusses a subject. It is called 'General Gist'. 'Detailed understanding' comes next which entails more thorough understanding of the various text components. Often, this means studying each sentence in detail and, as necessary, explaining any unfamiliar vocabulary or concepts. Third step is reading between the lines.

The teacher can let learners draw their own conclusions about meanings that are not made clear. For instance, if a literary work contains dialogue, he/she might find it interesting to talk about the many ways the characters express their personalities or motivations. When in a piece of writing that makes an argument, students may be able to determine the writer's perspective or approach by the emotive language they choose. Finally, the text can then be studied critically which is called critical analysis. Students are asked to determine whether a text is truthful, logical, or consistent. This is especially helpful when reading persuasive writings, such as political speeches or commercial advertisements (p.29).

### **2.9.2 Language Learning**

Ur (2012) declared that vocabulary expansion or review is undoubtedly the most essential language learning advantage of extensive text study. Almost all of the vocabulary used in this study must be grasped by the learners. As the teacher may help his or her students recognize new terms, in addition to recapitulate what they have met before. In addition to vocabulary, an additional advantage of language learning is acquiring the linguistic knowledge. The more lines there are in the text, the greater the variety of grammatical structures. The teacher needs to neglect what the students have already known. Also, he may choose a new grammatical pattern to teach and explain for a short period of time, while providing extra examples outside the context (p.29-30).

### **2.9.3 Discourse Analysis**

The next step necessitates the teacher to focus on discourse analysis, which can only happen when students fully comprehend the text's content. It is the general discussion of the text, including function, genre, style, structure, and meaning (Ur, 2012, p.30).

### **2.9.4 Follow-Up Task**

After the teacher has completed work on comprehension, language, and discourse analysis, he/she move to assigning some follow-up tasks to learners who are required to discuss, write, or make research projects based on the content of the text (p.30).

## **2.10 Criteria of Good Audible Texts**

There are several aspects to take into account while designing a listening text. Wilson (2008) classified these aspects into two different categories: content and delivery.

### **2.10.1 Content**

In terms of the content, the listening text should attract students' interests. That is to say, the topic should be intrinsically interesting and at the same time funny in order to increase students' motivation. Otherwise, they will be careless. Aside from interest and entertainment factors, the text should be suitable to listeners' cultures. There are some words that do not exist in other cultures, so the text will be misunderstood (p.26).

It is okay if the lesson aims to provide new cultural information. But if it aims to practice, then it is inappropriate for students. As a result, it is the responsibility of teachers to make sure that their learners understand the topic properly so they can understand the text including, the cultural background. Another factor to consider is the type of speech act; it will be understood easily if it is predictable and familiar. Density refers to the extent to which the text contains information. It will be less demanding if the text repeats key words and phrases and contains complex grammatical structures (p.26-27).

Moreover, Wilson (2008) stated that some discourse structures are simpler than others. Discourse structures describe how a text is organized. Here are a few frequent patterns as an illustration: phenomenon: An example of this is when a text discusses a general trend before examining a specific example of that trend. Another common pattern is cause-effect, which is

said to be especially significant for listening since listeners tend to guess what the results will be after hearing about the causes. Prediction is another crucial component of listening. Also the problem-solution pattern is easy to understand because it follows a clear and logical structure. For instance, the discussion starts with identifying a problem and then moves on to suggesting and exploring possible solutions. This indicates that the discussion sticks to a specific subject or topic (p.27).

Besides, a listening text with several novel vocabulary elements and complex grammatical constructions will be challenging. Complexity is another factor that determines language level in addition to grammar and vocabulary and is thought to be difficult for pupils to understand and process. Moreover, formality levels must be taken into account because both informal and formal texts may provide problems, maybe containing slang and/or incorrect articulation. In general, formal English is longer and more complexly constructed than "neutral" English, and it frequently uses words with Latin roots. Italian students may find formal English to be simpler than, say, Japanese students because of this (Wilson, 2008, p.28).

### **2.10.2 Delivery**

Wilson (2008) suggested that when it comes to presenting listening input in the classroom, teachers should consider two forms of input: live talk and recorded media such as cassettes, CDs, or DVDs. There are several delivery aspects that should be taken into account when selecting an appropriate listening text. Firstly, the length of the recording should be limited, as most students can only cope with a certain amount of input, and it is important to balance extensive and intensive listening. Secondly, the quality of the recording should be clear and high. Thirdly, the speed and number of speakers should be considered, as too many speakers can confuse students, particularly those who lack visual support. Another important factor is the accent used in the recording, as spoken English can vary across different regions.

Teachers may struggle with deciding which accent to use for learners, with some European commentators believing that standard British English is the best model, while other countries may prefer to learn American English. However, it's now believed that students do not necessarily need to sound like native speakers, as the majority of English spoken world-wide is by non-native speakers. Therefore, teachers don't need to sound like native speakers to provide good examples for their students. As students become more proficient, they should gradually be exposed to a range of accents, as recent materials reflect this belief (pp. 28–30).

### **2.11 Listening Strategies for Audible Texts**

In any listening situation, Davies and Pearse (2000) listed some listening strategies as mentioned below:

1. The listener makes expectations or assumptions about what he will hear.
2. The listener attempts to comprehend the topic that is being tackled as well as any shifts or transitions within it during the conversation. This strategy enables him to understand the content and connect ideas where the topic is complex or unfamiliar.
3. The listener tries to recognize individual words and phrases, even if they are not clearly pronounced. For instance, “dae ye ken what ah mean?” is not articulated clearly, but by listening attentively and recognizing the sounds of individual words; we can realize the intended meaning, which is “do you know what I mean?”
4. The listener constructs a coherent and understandable message relying on what he is receiving.
5. Listener’s reaction demonstrates their level of understanding. For instance, if someone discusses disadvantages of social media, the listener may initially express his disagreement but later changes his mind.

## **2.12 Advantages and Disadvantages of Live Listening and Recorded Materials**

When it comes to presenting audio texts, two primary forms can be distinguished: live listening and recorded materials. Each form has its own unique advantages and disadvantages, and the selection ultimately relies on the specific context and goals of the audio presentations (Kadagidze, 2006).

### **2.12.1 Live Listening**

#### ***2.12.1.1 Advantages of Live Listening***

1. The teacher can select the listening materials that suit learner's level in terms of language.
2. Reduced interference from technical noises, resulting in clearer listening. This helps in maintaining focus and comprehension.
3. The opportunity to utilize visual cues such as facial expressions; gestures, and body language, which enhance understanding and engagement with the speaker's message.
4. The speaker's response and reaction reflect their thoughts and intentions. This aids in better understanding the speaker's perspective and facilitates communication.

#### ***2.12.1.2 Disadvantages of Live Listening***

1. It cannot be reproduced. That is to say, unlike with recordings, you cannot go back and listen to a specific part of the speech. This makes it difficult to pay attention to details.
2. Students may commit pauses when speakers do not finish their sentences or completely express their opinions during live listening activities like group discussions and presentation. As a result, the listener may find it difficult to grasp the intended meaning.

## **2.12.2 Recorded Materials**

### ***2.12.2.1 Advantages of Recorded Materials***

1. Recorded materials provide a diverse range of English sounds, voices, and accents, enabling non-native English teachers to expose their audience to authentic language and real-life situations.
2. These materials can be easily paused, restarted, or replayed, granting teachers and students the flexibility to analyze and imitate unfamiliar speech patterns.
3. Students have the flexibility of accessing recorded materials; they are able to use them at any time.
4. By listening to recorded materials, students are exposed to various speakers' voices and accents, thereby, enhancing their listening skills.
5. Unlike live listening, the recorded materials encompass a wider range of content, topics, and phonetic input, contributing to a more diverse and fruitful learning experience.
6. Recorded resources facilitate teachers in selecting and preparing listening activities in advance, enabling them to make better choices and effectively plan their lessons.

### ***2.12.2.2 Disadvantages of Recorded Materials:***

1. Lack of direct interaction between the listener and the speaker poses a challenge in recognizing speech elements such as speed, rhythm, intonation, and other aspects. This limitation prevents students from applying compensatory strategies, like seeking for clarification from a partner, to improve their understanding of the message

2. Audio materials may not consistently maintain high technical standards, leading to confusion and frustration among learners. These obstacles hinder their ability to engage in effective and productive learning and make it difficult for them to compensate for any difficulty they encounter while comprehending the content.
3. Technical issues such as poor recording quality, which can significantly hinder students' ability to perceive and understand the content effectively.

In conclusion, when it comes to audio presentations, both live listening and recorded materials have certain benefits and drawbacks. The specific context and goals of the audio presentation will determine which of these formats is most effective.

## **Conclusion**

Audio aids such as tape recorder are used to present audible content including listening texts which are thought to be valuable materials to teach listening. In the previous section, we defined audio aids with its types. In addition to that, we highlighted the definition of audible texts along with their objectives, criteria, advantages and disadvantages.

To ensure a communicative learning experience, teachers present audible texts within CBA framework which will be covered in the following section.

## **Section Three: Competency-Based Approach (CBA)**

### **Introduction**

The history of language teaching is marked by various modifications and developments in teaching methods and approaches in order to facilitate the teaching and learning process. Every new method or approach emerged as a result to the shortcomings of the preexisting one. The competency-based approach is nowadays a well-known method of teaching languages. In this section, we try to discuss possible aspects related to the CBA, including its history, features, components, principles, learner and teacher roles, and assessment under the CBA. We also clarify what is meant by competence and competency. Lastly, we will talk about the implementation of CBA in Algerian middle schools.

### **1. The Competency-Based Approach (The CBA)**

#### **1.1 Historical Background of the CBA**

CBA is an educational movement whose origins have been debated among researchers and scholars. Chelli (2010) argued that CBA was first initiated in the USA in the late 1960s. However, some researchers disagree with this point of view. In addition, Bowden and Masters (1993) confirmed that CBE evolved into vocational training programs in the UK and Germany, among others, in the 1980s and vocational training and professional skills recognition in Australia in the 1990s. However, it was agreed that “in 1986, CBLT was used as approach in teaching refugees in the USA who wished to receive federal assistance for achieving language useful in daily life and work related setting” (Rambee, 2013, p. 43).

## **1.2 The Difference between Competency and Competence**

### **1.2.1 Definition of Competence**

Competence is frequently seen as a significant element in learning any foreign language. Huszti (2022) defined it as the capacity to use information and skills in daily work. Furthermore, it includes the capacity for a person to generate new sentences and recognize ambiguous sentences (Richards & Schmidt, 2002, p.94).

### **1.2.2 Definition of Competency**

It refers to a human-related, since it has to do with how an individual can apply their knowledge, talents, and skills in life or at work (Bader & Hamada, 2015). That is to say, competency refers to a range of abilities, skills, and knowledge needed to perform an activity. According to Richards and Rodgers (2001), competencies involve describing the fundamental abilities, knowledge, attitudes, and behaviors needed to do a task or an activity effectively in reality (p. 144).

## **1.3 Definition of Competency-Based Approach (CBA)**

Many scholars and researchers have explained this approach. For instance, Richards and Rodgers (2001) defined this approach as a movement in education that concentrates on the outputs or inputs of learning while creating language instruction. CBE focuses on how language was acquired and what the students are supposed to do with it (as cited in Marcellino, 2005, p. 33). In simple words, CBA is concerned with what students are supposed to do with language not to learn. Boukhenteche (2020) pointed out that the CBLT approach independently analyzes and teaches language activities, but it also allows the learner to complete the analyzed work in the classroom once they have mastered its components and skills. Specifically, CBA was created to enable students to be competent in real-life situations both inside and outside the classroom. For example, while speaking or writing, the student

should apply his linguistic competence, which includes knowledge of vocabulary, grammar, spelling, punctuation, and pronunciation.

#### **1.4 Characteristics of the CBA**

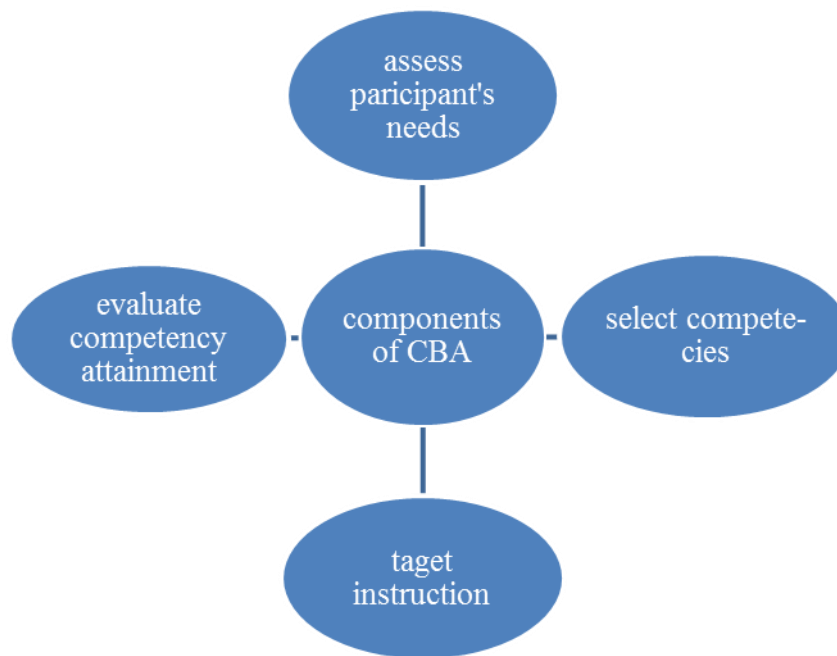
Each teaching or learning method has its specific characteristics. Nkwetisama and Cameroon (2012) identified six key characteristics of the CBA:

1. Precise and quantifiable behavioral concepts are used to describe the competencies.
2. Learners' outcomes are the basis of the contents.
3. Learners keep learning until they master a specific skill or competency.
4. It focuses on applying the fundamental competencies in real-world contexts.
5. Learning is designed to meet students' needs.
6. Students receive feedback on their performance (p.520).

#### **1.5 Components of the CBA**

CBA has been introduced and implemented in different nations and in different procedures. Ntongieh (2016) explained Weddel's four fundamental components of the CBA, as shown:

1. Assessing learners' needs: the teacher conducts a needs analysis in order to determine the competencies needed to be developed in students.
2. Selecting competencies: according to the needs of the learner, the teacher selects the competencies.
3. Targeting instruction: the teacher selects instruction according to the students' needs.
4. Evaluating the competency attainment: the teacher evaluates students' proficiency levels to determine whether they fit with the stated outcomes. The process is continued until competence is achieved (p. 54).



*Figure 1.* Components of CBA (Weddel, 2006)

Nkwetisama (2012) noted that, the four elements do not work independently of one another. The approach begins with assessing students' needs. Moving on to selecting competencies, targeting instruction, and finally reassessing the level at which the competencies are being reached (p. 520).

### **1.6 Types of Classroom Activities in the CBA**

Activities performed in the classroom are determined by teacher's method. CBA and previous methods of teaching share many similarities. In this way, Richards (2006) listed the following types of activities:

1. Task-completion activities: the emphasis is completing a task using linguistic knowledge. For instance, puzzles, games, and map reading that motivate and encourage learners to participate in the classroom.

2. Opinion-sharing activities: students share their values, opinions, and beliefs. For example, the teacher explains the lesson of “smoking”, and then learners are asked to express their opinions about this topic.
3. Information-transfer activities: learners are required to represent information that is provided in a different way; e.g., students transfer the spoken text to the written one.
4. Reasoning-gap activities: entail using inference, deduction, and practical reasoning to derive some new information from the existing information (p. 19).

### **1.7 The Teacher’s Role in the CBA**

Generally, students’ roles are directly related to the role and responsibility of the teacher. Some approaches totally depend on the teacher. However, in the competency-based approach, the teacher is no longer only an information provider. Instead, he should facilitate the learning process, organize students to do the activities, and provide feedback on the students' learning (Ntongieh, 2016, p. 55). In contrast to the traditional methods, the teacher needs to assist students in creating their own learning strategies and taking responsibility for their results. In addition, Bader and Hamada (2015) have also found that teachers are supposed to give constructive feedback on learners’ achievements.

### **1.8 The Learner’s Role in the CBA**

CBA relies on the learners’ role, unlike the traditional approach, which depends on the teacher who transmits the knowledge. According to Ntongieh (2016), the learner should put the skills gained in the classroom into practice in a variety of contexts (p.55). Also, Instead of interacting with the teacher, students are asked to do so more among themselves (Richards & Rodgers, 1986, p.77).

## **1.9 The CBA in Algerian Middle School**

Education is a significant instrument for any nation in the world. It develops young people's minds to be leaders for future generations. Bendala (2013) stated that since Algeria's independence in 1962, the educational system has undergone a set of transformations and applied a range of methods in its institutions. According to her, CBA was implemented in 2003 in order to make learners able to solve problems, rely on themselves, and think critically. This approach shifted from teacher-centeredness to learner-centeredness. In other words, in previous methods, the teacher took responsibility for providing information. In contrast, in CBA, the teacher allows the learner to apply his or her knowledge and skills wherever he or she is, inside or outside the classroom. In this respect, according to Chelli (2010), CBA is learner-centered; students are no longer knowledge receivers and are expected to build their own knowledge.

However, Bellour (2017) conducted a study about the application of CBA in Algerian middle schools. The results of this study indicated that CBA was not effectively employed in English classes and that teachers were not strictly adhering to the principles of CBA. Rather than teaching competencies, they were primarily focused on delivering content in a teacher-centered manner. Consequently, students were passing without achieving the required competencies or even acquiring the basic English skills. In addition, Ghounene and Rabahi (2017) highlighted the challenges faced by the Algerian middle schools in implementing CBA. Firstly, the allocated time for teaching English has been reduced to three hours per week, which is widely acknowledged as insufficient to effectively cover the subject matter. Secondly, the classrooms are overcrowded, with more than forty students in a single class. However, this approach is designed for a smaller number of learners. This large class size makes it harder for teachers to provide individual attention and support to each student. The majority of pupils feel disinterested and unmotivated to study, with only a small number

(approximately seven to ten) showing motivation. They are also not engaged in pair work and fail to utilize their language skills to enhance their communicative competence and participate in classroom interactions.

## **Conclusion**

As a conclusion, this section reviewed one of the recent teaching methods, which is the competency-based approach, dealing with its history, definition, features, components, principles, learners and teacher roles, and evaluation procedures. An efficient learning process is based on devoting enough time to listening to audio texts accompanied by assessment tasks and using well-founded methods like the competency-based approach as learning and teaching frame for fruitful results. It is encouraged to integrate audible texts in teaching any language following the principles of the CBA in order to create a friendly, communicative, and authentic environment that would attract pupils' attention and boost their motivation.

## **Chapter Two**

### **Methodology and Data Analysis**

## **Chapter Two: Methodology and Data Analysis**

### **Introduction**

In this chapter, we are concerned with the practical part supporting the review of literature tackled in the previous chapter. This chapter represents the methodology that describes the steps that we followed to conduct the study, including population and sampling, research tools, and concluding with the analysis of what has been collected.

### **1. Population and Sampling**

The target population of this study was fourth-year middle school pupils and teachers. Singh (2010) asserted that sampling is essential to all research projects and that they cannot be accomplished without it. In order to create an effective research design, he also noted that every researcher should describe how the sample population is chosen. In this respect, the sample consists of 59 fourth-year middle school pupils selected for three main reasons. First, they have the most experience studying English. Second, they represent the final outcome of learning English in middle school. Third, they are more mature and would provide us with more reliable information. In addition to that, eight middle school teachers were randomly selected from various middle schools to guarantee diversity in responses along with fourth-year teaching documents' analysis.

### **2. Research Instruments**

Wilkinson and Birmingham (2003) defined research instruments as tools or techniques that the researcher uses to collect the data needed for the study. As we have previously stated, the current research is a mixed study that utilizes both qualitative and quantitative methods. The researcher used three research tools which are: An interview that

was carried out with teachers (08), and a document analysis of fourth-year listening scripts and textbook's listening activities is conducted. In addition, a questionnaire was distributed to fourth-year middle school pupils (59) as a complementary research tool.

## **2.1 Description of the Research Instruments**

### **2.1.1 Pupils Questionnaire**

The questionnaire is distributed to Four-year middle school (4MS) pupils to diagnose the learners' performance and attitudes towards the application of audio texts under the CBA during listening sessions. It tries to investigate the effectiveness of the use of audible texts on their communicative competence to get possible results to be matched with interview responses or document analysis . As it was already stated, the sample consists of 59 pupils.

#### ***2.1.1.1 Administration of the Questionnaire***

The questionnaire has been distributed to 4MS pupils of three middle schools in El Tarf. It is translated to Arabic in order to make it easy for them to comprehend and respond. Pupils were asked to answer the questions honestly and the responses will be anonymously analyzed and used only to carry out the objectives of our research.

#### ***2.1.1.2 Description of the Questionnaire***

The pupils' questionnaire is composed of 17 questions arranged between 'yes' or 'no' questions and MCQ's. The questionnaire is divided into five sections:

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

The first section contains two questions; one is about the easiest skill to learn and the other one is about Students' attitudes towards listening sessions. These questions were asked to figure out learners' motivation and interest concerning listening mainly.

#### **Section Two: Audible Texts: Pre Listening Phase**

This section is composed of four questions. The participants were asked whether teachers assign pre listening activities after listening to the audio texts. These inquiries aim at identifying the common activities used before introducing learners to the audio texts and see if these activities help them have an idea of what they are going to listen to.

### **Section Three: Audible Texts: During Listening Phase**

This section consists of five questions. It tries to identify what tools teachers use to present audio texts and which aid help learners to effectively listen and comprehend. Furthermore, it seeks to determine students' difficulties while listening to audio texts.

### **Section Four: Audible Texts: Post Listening Phase**

There are five questions in this section. These questions are intended to gather information about how well students perform after listening to the audio texts and to assess whether or not they put what they have learnt (the input) into practice.

### **Section Five: Audible Texts and the CBA**

This is the last section, it contains two questions. The respondents were asked these questions to scrutinize whether the use of audible texts contributed to enhancing learners' communicative skills.

#### **2.1.2 Teacher's Interview**

This interview seeks to investigate teachers' perceptions towards the use of audible texts in developing learners' communicative competencies under the CBA. It was conducted with eight middle school teachers of English. It is made up of 19 questions (see appendix C). A comfortable interview setting was taken into account to ensure sincere responses from the part of the teachers. We utilized the letter "T" which stands for teacher and the numbers (1, 2, 3, 4, 5, 6, 7, and 8) to refer to them.

### 2.1.3 Document Description

Fourth-year listening scripts and textbooks are the documents required for the analysis of audible texts and listening activities, which the former are composed of, respectively. Our goal is to reveal the way these teaching resources are designed and presented to learners. Firstly, the paper version of the listening document is divided into sequences which are made up of two sections: Scripts for “I listen and do” and scripts for “My Pronunciation Tools”. The scripts consist of texts to be listened to and attributed to specific tasks. Secondly, the structure of 4MS textbook is described as being composed of the same sequences’ titles that are represented in the listening documents. Each sequence includes 11 sections. “I listen and do” is the first one which presents a set of activities to do before, during and after listening to the audio materials. The table below summarizes the textbook structure in accordance with the required listening texts document:

**Table 1.** *The Structure of Middle School Textbook and Listening Scripts Documents*

Level	Number of Sequences	Title of sequences in listening documents and textbook	Section One: Scripts for “I listen and do”	Section One: “I listen and do” Listening Activities
Fourth Grade	Three	1.Me, Universal Landmarks and Outstanding Figures in History, Literature and Arts 2.Me, my Personality and Life Experiences 3.Me, my Community and Citizenship	Various texts which take the form of dialogues or monologues to be listened to	Various tasks related to each phase of listening

According to Curriculum of English for Middle School Education (2016) the titles of the three sequences provide an overview of the topics covered in the listening scripts. They are placed into three categories: personal life (personality features, school and life experiences); the surrounding environment (citizenship, charity, and family advice); and the world (outstanding figures, landmarks, and monuments) (p. 5-6).

Review results help us to gain a deeper understanding of fourth-year middle school audible texts and listening activities design, which would add more validity to the questionnaire's and interview's research findings.

### 3. Presentation and Analysis of the Findings

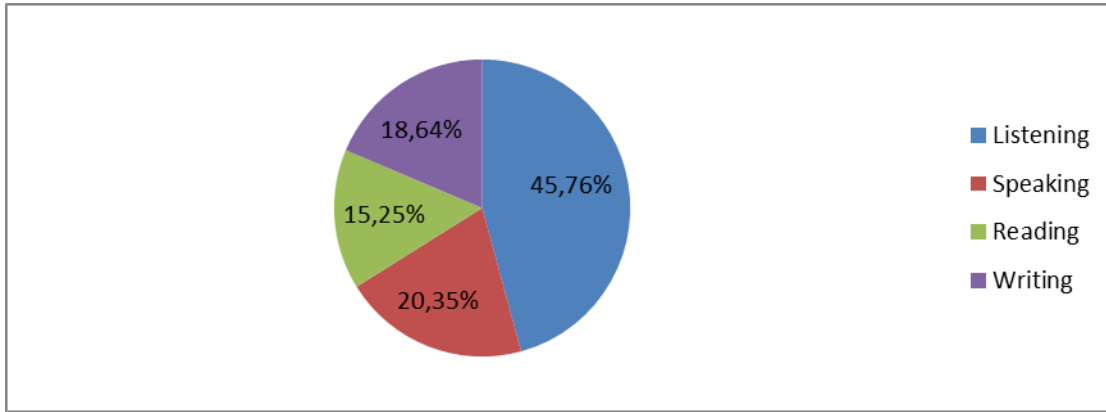
#### 3.1 Analysis of Pupils' Questionnaire

##### Section One: General Information

**Q1:** What is the easiest skill to learn?

**Table 2.** *Pupils' Perspective Towards the Easiest Language Skill*

Options	Responses	Percentages
Listening	27	45,76%
Speaking	12	20,35%
Reading	9	15,25%
Writing	11	18,64%
Total	59	100%



*Figure 2. Pupils' Perception Towards the Easiest Language Skill*

This question is designed to find out which language skill pupils thought was the easiest to acquire. The majority of them (45.76%) say that listening was the simplest skill to master. (18.64%) of the learners rate writing in the second place. Speaking, on the other hand, is rated as the easiest one by just (20.35 %) of the participants, while reading is rated the last with only 15.25 %.

**Q2:** Do you enjoy listening sessions?

**Table 3.** *Pupils' Opinion about Listening Sessions*

Options	Responses	Percentages
Yes	33	55,93%
No	26	44,07%
Total	59	100%

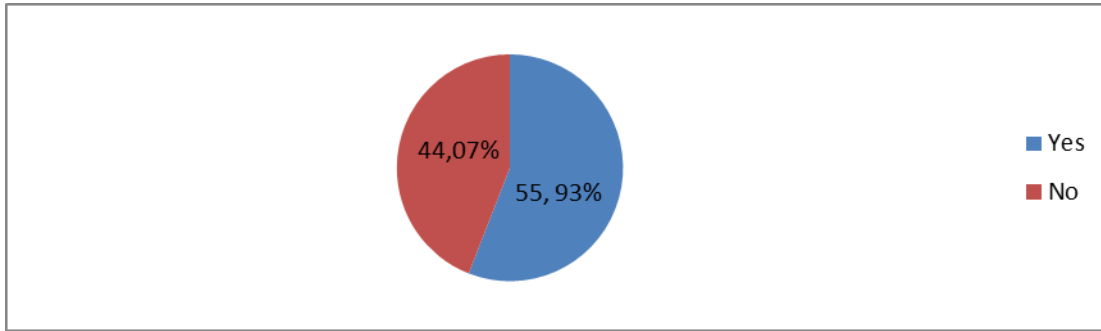


Figure 3. Pupils' Opinion about Listening Sessions

More than half of the population (55, 93%) enjoy listening sessions, while the rest (44, 07%) do not. As it is shown, we conclude that most pupils enjoy listening sessions.

### Section Two: Audible Texts: Pre Listening Phase

Q3: Do teachers assign some tasks before listening to audible texts?

Table 4: Pupils' Opinions about their Teachers' Use of Pre Listening Tasks

Options	Responses	Percentages
Yes	56	94,92%
No	3	5,08%
Total	59	100%

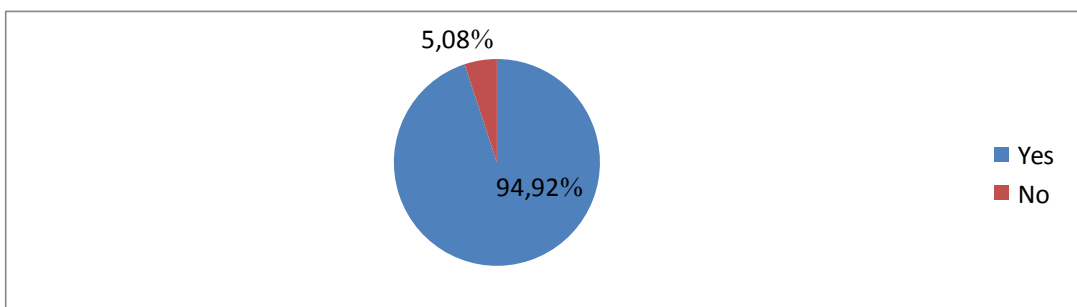


Figure 4.. Pupils’ Opinions about their Teachers’ Use of Pre Listening Tasks

This question is intended to determine whether or not teachers assign pre listening activities after listening to the audio texts. According to the table above, ( 94, 92%) of pupils say yes; that is to say, most teachers assign pre activities before starting to listen. Whereas, a few of them (5, 08%) say no.

**Q4:** If yes, what are the types of pre-listening activities?

**Table 5.**Types of Pre- Listening Activities

Options	Responses	Percentages
Asking General Leading questions	44	74,58%
Revision Tasks about the previous Lesson	1	1,69%
Picture Description	14	23,73%
Other suggestions	0	0%
Total	59	100%

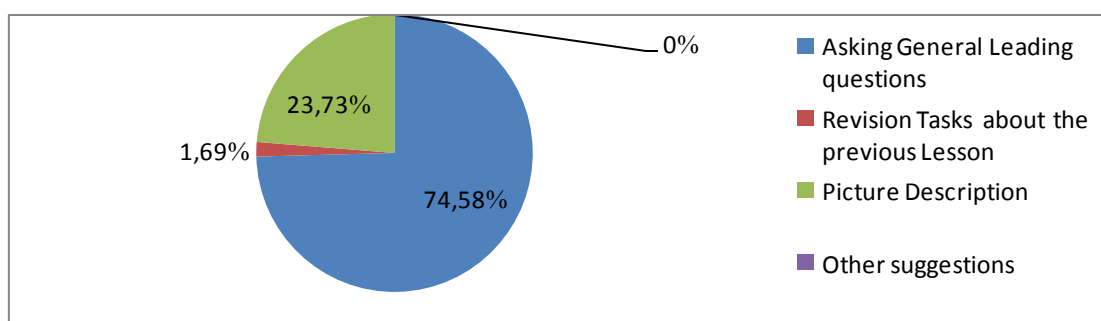


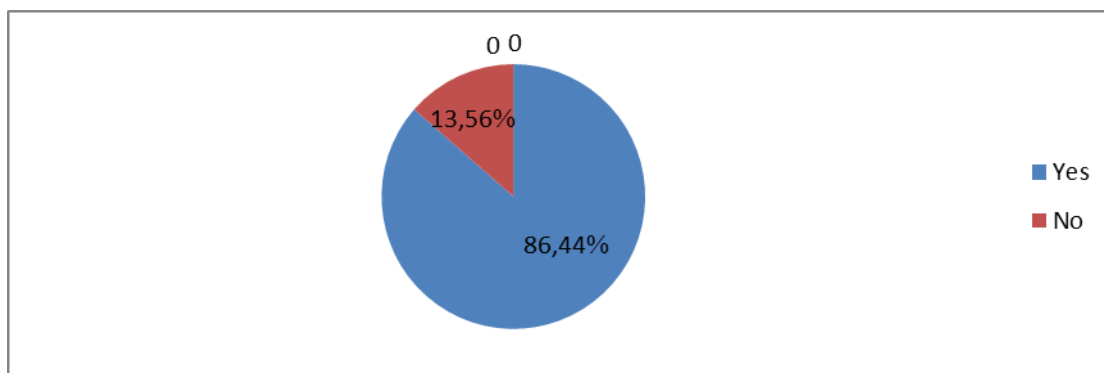
Figure 5. Types of Pre- Listening Activities

The finding reveals that (74, 58%) of learners report that their teachers use general questions in order to prepare them for the listening phase. While, (23, 73%) of them declare that they are asked to describe pictures presented on the board. Only (1, 69 %) of pupils indicated that their teachers start with revision questions.

**Q5:** Do pre listening activities help you in having an idea about the topic of the audible text?

**Table 6.** *Learners' Attitudes towards Pre-Listening Activities*

Options	Responses	Percentages
Yes	51	86,44%
No	8	13,56%
Total	59	100%



*Figure 6.* Learners' Attitudes towards Pre Listening Activities

The goal of this question is to shed the light on the effectiveness of pre listening activities in helping learners get an idea about the topic of audio text. The results obtained denote that (86, 44%) of participants agree that pre listening activities helped them have a clear picture of the content presented. Whereas, the remaining ones (13, 56%) state the opposite.

**Q6:** Which pre-listening activities do you prefer?

Table 7. *Learners' Preferred Pre- Listening Activities*

Options	Responses	Percentages
Direct questions	20	33,90%
Guessing games	30	50,85%
No activities	9	15,25%
Other suggestion	0	0%
Total	59	100%

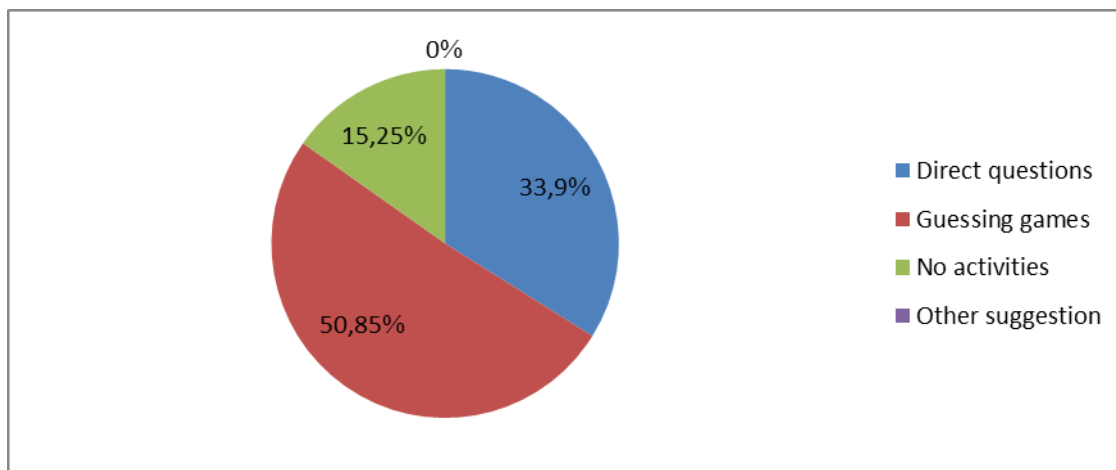


Figure 7. *Learners' Preferred Pre Listening Activities*

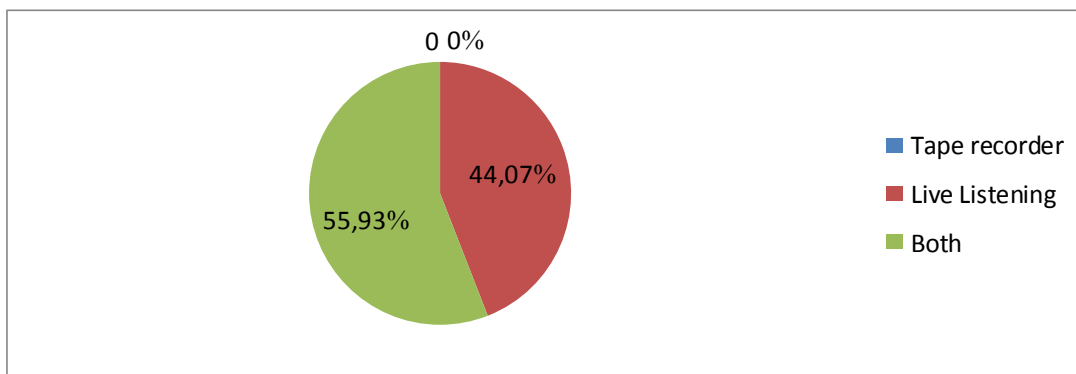
This question investigates pre listening activities that learners favor. The majority of pupils (50, 85%) prefer guessing games. Nonetheless, (33, 90%) of them prefer direct questions. Finally, (15, 25%) of them express no particular preference for any pre listening activity.

### **Section Three: Audible Texts: During Listening Phase**

**Q7:** What type of teaching aids do your teachers use to present the listening material?

**Table 8.** *Types of Teaching Aids Used by Teachers*

Options	Responses	Percentages
Tape recorder	0	0%
Live Listening	26	44,07 %
Both	33	55,93%
Total	59	100%



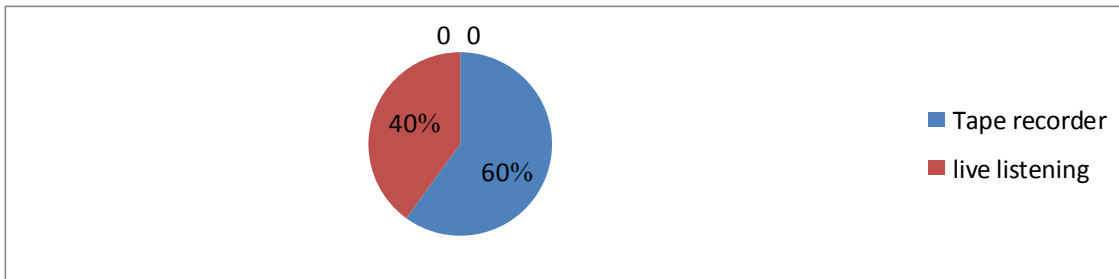
*Figure 8.* Types of Teaching Aids Used by Teachers

The purpose of this question is to determine the teaching aids used by teachers to present audio texts. As it is shown in the figure above, more than half of the participants (55.93%) report that their teachers use both tape recorder and live listening. On the other hand, (44.07%) of the participants report that their teachers exclusively use live listening as their preferred teaching aid.

**Q8:** Which teaching aid do you prefer to present audio text?

**Table 9:.** *Learners' Most Preferred Teaching Aid*

Options	Responses	Percentages
Tape recorder	35	60%
Live Listening	24	40%
Total	59	100%



*Figure 9. Learners' Most Preferred Teaching Aid*

This question intends to investigate which teaching aid learners find most helpful in enhancing their listening comprehension. The results reveal that most of the population (60%) prefers using a tape recorder, while the rest (40%) opt for live listening.

**Q9:** How do you describe the topics you listen to?

**Table 10.** *Learners' Opinion about Listening Texts Topics.*

Options	Responses	Percentages
Interesting	11	18,64%
Useful	26	44,07%
Boring	22	37,29%
Total	59	100%

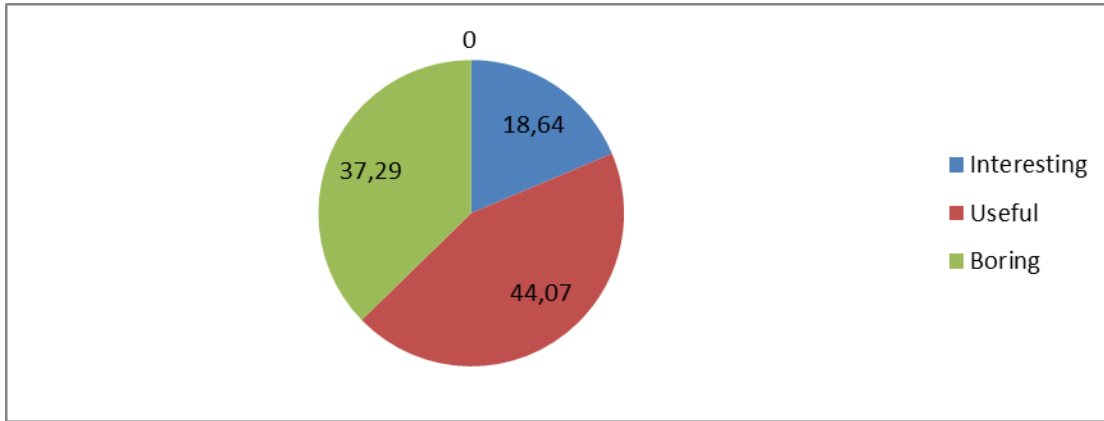


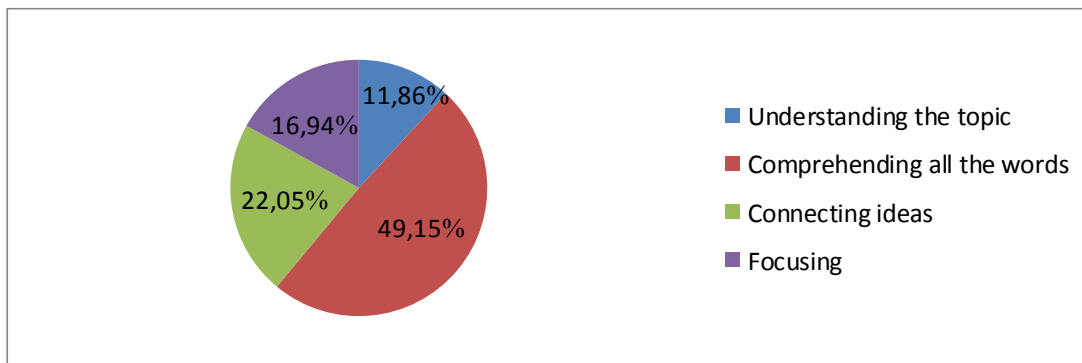
Figure 10. Learners' Opinion about Listening Texts Topics

The majority of pupils (44, 07%) describe the topics provided by teachers as useful. Whereas, (18, 64%) of them consider them interesting and the rest (37, 29%) of them find boring.

**Q10:** During listening, I face difficulties in:

**Table 11.** Learners' Faced Difficulties While Listening

Options	Responses	Percentages
Understanding the topic	07	11,86%
Comprehending all the words	29	49,15%
Connecting ideas	13	22,05%
Focusing	10	16,94%
Total	59	100%



*Figure 11. Learners' Faced Difficulties While Listening*

This question seeks to figure out the obstacles that learners face when listening to audio texts. The findings show that the majority of pupils (49.15%) find it challenging to understand every word. Furthermore, (22.05%) of them report having trouble linking ideas, and (6.94%) say they lose focus. Only a few pupils (11.86%) claim they had problems grasping the meaning of the whole topic.

**Q 11:** Put a tick in the appropriate box to indicate whether you agree or not with the following statements: 1. I agree 2. I disagree

**Table 12.** *Learners' Opinions about their Performance While Listening*

Statements	Responses		Total	Percentages		Total
	Agree	Disagree		Agree	Disagree	
1. I understand the new vocabulary in audible texts.	25	34	59	42,37%	57,63%	100%
2. I can recognize some	47	12	59	79,66%	20,34%	100%

of the words used in audio texts.						
3. I understand grammatical structures in audible texts.	31	28	59	52,54%	47,46%	100%
4. I use my background information to understand the content of audible texts.	40	19	59	32,20%	67,80%	100%
5. I prefer using pictures or paralinguistic features to help understanding the audio text	49	10	59	83,05%	16,95%	100%
6. I take notes while listening to audio texts.	26	33	59	44,06%	55,94%	100%
7. I feel motivated when listening to audio texts.	36	23	59	36%	64%	100%
8. I hesitate to ask when the audio text is	27	32	59	45,76%	54,24%	100%

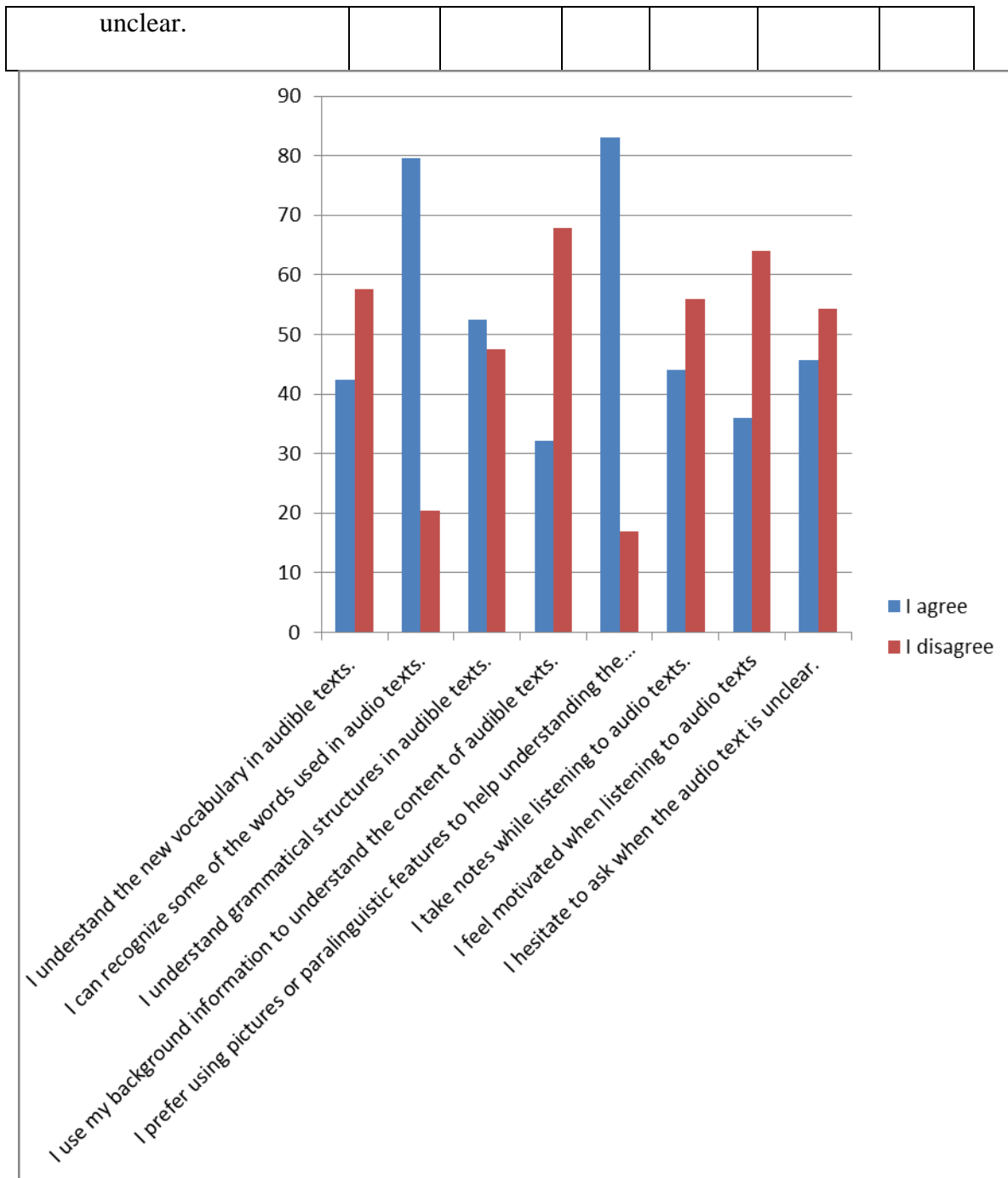


Figure 12. Learners' Opinions about their Performance While Listening

It is evident from the information presented in the table above that:

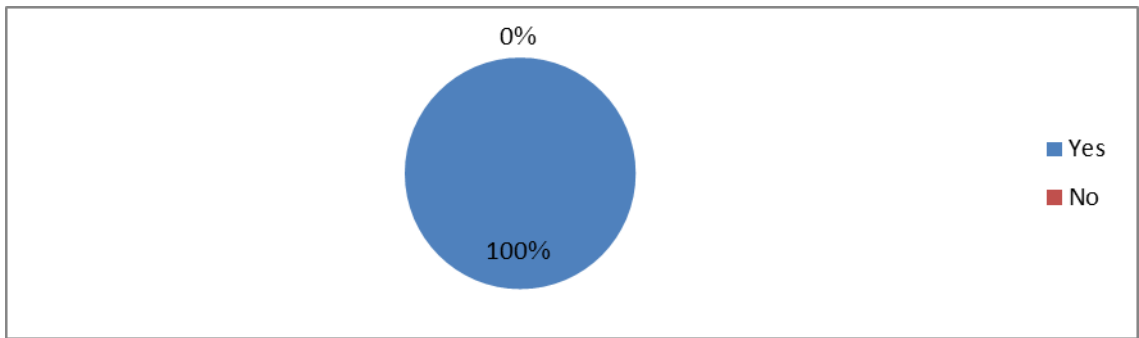
1. Over half of the population (57, 63%) cannot comprehend the new vocabulary used in auditory texts. However, (42, 37%) of them do.
2. It found that (79, 66 %) of respondents are able to recognize some of the words in auditory texts. While (20, 34) of them cannot.
3. Clearly, (52, 54%) of pupils understand grammatical structures in audible texts. However, (47, 46%) of them do not.
4. Pupils, (67, 80%) of them, do not use any prior knowledge when interpreting the material given in the audio texts.
5. It is noticed that (83, 05%) of pupils prefer to use visual aids or paralinguistic elements to reinforce comprehension, while others (16, 95%) do not.
6. Generally speaking, (44, 06%) of participants support taking notes when they listen to audio texts, and the remaining ones (55, 94%) do not.
7. Lack of motivation is a serious problem for (64%) of the learners while listening to audio texts and just (36 %) of them declared being motivated.
8. When there is confusion in the audio text, (54, 24%) of them feel free to inquire. However, (45,76%) of them are hesitant.

#### **Section Four: Audible Texts: Post Listening Phase**

**Q12:**Do teachers assign some tasks after listening to audio texts?

**Table 13.** *Learners' Opinion about their Teachers' Use of Post Listening Activities*

Options	Responses	Percentages
Yes	59	100%
No	00	00%
Total	59	100%



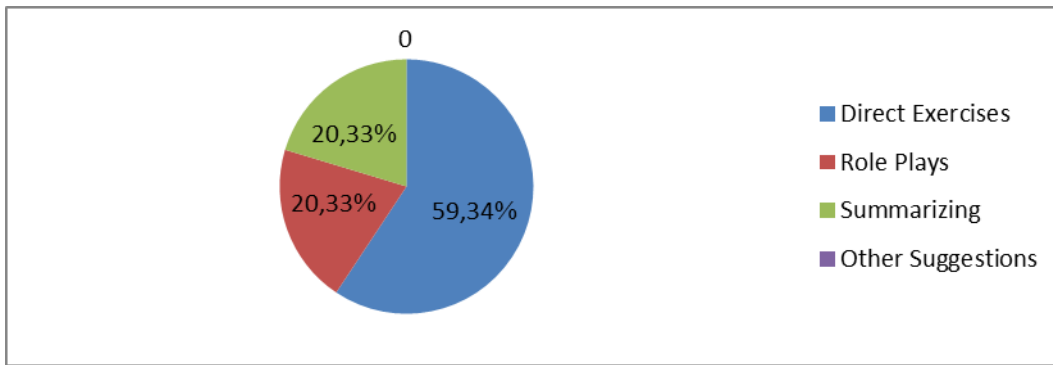
*Figure 13. Learners' Opinion about their Teachers' Use of Post Listening Activities*

This question is planned to figure out whether or not teachers assign post listening activities after listening to the audio texts. The results show that all respondents 100% ensure that teachers set post listening activities.

**Q13:** If yes, what are these activities?

**Table 14.** *Post Listening Activities Used by Teachers*

Options	Responses	Percentages
Direct Exercises	25	59,34%
Role Plays	12	20,33%
Summarizing	12	20,33%
Other Suggestions	00	00%
Total	59	100%



*Figure 14. Post Listening Activities Used by Teachers*

This question seeks to identify post-listening activities that are most commonly employed by teachers. According to the data presented in the figure and table above, (9, 34%) of pupils state that their teachers assign direct exercises. Additionally, (20, 33%) of them report the use of role plays, and other (20, 33%) select summarizing activities.

**Q14:** which type of post listening activities you prefer the most?

**Table 15.** *Learners' Preferred Post Listening Activity*

Options	Responses	Percentages
Direct Exercises	30	50,84%
Role Plays	13	22,03%
Summarizing	16	27,13%
Other Suggestions	00	00%
Total	59	100%

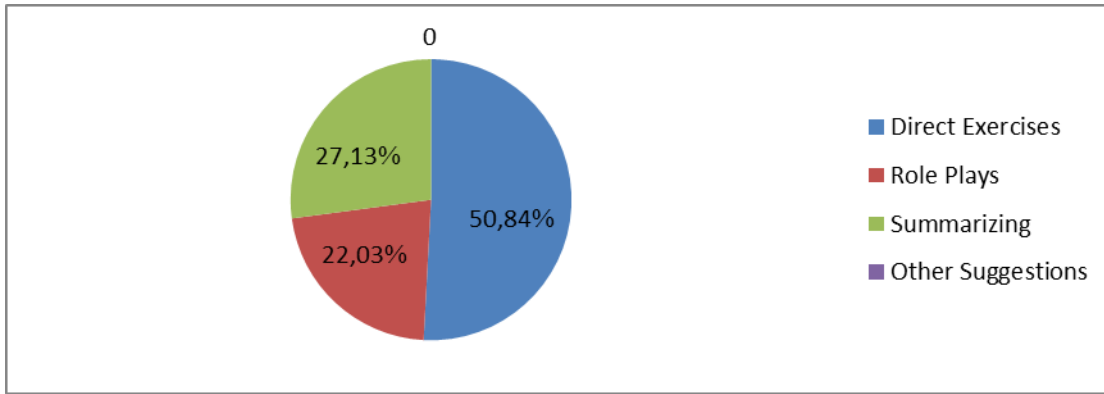


Figure 15. Learners' Preferred Post Listening Activity

This question investigates which post listening activities learners favor. Most of the pupils (50, 84%) prefer direct exercises. However, (27, 13%) of them enjoy summarizing. Few numbers of the participants (22, 03%) choose role plays.

**Q15:** Do you do all post listening activities correctly?

**Table 16.** Learners' Perceptions about their Performance in Post Listening Activities

Options	Responses	Percentages
Yes	19	32,20%
No	40	67,80%
Total	59	100%

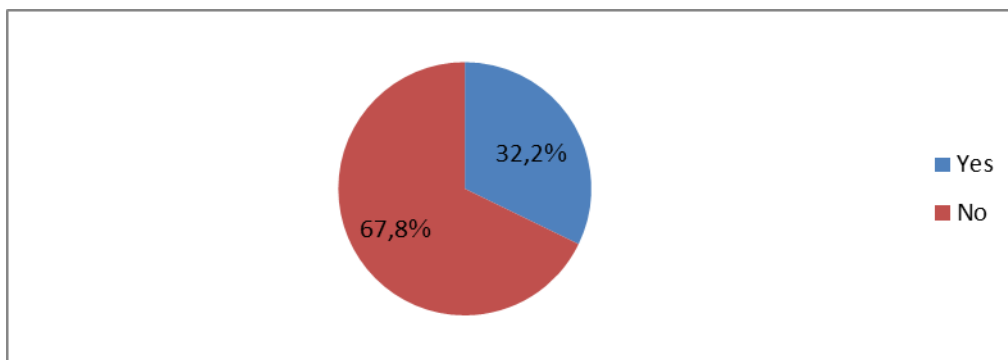


Figure 16. Learners' Perceptions about their Performance in Post Listening Activities

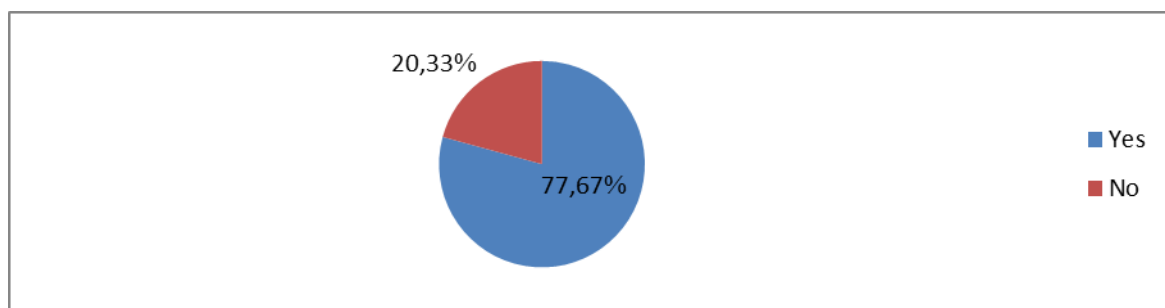
This question is asked to assess pupils' performance in post listening activities. Based on the findings above, it is revealed that most of pupils (67, 80%) claim that they are not able to do all or a big part of the activities correctly. However, (32, 20%) of them claim the reverse.

### Section Five: Audible Texts and the CBA

**Q16:** Do audible texts help in improving your listening and comprehension skills?

**Table 17.** *Learners' Perspectives about the Impact of Audible Texts on their listening Comprehension*

Options	Responses	Percentages
Yes	47	77,67%
No	12	20,33%
Total	59	100%



*Figure 17.* Learners' Perspectives about the Impact of Audible Texts on their listening Comprehension

This question seeks to gain information about the impact of audible texts on students' listening and comprehension skills. (77, 67%) of the participants find that audible texts

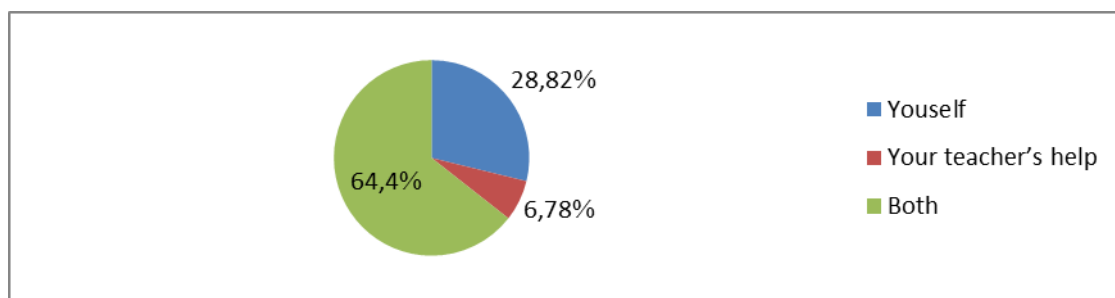
helped them in enhancing their listening comprehension; whereas, (20, 33%) state the opposite.

**Q17:** When listening or doing activities about audible texts do you rely on:

1. Yourself
2. Your teacher's help
3. Both

**Table 18.** *Learners' Perceptions about their Reliance when Doing Post Listening Activities*

Options	Responses	Percentages
Youself	04	6,78%
Your teacher's help	17	28,82%
Both	38	64,40%
Total	59	100%



*Figure 18.* Learners' Perceptions about their Reliance when doing Post Listening Activities

It is obvious from these findings that most of the pupils (64, 40%) rely on both themselves and their teacher. While, (28, 82%) of them depend mostly on teacher's help. Only (6, 78%) of learners do the activities on their own.

### 3.2 Analysis of Teachers' Interview

An interview was conducted to collect both qualitative and quantitative data to gain insights on the way audio texts are presented in real settings. Besides, the findings assist to have a clear and global vision on the attribution of listening materials in developing communication skills.

#### **Q1: How many years have you been teaching English?**

**Table 19:** *Teachers' Teaching Experience*

<b>Participants</b>	<b>Years of Teaching</b>
Teacher 2 and 8	Four years
Teacher 3 and 7	Seven years
Teacher 1	11 years
Teacher 6	13 years
Teacher 4 and 5	32 years

This question was posed in order to serve as a reference for the analysis of some subsequent questions to determine whether there is a relationship between teachers' qualifications and teaching experience. Both novice and experienced teachers make up our study which offers a variety of perspectives.

#### **Q2: In what way does teaching listening using the competency-based approach differs from the previous approaches? (First and second generation)**

From one hand, most of the teachers (T1, T3, T4, T5, and T6) claimed that teaching listening has drastically changed throughout the years. According to them, listening has been

given no regard in the past using the traditional approaches. One of them (T1) said that: “there were no tools available to present listening scripts such as videos or audios”. Another one (T5) said that: “we used to teach only the three language skills; speaking, reading, and writing. We were not clearly instructed on how to integrate listening following the teaching resources.” On the other hand (T3) declared the following: “teaching listening using the CBA differs clearly in a positive way from the previous approaches”. The majority of teachers said that learners are given more opportunities to experience listening through the use of various audio teaching aids. Two to three sessions per sequence are devoted to listening after being less frequently or never addressed compared to reading and writing. Additionally, the use of new teaching resources provided creative ways to present listening materials and activities to help increase interaction as possible. Learners can distinguish this skill from the other language skills which approve of their understanding of its role in communication. Thus, CBA provided better ways to overcome the drawbacks of the previous approaches. Unlike them, (T6) questioned its effectiveness in real contexts. She said that: “CBA is not really implemented in classrooms as it should be because learners are still unable to manipulate the language skills, mainly listening”. (T2, T7 and T8) could not answer this question since they did not have any experience in teaching using the previous approaches, but they agree with what has been said previously concerning the CBA.

**Q3: Are learners engaged and motivated before and while presenting the listening materials?**

All the teachers agreed that many learners seem active and eager to know about the listening topic especially when using audio aids, though some of them react passively. However, teachers acknowledged that their pupils start to lose focus and interest few minutes later and when the listening takes too long.

**Q4: How do you prepare your listening lessons using audible texts following the principles of competency-based approach?**

Generally, teachers prepare their lesson plans for listening following the PDP framework (pre, during, and post listening). In the pre listening phase, teacher's objective is to attract learners' attention and lead them to the next phase of listening, mainly through the use of flashcards and brainstorming. Moving on to the next phase, the presentation of the listening material should be contextualized, often in the form of a dialogue or report. Some teachers (T5, T6, T7, and T8) declared that learners may need a second listening for more understanding of the material. According to (T5), during listening, tasks are characterized by the following: being short and direct, asking general questions such as: who is speaking? And what is the topic about? Thus, "during listening activities" are made to check learners' comprehension of the listening script and to learn as much input as possible in the form of new vocabulary. However, all the above details concerning the while listening tasks are not implemented by some teachers like T6 and T1, who admitted that their purpose is just to make learners listen to the material. In the post listening phase, learners are asked to produce using the learnt input. Teachers stated that they rely on the internet and sometimes on textbooks to prepare their lesson plans.

**Q5: Do you prefer to use authentic or pedagogic language for audible texts?**

"I use for sure pedagogic language for listening materials", (T5) stated and on which most teachers agreed.

**Q6: What criteria do you rely on when selecting audible texts and listening activities?**

(T1, T2, and T3) emphasize strongly on the level of complexity and vocabulary used to be simple and clear. One teacher (T4) claimed: "I don't have any specific criteria. I simply

use the scripts and activities included in the course book and the curriculum. Moreover, respondents (T5, T6, T7 and T8) asserted that lesson objective and theme are the only and most vital components to take into account when selecting or designing audible texts and listening activities.

**Q7: Do middle school textbooks and teachers' guide contain useful activities and listening texts to use in lesson plans?**

All teachers are in a total agreement with the fact that ready-made listening scripts are not useful at all and very complicated. They do not suit learners' level because of the excessive use of new vocabulary and structures that may destruct and disturb learners while listening. In addition to that, tutors admitted that they have never used textbooks since the tasks provided are complex.

**Q8: Do you adopt, adapt or make your own?**

All the five interviewees (T1, T3, T4, T5, and T7) claimed that they make their own listening materials and activities or modify the one presented in the curriculum, as opposed to the three respondents (T2, T6 and T8) who said they always use their own.

**Q9: What teaching aids do teachers rely on the most when presenting audible texts?**

**a. Cassettes b. Tape recorder c. Live listening d. Other suggestions**

There were a variety of responses from each respondent. In addition to live listening, some teachers (T1, T2, T3, T6, T7 and T8) make use of technology including phones, overhead projector, computers, sound amplifier, and tape recorders. (T4 and T5) who have been teaching for over 32 years use only one way which is reading aloud.

**Q10: Do learners encounter any difficulties when listening to audible texts or doing listening activities?**

The answer to this question is confirmed by a general agreement that learners do face some challenges when listening to audio texts or taking part in listening activities.

**Q11: If yes, what are these difficulties?**

All the teachers shared a similar opinion that is revealed in the following quote: “I notice that many learners most of the time cannot interpret the listening script, although I make efforts to simplify it. They always complain about being unable to recognize the new lexis and keep interrupting me and their nearby partners asking for clarification.” T1 said. Furthermore, (T6) added that learners keep thinking in Arabic when decoding new words or structures. On the other hand, most teachers admitted that only a few learners can use the learnt input correctly in doing post listening activities. Many pupils answer randomly and are not able to form well-structured sentences using what they learnt from the audio texts.

**Q12: Do learners use some listening strategies to interpret the listening materials?**

(T1, T2 and T3) noticed that pupils try to comprehend what they listen to using some techniques although they have not been taught about in the class. In contrast, (T4, T5, T6, T7 and T8) indicated that their learners have never taught or used any of the listening strategies for listening comprehension.

**Q13: If yes, what are they?**

(T1, T2 and T3) observed that pupils make efforts to create connections between the information presented in the audio texts and the pictures shown on the board. Additionally, to better grasp the meaning, some learners memorize some topical vocabulary beforehand. (T3) added that some of them discuss the content of the material with their partners for more understanding.

**Q14: Do learners apply what they have learned from the listening materials in solving post listening activities?**

All the teachers said that most of the learners but the excellent ones struggle when doing post listening activities. In contrast, (T7) stated that about (65%) of her learners can produce and use the learnt input in meaningful contexts correctly.

**Q15: Can you please exemplify?**

(T5) demonstrated that even good learners are not able to do a full task correctly. She said: “Most of my learners use scrambled words when filling up a table or completing a dialogue”. (T1, T2, T3, T4, T8) declared that only few learners can use some of the vocabulary they learned and integrate their resources. Besides, (T7) mentioned that only few learners are not able to produce passages about what they listened to.

**Q16: Have you seen any improvement on pupils' communicative competence?**

All the teachers agreed on the frank answer, which is that most learners are still incapable of communicating effectively.

**Q17: Please, justify your answer with examples?**

(T5) stated: “learners are parrots’ like. They listen and practice through drills but can never use what they learnt for communicative purposes.” Respondent (T2) clarified more through saying that learners are no longer motivated to use English inside and outside the classroom because they do not care or aware of the real purpose of learning this target language. The remaining teachers (T1, T3, T4, T6, T7 and T8) added that only high achievers (no more than 30% of them) are able to communicate effectively.

**Q18: How do you know that learners acquire the target competency (objective of the lesson) by the end of the listening lesson?**

The only way that all teachers depend on when assessing learners' performance is by doing post listening activities successfully. (T3) said that: "I make sure that my lesson was successfully achieved when learners are able to act out a dialogue or produce a piece of writing using the target input" which also was confirmed by (T1, T2, T4 and T7). (T5) explained that she can infer that her objective was reached when receiving feedback from learners whether orally or written. Also, she said that in general cases, only 10 out of 28 pupils acquire the target competency and take part in listening lessons effectively. (T6) responded that the possible way to assess learners' acquisition of the target competency is through their interaction in the classroom. She added: "I use a table of three columns, one for (what worked?), and another for (what hindered?) and the last one for (action points) to assess my learners' performance ." Finally, (T8) stated: "Some remarks make me determine that my learners have not yet acquired the target competency: When they seem puzzled and keep asking many questions despite the fact that I clearly explained the instructions. Also, if they take longer than the allotted time to complete the work"

**Q19: Do learners rely on themselves or the teacher when interpreting listening texts and doing listening activities?**

The eight respondents reported that their learners rely more on the teacher in most cases.

### **3.3 Analysis of the Documents**

Our study analysis draws a clear picture on how fourth year teaching documents including listening scripts and textbooks' listening activities are created. We referred to some

criteria to judge the worth and efficacy of these resources which are the content and delivery. Each key component selected for evaluation is examined in depth to get an overall description of the materials' design.

First, we went through examining fourth year audible texts, starting with the form. The listening input is available in paper version for reading aloud and as recordings on CDs. However, the limited access to CDs drove teachers to seek out media platforms like YouTube to get the audio file. The main listening text is chopped into many parts, each with a separate range of complementary textbook tasks (see figure 19 in appendix D). Each segment or part takes one to two minutes and comprises seven to around 18 lines in which pupils listen to a single speaker or a two-person conversation. Official Audible texts on YouTube are delivered with British accent and supported with accompanying pictures. An illustration for the former statement represented in the following audio-visual script for tasks 29, 30 and 31, sequence one in the following video link (Mrs. samiya, 2019, 1:03) [الدعم في اللغة الانجليزية](#). Content description follows, highlighting significant findings from the analysis. The initial remark indicates that audio materials focus more on intensive listening study of texts which are presented in the form of dialogues or monologues. They are adapted from authentic websites and books; and comply with "Textuality" standards like cohesion, coherence, contextualization, and intentionality (see figure 20 in appendix D). Topics are relatively interesting and align with the sequences' themes; including personal interests, social life and cross-cultural interactions. For instance, cultural exchange is made clear in sequence one , talking about trips and famous figures and monuments around the world without creating any cultural misunderstanding. Additionally, the excessive use of details and new vocabulary which sometimes have abstract denotations raises the density level of the listening texts (see figure 21 in appendix D). Regarding grammatical structures, we found a variety of tense

aspects like “if conditional and present perfect” which will be covered in “I practice” lessons (see figure 22 in appendix D).

In addition to “I listen and do” audible texts, “I pronounce” section has its own listening scripts as well. Some of them are concise and others are lengthy. They may present a sequence of words for drills or passages for pronunciation tasks (see figure 23 and 24 in appendix D). They provide a rich content, dealing with many sounds in each sequence.

Secondly, the textbook serves as an essential document for the progression of the teaching / learning process. Fourth grade book provides numerous activities which complement the audio content that are being provided. Generally speaking, task-completion and information-transfer types of activities are predominant, requiring basic levels of thinking, like knowledge, comprehension, and application in addition to evaluation (see fig. 25 and 26 in appendix D). Activities are fairly allocated from simple to difficult with the use of visual and written support like pictures, tables and maps (see figure 27 in appendix D). Tasks’ instructions are based on ‘listening and doing’ without modeling; some of them are clear and direct and others are long and detailed (see figure 28 and 29 in appendix D). They primarily aim at expanding learners’ linguistics knowledge focusing on new topical lexis. However, targeted words are presented out of context rather than being addressed at the sentence level. Pupils listen in order to fill in gaps, complete tables, match or circle correct answers. Although they are exposed to a range of words, they are not taught how to use them in meaningful situations. Moreover, methodological and communicative competencies are built through pair / group work or roles’ taking. For the former, learners re-listen and check one another's answers; and for the latter, they conduct dialogues then switch roles (see figure 30 and 31 in appendix D). Generally, activities at the lexical level are challenging and inconsistent with pupils’ mental capacities. Post listening activities are left for the last stage

after gathering relevant input to apply in problem-solving situations. Pupils are asked to produce written passages of descriptive, narrative or argumentative type using helpful clues in form of presentations, interviews, letters and debates (see figure 32, 33, and 34 in Appendix D). Post listening tasks' outcomes reflect the lesson's objectives which are based on developing linguistic skills.

Last but not least, the textbook also contains sufficient number of tasks to practice on pronunciation after listening to various audible texts (see figure 35 in appendix D). The tasks' instructions are simple, but the application is hard. Listening abilities may not function well when it comes to learning and distinguishing between many sounds which causes confusion.

To conclude, listening scripts and activities are inspected using some criteria for objective evaluation. This analysis provided useful feedback for interpretation part in order to explain what the data presented.

## **Conclusion**

In this chapter, a detailed description of the research instruments used for collecting data was provided. The researchers analyzed the obtained data from the questionnaire and interview that were administered to fourth-year middle school pupils and teachers, in addition to document analysis. This analysis paved the way for the next chapter, the discussion. These results will be explained and interpreted in the following chapter.

## **Chapter Three**

### **Data Interpretation and Recommendations**

## **Chapter Three: Data Interpretation and Recommendations**

### **Introduction**

This is the last chapter of the dissertation which is devoted to interpreting the results obtained from teachers' interview, pupils' questionnaire and documents analysis. Also, it answers the research questions, and provides some implications. Finally, it concludes with acknowledging the limitations of the study and proposing recommendations for teachers and decision makers.

### **1. Interpretation of the Results**

#### **1.1 Questionnaire Discussion**

The questionnaire's findings are interpreted to build meaning out of the analyzed statistics. This step helps in gaining an in-depth understanding of how fourth-year learners interact with and learn from auditory content during listening sessions.

The majority of pupils' reactions to listening skill were positive, with it being the easiest and most enjoyable. Their responses, however, give an impressionistic point of view implying that listening is just about the act of listening. In fact, this skill is the mirror image of the other language skills; each has its own simple and complex qualities, or it could be even the hardest one. It is based on active participation, which entails the use of interactive and productive abilities. Also, measuring learners' development or diagnosing their weak spots is a hard task because it does not convey an invisible outcome on its own. All these aspects concerning listening are not known to learners.

Fourth graders were discontent with the type of activities presented in the pre-listening phase because they were boring and repetitive. Engaging tasks, such as guessing

games, were their initial preference to add more fun to the learning process. This shows that the methods currently used for the operation of pre-listening phase may not be effective for capturing learners' attention and involving them in the session.

Participants reported having considerable trouble connecting ideas and understanding words, particularly unfamiliar ones, throughout the listening phase. Limited language proficiency in terms of linguistic knowledge and listening strategies created comprehension issues and decreased motivation. Therefore, audio content should be reviewed in the way it is devised and delivered to guarantee a smooth transition between "Pre listening" and "During listening" stage. Learners' performance is dependent on the quality of learning that targets their needs to develop and reinforce listening comprehension skills.

Moreover, the topics discussed in the listening materials are useful but not engaging, which explains and contributes to learners' lack of interest as well. Accordingly, they believe that using audio aids over live listening will provide an engaging authentic experience. It may be useful to utilize audio-visual aids to present spoken texts in order to promote interaction and, subsequently, keep communication going.

Besides, the results show that many pupils struggle with post-listening tasks, which clearly miss a lot of communicative factors, making it evident that many of them are unlikely able to meet the lesson's objective. Fourth graders are unable to step outside their comfort zones and try other types of assessment that require interaction and self-confidence, like role plays or oral presentations, owing to a lack of practice on different creative situations. Listening stages are interconnected, and when one drops, the others follow. Therefore, learners cannot achieve any visible outcomes if they do not know how to construct relevant knowledge throughout the listening process. As long as pupils are not active participants,

developing communicative skills through integration of audible texts will not take place either inside or outside of the classroom.

The discussion of findings highlights the necessity for altering the implications of the current listening methodology used for delivering audible materials. The lesson's goals will be achieved if teachers have a clear picture of their pupils' expected behavior. It takes careful consideration of learners' needs, learning context, target input, assessment tools, and feedback to help develop communicative competencies. The ability to interact with and interpret the listening material will be enhanced by adequately addressing the aforementioned factors, which will build on learners' output. Therefore, effective manipulation of audio materials along with supportive teaching resources promotes active participation and self-assessment, which align with the CBA's fundamental principles. This comprehensive interpretation of the findings leads us to the undeniable conclusion that the three hypotheses presented in the study are valid. That is to say, audio materials are not presented in a communicative way that would reinforce the acquisition of communicative performance and could influence the development of the CBA.

## **1.2 Interview Discussion**

The interview's findings reveal many facts that are objectively interpreted to approach possible answers to the research questions, whether by validating or disproving the hypotheses.

It is found that the majority of teachers use a PDP framework for presenting listening texts, which is theoretically appropriate for effective manipulation of such materials. In other words, the lesson delivery is staged and purposeful. However, in practice, audible texts are not integrated in a communicative way to make use of each listening phase before moving to the next. Both novice and experienced teachers do not question the added value of each

action and still apply the same techniques without any innovation. This explains their constant struggle of grabbing learners' attention to listening materials. Actually, lessons' presentation is mechanical and leaves no room for discussing meaning which results in losing focus and motivation since learners feel restricted to only teacher's instructions. There are no learner's centeredness opportunities.

Interrupting the process of listening with questions demonstrates that pupils are no longer in the mood to listen since thoughts are still blurred and new data are not communicated. The problem lies in neglecting the significance of teaching listening strategies to learners, such as those of receiving and decoding meaning since listening and comprehension are inseparable.

Furthermore, teachers acknowledged their dependency on pedagogic materials which they adapt or make without referring to well-founded standards related to the content or delivery of spoken texts. Instead, they declared taking into account other criteria like topics and objectives. Thus to accomplish the lesson goal, new listening activities need to be paired with the modified or newly made listening materials, which looks difficult and time-consuming for busy teachers. The absence of authenticity in audible texts prevented 4MS pupils from being fully engaged in communicative learning experiences.

Moreover, audible materials included in the curriculum are packed with formal expressions and numerous new vocabulary, which explain why teachers abandoned them. They would distract learners from listening to get the general gist or look for details that eventually affect their performance negatively during practice. The reasonable use of simple sentence structure and acceptable text size does not mean that no exceptions are found.

Additionally, it is clear that tutors are constantly in charge of instructing, clarifying, and delivering information; pupils are merely empty vessels waiting to be spoon-fed. Pair or group work is rarely dealt with and learners are invited to do a set of information-completion

activities individually to check their listening comprehension skills. It is concluded that the outcome, doing listening tasks correctly, is more significant than the process of acquiring social, methodological and communicative skills. Furthermore, solving listening tasks does not necessarily mean that they understand them.

Even though the textbook provides a variety of activities besides task-completion, like reasoning-gap or information transfer activities teachers complain about being complex and beyond pupils' level of proficiency. When competencies are not appropriately defined, integrated within audio content, and assessed through various suitable tasks it indicates that lesson's objectives are not successfully attained. As a matter of fact, unfinished or unattained competencies would add extra pressure on teachers and disappoint learners, offering no potential for progressing. Obviously before being introduced to the next competency, learners ought to master the current one and receive constructive feedback which the CBA heavily emphasizes. Time constraints and crowded classrooms, which cannot offer a suitable setting for CBE, are key factors in this issue that must be handled.

Undoubtedly, effective listening supports the development of the other language skills; however, most post-listening activities come in the form of production writing, which makes the focus on writing outweigh the other skills. A possible explanation could be that teaching English is not intended to prepare 4MS pupils take roles in social life but rather to succeed in exams which are solely writing-based. In addition to that, post listening tasks present problem solving situations that require the use of relevant linguistic competence to solve them. Learners' actual performance in post listening tasks does not always correspond to the expected outcomes for two possible reasons. Either they still lack some necessary cognitive and communicative abilities needed for the tasks or the activities themselves are not at a communicative level. Teachers should help learners develop their thinking skills through the reinforcement of active learning to be able to do activities demanding higher levels of

thinking. Also the construction of knowledge happens gradually through teaching pupils listening strategies helpful for acquiring target input to be used in integration tasks.

Fourth year pupils' exit profile highlights three primary competencies to be obtained; interaction, interpretation and production of spoken and written texts. However according to teachers' claims, the process of teaching and learning failed at these three levels: Interpreting spoken texts, interacting while listening, and producing using learnt input. Certainly, there is a mismatch between how things should to be done and how they are actually done in class. The challenges that many learners come across every time they listen to an audio text point out that their needs are not taken into account.

Teachers acknowledged that only a small portion of what is taught in class can be practiced in the real world since pupils are not learning real life competencies but language competencies. The CBA that Algerian schools have adapted places more emphasis on teaching language skills like listening, speaking, reading, and writing than it does on introducing pupils to social life skills like listening in order to learn how to make phone calls, for example. Thus, the current implementation of audible texts made language learning an end in itself rather than being a means to achieve real life goals which is inconsistent with the CBA principles that promote autonomous manipulation of the target language.

In a nutshell, we come to validate the first hypothesis which negatively criticizes the way audible texts are presented. Based on teachers' comment, the procedures followed to incorporate listening materials do not foster communication or help in building real competencies. Moreover, there are no concrete results showing the development of learners' communicative performance through the use of audible texts in real contexts. Learners are passive participant because most listening tasks are not engaging which makes it hard to reach the lesson's outlined goals. Also assessment methods which provide useful feedback are not taken into account by teachers to reflect on pupils' weak spots to be remediated. Thus,

the CBA guiding principles and characteristics are not included at the practical level which illuminates any possibility for promoting competency-based learning. The second hypothesis assures that autonomous and communicative learning are not targeted, attributed to a sequence of unresolved issues starting from presentation till assessment. Actually, unsupportive resources, inefficient application and artificial context prevented good results from seeing the light which could have added more credibility to the evolution of the CBA to be applied at different teaching levels and in many domains as the third hypothesis states.

### **1.3 Documents Discussion**

The analysis of fourth year middle school audible texts and associated listening activities opened the doors for profound interpretations to help answering the research questions.

Firstly, although the procedures taken by the textbook authors for audible texts adaptation was maintained in terms of cohesion and coherence words choice is still a big issue. The content of audio texts is full of unfamiliar vocabulary which blocks the way to reaching the intended meaning. Some lengthy audio materials are so challenging to be interpreted by learners that make them react passively. Also most of the listening scripts open with a descriptive passage introducing the content of the conveyed message. Some of these introductions are composed of many lines that make listeners disinterested even before starting listening. It is recommended to make a brief discussion about the content presented beforehand during the pre-listening stage to increase pupils' engagement and trigger their curiosity. Secondly, topics addressed in audio texts seem interesting; however, they still mirror outdated social and cultural dimensions. With the effect of globalization, trending educational themes like social media addiction, online learning, study skills, Algerian hirak...etc. are more relevant, applicable and connected with the real world. Thirdly, authentic listening materials can be a fun experience for learners, especially when using

educational songs or historical stories. Learners' exposure to authentic language is a must to help them cope with real settings. Classroom language may be helpful for academic contexts; however, real life English is not used to get higher grades but to assign a role in society. The use of illustrations, lower recording speeds, and consistent practice on word recognition can all help overcome obstacles that prevent understanding of actual language. Fourthly, pre-listening activities are hardly ever featured in the entire textbook, and they offer no helpful background knowledge on what should be aware of before listening. Most "During Listening" activities involve listening in order to look for certain information. Activities that test learners' global comprehension like summarizing are not included. In "My Pronunciation" section, pupils are given a chance to practice listening through sounds' recognition but only at the phoneme level. This way creates serious issues when breaking up long chunks of language in a connected speech which deals with different language units. Fifthly, sub-skills like listening for gist or content schemata are not covered in listening tasks which would help learners in listening comprehension, identification of words' boundaries and production. In fact, listening is taught and not just practiced so different types of listening assessment should be part of the picture. Additionally, listening tasks generally neglect some elements like grammar and culture in favor of developing linguistic knowledge, particularly lexis. All target input; including structure, culture, and other components, should be tackled and taught in cycles in order to be used in new situations because learning is no longer linear. Sixthly, some lessons seem time-consuming since there is so much listening required throughout each session. Having to listen to multiple audio materials to do tasks of the same types and sub-objectives leave pupils confused and overwhelmed. If listening tasks are not repetitive, each focusing on a certain sub skill to gather a different piece of information, the lesson's main objective will be successfully attained. Therefore, the only factor that matters is the quality of information delivered in audible texts and the way it is

assessed through listening activities. Seventhly, post-listening tasks are communicative, taking the form of dialogues or debates; however, language skills are not equally developed through listening, focusing mainly on writing. Moreover, these types of tasks are challenging because they involve higher thinking levels like application, creation, and evaluation, which young learners have not yet adequately mastered or gradually been exposed to. Thus, their performance can never correspond to the given goals. Obviously, unproductive assessment tools, lack of constructive feedback, and unsupervised performance, are negative teaching practices which avoiding them would minimize and illuminate some of the learners' challenges. Summative assessment is used for official exams in which learners are tested only on their reading and writing skills, which explains the reason behind linking listening with writing development. However, real-life English is way different from classroom English. Eighthly, negotiating answers with partners is not a real communication, especially when there is no supervision to confirm that they are using English and not their mother tongue.

Therefore, listening texts and activities might be difficult for learners who have a sequence of overcrowded issues with mastering important listening subs skills and having enough knowledge about language. Such problems are unlikely to pile up over time if they are reconsidered and handled right away. Encountering such problems among learners who are supposed to focus on new aspects of learning each year would not reinforce active learning or contribute to the evolution of the CBA principles. Teaching listening using audible texts would be an ideal experience, unless these teaching resources are used as core materials and supplemented with other elements in addition to addressing them differently to learners.

To conclude, the content of audio resources paired with assessment procedures fails to significantly boost learners' communicative performance as they don't fully adhere to the CBA guiding principles. Learning output is limited to the mechanical behaviors of listening

and doing, with minimal consideration for comprehension skills. In fact, there is a lack of consistency between what learners need to learn and how they should learn which finally validate the three hypotheses presented in the research. The integration of audible texts does not bring fruitful results on the development of pupils communicative competencies and the CBA in general since they do not adhere to its guiding principles.

## **2. Practical Implications**

Based on the results reached and the prior findings discussed in the study, it is important to underline some practical implications:

- A lesson's plan that demonstrates the application of real communicative goals through the use of audible texts is necessary (see appendix E).
- Giving learners a reason to listen increases their curiosity and motivation.
- Up-to-date and authentic content for audio materials is found in various websites like BBC British Council.
- Pre teaching target linguistic knowledge is required to understand the listening material.
- Using modeling in listening tasks directs pupils' learning and helps them attain the intended outcomes.
- "Listening and drawing a story" and "Write what you hear" are examples of fun listening activities to be used for enhancing thinking skills.
- Pupils can be in charge of their learning and use multiple language skills through making portfolios, vlogs, or project works about the topics presented in the audio.

### **3. Limitations of the Study**

Throughout our investigation, we encountered some major problems and constraints when carrying out the theoretical part and methodological aspects of our work. They are summarized in the following points:

- 1) Limited access to comprehensive and related literature concerning to the term “audible texts” affected the depth and breadth of the research work.
- 2) Time limitations did not allow for pursuing a classroom observation since middle schools were approaching the end of the school year. Moreover, listening lessons that usually start each new sequence are no longer being delivered because teachers were overloaded with revision and remediation.
- 3) Some middle school teachers and institutions declined our request to support and be part of our study even though they were assured to keep their responses anonymous and provided approved documents to launch our investigation in the work field.
- 4) The study focuses solely on fourth-year middle school learners, which may limit the generalizability of findings to other levels or teaching contexts.

### **4. Recommendations**

There has been a constant quest for the best approaches, methods and practices to adopt in order to support communicative language learning. Middle schools in Algeria promote the use of audible texts under the CBA framework; however this decision has created unintended consequences. As a result, some major points are featured to realize fruitful application of audible texts in real settings and productive contribution to the evolution of the CBA principles. The following recommendations are highlighted after

analyzing and interpreting the findings obtained from the questionnaire, interview and documents analysis.

#### **4.1 For Teachers**

- 1) Teachers need to receive special training to be instructed on how to develop learners' communication skills using audible texts.
- 2) Teachers should generate a repertoire of interactive activities that complement the use of audible texts to engage students and enhance their comprehension and communication skills.
- 3) Teachers should explore the use of educational technological tools and resources to support the application of audible texts in a more interactive and engaging manner.
- 4) Teachers must review the assessment methods currently used and consider incorporating assessment strategies that reflect the communicative nature of audible texts.
- 5) Teachers should take into account learners' needs and interest to make them feel motivated.

#### **4.2 For Decision Makers**

- 1) Curriculum designers should reconsider the listening scripts used so that they suit learners' levels and meet their needs in order to help them master a specific competency.
- 2) Post listening activities in textbooks should be ameliorated in order to match with learner's level, reinforce autonomous learning, and goes with the lesson objectives.
- 3) Post listening activities should be various and graded according to the levels of thinking they present.

- 4) For better results on the long term, decision makers need to make some reforms concerning the adaptation of the CBA to shift from a skill-based to competency-based learning which this approach stresses on.

## **Conclusion**

This is the last chapter of our study. It is dedicated to interpreting the results obtained from pupils' questionnaire, teachers' interview, and documents analysis in an attempt to test the validity of the research hypotheses, taking into consideration learners' performance in the listening and learning processes. In this regard, we found many missing pieces that prevent from seeing the whole picture of a lesson plan in practice using audio materials. As long as required methods, procedures and listening resources do not fit into the CBA teachings, no new age of innovation and evolvement will be witnessed. Consequently, some implications and recommendations are presented to satisfy learners' communicative and learning needs and facilitate teachers' role in order to eventually improve teaching and learning experience.

## **General Conclusion**

The present study has been conducted with the aim of investigating the practical implementation of audible texts in a real classroom setting within CBA framework. Moreover, it sheds the light on how the use of audible texts can enhance learners' communicative competence and their impact on the development of the CBA teachings. The research was carried out with fourth year middle school pupils and middle school teachers of English.

This work is divided into three main chapters. The first chapter involves the theoretical part, which is composed of three sections. The first section covers listening skill, including its major factors, the difference between hearing and listening, stages and models of listening, and aspects of listening difficulties. Furthermore, it discusses concepts and elements related to audio aids, including their definitions, characteristics, and types. The second section focuses on audible texts, covering their definition, types, objectives behind their implementation, and characteristics. The third section is devoted to further understanding of the competency-based approach; discussing some relevant definitions, the difference between competence and competency, characteristics, components, and other related sub-titles.

The second chapter is concerned with the practical part, which includes a description of the research design and structure including the instruments used for data collection backed up with analysis. A questionnaire is given to fourth-year middle school pupils to fill in along with an interview that is conducted with middle school teachers of English. In addition to that, middle school textbooks and listening scripts files are analyzed to help in reaching valid conclusions.

Last but not least, the third chapter is dedicated to discussion and recommendations part. Data interpretations are based on feedback received from fourth middle school graders and middle school teachers of English who completed a questionnaire and had an interview successively, combined with some teaching resources analysis.

The study's findings revealed that the implementation of audible texts appears to be unsuccessful in practice because it fails to conform to the CBA guiding principles. Lack of motivation in language class gives pupils no purpose for following and leads to losing attention, which is an important condition for active listening. Limited linguistic knowledge and poor listening skills prevent learners from decoding the conveyed message and, as a result, from responding. In fact, passive learning that is dependent on the teacher's control is a result of neglecting the communicative components of listening skills. As long as audio materials are used to foster interaction, learners' performance will increase and develop since they realize their contribution to knowledge construction. Fulfilling the lesson's objectives requires solving a problem through applying what have been learned in new situations.

It is high time to change the methods that are currently used to integrate audible texts for teaching listening, particularly in fourth year middle school. Also, teaching resources can be useful documents when they correspond to learners' levels of understanding in order to maximize a positive impact. Therefore, we come to validate the three hypotheses and finally provide a set of practical implications and some recommendations to overcome the deficiencies. First, audio content presentation and assessment techniques need to be updated after receiving heavy criticism for restricting active participation. Second, the CBA supports the fulfillment of real-life competencies through mastering language skills and does not make the latter an end in itself. Third, competency-based education could have a flourishing future due to its powerful foundation and practical procedures that can be applied in various teaching contexts and in many fields.

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## Appendices

### Appendix A: Pupils' Questionnaire

Dear Pupils,

We are conducting this research which aims to figure out whether the use of audible texts in teaching English helps to develop students' communicative competence. Due to the importance of this study, you are kindly asked to answer the following questions bellow and to tick where appropriate. We will not ask you to provide your name; thus, your data will be analyzed anonymously.

#### Section one: General Information

1. What is the easiest skill to learn?(You may choose more than one answer)
  - A. Listening
  - B. Speaking
  - C. Reading
  - D. Writing
2. Do you enjoy listening sessions?
  - Yes
  - No

#### Section Two: Audible Texts: Pre Listening Phase

3. Do teachers assign some tasks before listening to audible texts?
  - Yes
  - No
4. If yes, what are the types of pre-listening activities:
  - A. Asking General Leading questions
  - B. Revision Tasks about the previous Lesson

C. Picture Description

Other Suggestions:

.....

5. Do pre listening activities help you in having an idea about the topic of the audible text?

-Yes

-No

6. Which pre-listening activities do you prefer?

A. Direct questions

B. Guessing games

C. Nothing

Other suggestion: .....

**Section three: Audible Texts: During Listening Phase**

7. What type of teaching aids do your teachers use to present the listening material?

A. Tape Recorder

B. Live Listening

Other Suggestions:

.....

8. Which teaching aid do you prefer to present audio text? (select from the previous options)

.....

.

9. How do you describe the topics you listen to?

A. Interesting

B. Useful

C. Boring

10. During listening, I face difficulties in: (You may choose more than one answer)

- A. Understanding the topic
- B. Comprehending all the words
- C. Connecting ideas
- D. Focusing
- E. All of them

11. Put a tick in the appropriate box to indicate whether you agree or not with the following statements: 1.I agree 2.I disagree

	1	2
9. I understand the new vocabulary in audible texts.		
10. I can recognize some of the words used in audio texts.		
11. I understand grammatical structures in audible texts.		
12. I use my background information to understand the content of audible texts.		
13. I prefer using pictures or paralinguistic features to help understanding the audio text		
14. I take notes while listening to audio texts.		
15. I feel motivated when listening to audio texts.		
16. I hesitate to ask when the audio text is unclear.		

#### Section Four: Audible Texts: Post Listening Phase

12. Do teachers assign some tasks after listening to audio texts?

-Yes

-No

13. If yes, what are these activities: (you may choose more than one answer)

A. Direct Exercises

B. Role Plays

C. Summarizing

Other Suggestions: .....

14. Which type of post listening activities you prefer the most?

.....

15. Do you do all post listening activities correctly?

-Yes

-No

### **Section Five: Audible Texts and CBA**

16.

17. Do audible texts help in improving your listening and comprehension skills?

-Yes

-No

18. When listening or doing activities about audible texts do you rely on:

A. Yourself

B. Your teacher's help

C. Both

*Thank you for your cooperation*

## Appendix B : Pupils' Questionnaire in Arabic

### استبيان التلاميذ

أعزائي التلاميذ

انه لامتحان كبير لنا أن نتعاونوا معنا كي نعلم المزيد عن احتياجاتكم خلال مسيرتكم التعليمية. بكل اهتمام نطلب من فضلكم أن تجيبوا على جملة الأسئلة هذه لنتحرى عن مدى أهمية استعمال النصوص المسموعة في اكتساب مهارات اللغة في إطار مبادئ المقاربة بالكفاءات. نظراً لأهمية هذه الدراسة ، فأنت مدعو للإجابة على الأسئلة التالية. و سنكون ممتنين لو تفضلتم بقراءة هذه الأسئلة القصيرة بعناية والإجابة عليها بصدق و شكرا على مساهمتكم.

### القسم الأول :معلومات عامة

س1 أي المهارات تجدها أسهل عند تعلمها؟ تستطيع الاختيار أكثر من إجابة

الاستماع

التكلم

القراءة

الكتابة

س2 هل تستمتع و تتحمس لحصص الاستماع؟

نعم

لا

### القسم الثاني:النصوص المسموعة مرحلة قبل الاستماع

س3 هل يقوم الأستاذ بتعيين بعض المهم قبل الاستماع إلى النصوص المسموعة؟

نعم

لا

س4 إذا لجبت بنعم فما هي أنواع أنشطة ما قبل الاستماع؟

طرح أسئلة عامة

مراجعة الدرس السابق

وصف صورة

اقتراحا

أخر.....

س5 هل تساعدك أنشطة ما قبل الاستماع في الحصول على فكرة حول موضوع النص المسموع؟

نعم

لا

س6 ما نوع الأنشطة التي تفضل إن تكون كأنشطة الاستماع المسبقة؟

أسئلة مباشرة

العاب التخمين

لا شيء

اقتراحا

أخر.....

القسم الثالث: النصوص المسموعة إثناء الاستماع

س7 ما نوع الوسائل التعليمية التي يستخدمها أستاذك لتقديم نص الاستماع؟

تسجيل صوتي

الاستماع المباشر مكن طرف الأستاذ

س8 ما نوع الوسائل التعليمية التي تفضلها لعرض نص الاستماع؟

.....

س9 كيف تجد النصوص المسموعة المقدمة من طرف الأستاذ؟

ممتعة

مفيدة

مملة

س10 أثناء الاستماع أواجه صعوبات في (يمكنك الاختيار أكثر من إجابة)

فهم موضوع النص

فهم كل الكلمات

ربط الأفكار

التركيز

كل منهم

س11 -ضع العلامة (×) في الخانة المناسبة لتحديد مدى موافقتك للجمل التالية: 1 اوافق 2 لا اوافق

2	1	
		أفهم المفردات الجديدة في النصوص المسموعة
		أستطيع التعرف على بعض الكلمات المستخدمة في النصوص الصوتية
		أفهم التراكيب النحوية المعقدة في النصوص المسموعة

		أستخدم مكتسباتي القبلية لفهم محتوى النصوص المسموعة
		أفضل استخدام الصور أو الميزات غير اللغوية للمساعدة في فهم النص الصوتي
		أقوم بتدوين الملاحظات أثناء الاستماع إلى النصوص الصوتية
		أشعر بالحماس عند الاستماع إلى النصوص الصوتية
		اخجل من السؤال في حالة لم افهم محتوى النص المسموع او عدم وضوحه

القسم الرابع: النصوص المسموعة مرحلة ما بعد الاستماع

س12 هل يقوم الأستاذ بتعيين بعض المهام بعد الاستماع إلى النصوص المسموعة؟

نعم

لا

س13 إذا كانت إجابتك بنعم فما هي هذه الأنشطة (يمكنك الاختيار أكثر من إجابة)

تمارين مباشرة

تمثيل ادوار

تلخيص

اقتراحا آخر

.....

س14 أي الأنشطة التي تفضل القيام بها؟

.....

س 15 هل تقوم بحل جميع أنشطة الاستماع اللاحقة بشكل صحيح؟

نعم

لا

#### القسم الخامس: النصوص المسموعة و منهج المقاربة بالكفاءات

س16 هل ساعدتك النصوص الصوتية في تحسين مهارتي السمع و الفهم؟

نعم

لا

س17 عند الاستماع أو القيام بأنشطة حول النصوص المسموعة فانك تعتمد على

نفسك

مساعدة الاستاذ

كلاهما

## **Appendix C : Teachers' Interview**

Dear teachers,

This interview aims at investigating whether the use of audible texts in teaching the target language help learners' to develop their communicative competence under the Competency- Based Approach. Your answers will be kept anonymous and used only to carry out the objectives of our master's dissertation. We would be grateful if you could honestly respond to the interview's questions.

1. How many years have you been teaching English?
2. In what way does teaching listening using the competency-based approach differs from the previous approaches? (First and second generation)
3. Are learners engaged and motivated before and while presenting the listening materials?
4. How do you prepare your listening lessons using audible texts following the principles of competency-based approach?
5. Do you prefer to use authentic or pedagogic language for audible texts?
6. What criteria do you rely on when selecting audible texts and listening activities?
7. Do middle school textbooks and teachers' guide contain useful activities and listening texts to use in lesson plans?
8. Do you adopt, adapt or make your own?
9. What teaching aids do teachers rely on the most when presenting audible texts?
  - a. Cassettes
  - b. Tape recorder
  - c. Live listening
  - d. Other suggestions
10. Do learners encounter any difficulties when listening to audible texts or doing listening activities?
11. If yes, what are these difficulties?
12. Do learners use some learning strategies to interpret the listening materials?

13. If yes, what are they?
14. Do learners apply what they have learned from the listening materials in solving post listening activities?
15. Can you please exemplify?
16. Have you seen any improvement on pupils' communicative competence?
17. Please, justify your answer with examples?
18. How do you know that learners acquire the target competency (objective of the lesson) by the end of the listening lesson?
19. Do learners rely on themselves or the teacher when interpreting listening texts and doing listening activities?

*Thank you in advance for your cooperation.*

## Appendix D: Listening Scripts and Listening Tasks Figures

• **Tasks 68 and 69: I listen to Part (2) of the interview.** (CD, track 47)

**Question 2: Have you ever been involved in charity work before or after the independence of Algeria? If yes, when and how?**

**Mrs Drif:** Before independence, I was so young and busy with my studies. After our independence, there were many orphans who lost their parents during the war of liberation. You can never imagine their number. With Djamila Bouhired, Abderrahmane... (Oh! I can't remember his family name...) and a group of young freedom fighters, we set up an organisation called "Jil Jadid". We made a list of those orphans and opened homes in every big city to take them in. Many young people were fully dedicated to help these orphans and make them feel at home by showing love and affection.

Interview of Mrs Zohra Drif Bitat by the coursebook authors,  
Algiers, March 2018.

• **Tasks 71 and 72: I listen to Part (3) of the interview.** (CD, track 48)

**Question 3: Do you think Algerian youth should dedicate themselves to charity work in their free time, and create their own organisations to help those in need in their community?**

**Mrs Drif:** It is their duty. I think that all citizens, whatever their age and conditions, and wherever they are, should be involved in charity work. We should bring comfort and assistance to those who are deprived of the basic means of life. If we want to build a country, there should be solidarity within our society.

Interview of Mrs Zohra Drif Bitat by the coursebook authors,  
Algiers, March 2018.

• **Tasks 74 and 75: I listen to Part (4) of the interview.** (CD, track 49)

**Question 4: What is the most important piece of advice your mother has ever given to you?**

**Mrs Drif:** As I mentioned it in my book "*Inside the Battle of Algiers*", from an early age, my brothers and sisters and I were all brought up with the conviction that Algeria is our country. My mother taught us to be proud of our country, history and forefathers.

Figure 19. Fourth Year Main Listening Scripts Divided into Parts (Appendices: The Listening Scripts and Pronunciation Tools, 2019, p.123)

• **Tasks 40, 41, 42, 43, 44, 45, 47 and 48: I listen to the conversation (Part 4).** (CD, track 8)

**Karim:** So, you first visited southern Spain and then, from there, you sailed to Italy. Right?

**Nabila:** That's right. And the first town I visited was Pisa. It's as big as Malaga. Did you know that it's the birthplace of Galileo Galilei, the famous Italian astronomer? I did not know that before! It's also famous for its leaning tower, which is known worldwide. When you see the 56m tall tower for the first time, you think it's going to fall to the ground right away. It's amazing!

**Nadia:** It must be very old. When was it built?

**Nabila:** In the twelfth century, if my memory serves me right. Its construction took more than 200 years – two centuries – to be completed! The tower is located with other famous historic monuments in a big square called the Piazza del Duomo. In 1987, UNESCO listed the miraculous tower and the other monuments as a World Heritage Site.

**Karim:** Did you visit Florence? People say it is the capital of Arts.

**Nabila:** No, but I went to Anchiano, a small village 60km to the east of Pisa and the birthplace of Leonardo da Vinci, the brilliant Italian painter, scientist and engineer. I visited the house where he was born in 1452. If I remember correctly, he died at the age of 67.

**Nadia:** Is he the one who painted the famous Mona Lisa?

**Nabila:** That's right. The painting is kept in the Louvre Museum, in Paris.

Some of the factual information contained in this text has been adapted from:  
[http://news.bbc.co.uk/onthisday/hi/dates/stories/january/7/newsid\\_4037000/4037997.stm](http://news.bbc.co.uk/onthisday/hi/dates/stories/january/7/newsid_4037000/4037997.stm)

Figure 20. Fourth Year Listening Scripts Presented in a Dialogue Form (Appendices: The Listening Scripts and Pronunciation Tools, 2019, p.107)

- **Tasks 58, 59, 60, 61, 64 and 65:** I listen to Part (1) of the interview.

*(CD, track 46)*

**PREAMBLE:** *First, we are very grateful to you, Mrs Zohra Drif, for accepting to answer our questions during this interview, and also for accepting to take part in the writing project with the Algerian fourth-year middle school students. Thank you so much, indeed.*

**Question 1:** In your book “Inside the Battle of Algiers”, you recall the first time your father took you to a French restaurant in Algiers, just one day before you started school at Lycée Fromentin in the capital. It was also the first time you discovered a difference in table manners between yourself as an Algerian and the French or Europeans. Could you tell our students about this childhood experience?

**Mrs Drif:** It was the first time I left my home region, Tissemsilt-Tiaret, the first time I took a train, and the first time I discovered my country's capital, Algiers. It was also the first time I dined in a restaurant. I didn't even know what a restaurant was! Accustomed to our traditional mattresses or carpets on the floor, and brass trays on low round tables with one common plate for all the family, I found myself sitting on a chair at a high table with a tablecloth, plates, and silverware. My father explained to me how to use a knife and fork, then suggested that I just imitate him. I discovered that the difference between us and the Europeans did not stop at food and recipes—it extended to our very way of eating.

Interview of Mrs Zohra Drif Bitat by the coursebook authors,  
Algiers, March 2018.

*Figure 21. New Lexis Overuse in Fourth Year Listening Scripts (Appendices: The Listening Scripts and Pronunciation Tools, 2019, p.122)*

**ME, MY COMMUNITY AND CITIZENSHIP  
(BOOK 4 – SEQUENCE 3)**

**SCRIPTS FOR: I LISTEN AND DO.**

- **Tasks 1, 2, 3, 4, 5, 7, 8, 9, 11, 12 and 13:** *On the night before her death, a mother wrote a letter to her 16-year-old daughter. I listen to Part (1) of this letter.* (CD, track 42)

My only little girl Jana,

Don't be frightened and sad because I am going to die. Learn, my child, to look at life as a serious matter. Life is hard, but don't let it defeat you. Decide to fight. Have courage and clear goals—and you will win over life. Go through the world with open eyes, and listen not only to your own pains and interests, but also to the pains and interests of others. If you do that, you will succeed in contributing to the common goals of human society.

Extracts adapted from: *"Women of Prague"* by W. A. Iggers,  
Berghahn Books, Oxford, UK, 1995

- **Tasks 18, 19, 20, 21, 25, 26 and 28:** *I listen to Part (2) of the letter.* (CD, track 43)

Examine, think, criticise, yes, mainly criticise yourself and don't be ashamed to admit a truth you have come to realise, even if you proclaimed the opposite a little while ago; don't become obstinate about your opinions, but when you come to consider something right, then be so definite that you can fight and die for it. Just don't go on a road which is wrong and dishonest.

Extracts adapted from: *"Women of Prague"* by W. A. Iggers,  
Berghahn Books, Oxford, UK, 1995

- **Tasks 31, 32, 33, 34, 35, 36, 37, 38, 39 and 40:** *I listen to Part (3) of the letter.* (CD, track 44)

Another value is work. Learn to love work! But even if you have to leave school one day and work, don't stop learning and studying. Read much, and study languages. You will broaden your mind and multiply its content. When I was in prison in Germany during WWII, I read the letters of Maria Theresa to her daughter Marie Antoinette, the last queen of France. If you see that book, remember that I made up my mind at that time to write you this letter about my experiences and give you some helpful advice.

Extracts adapted from: *"Women of Prague"* by W. A. Iggers, Berghahn Books,  
Oxford, UK, 1995

*Figure 22. New Grammatical Structures in Fourth Year Listening Scripts (Appendices: The Listening Scripts and Pronunciation Tools, 2019, p.121)*

**ME, UNIVERSAL LANDMARKS AND OUTSTANDING FIGURES  
IN HISTORY, LITERATURE AND ARTS  
(BOOK 4 – SEQUENCE 1)**

**SCRIPTS FOR: MY PRONUNCIATION TOOLS**

**1. DIPHTHONGS**

**a. I listen and repeat.**

*(CD, track 11)*

<i>/eɪ/</i>	➔	<b>away – famous – same – main</b>
<i>/aɪ/</i>	➔	<b>I – ride – child – like</b>
<i>/ɔɪ/</i>	➔	<b>enjoy – employ – point – choice</b>
<i>/eə/</i>	➔	<b>care – aware – stair – where</b>
<i>/ʊə/</i>	➔	<b>mature – pure – cure – tour</b>
<i>/ɪə/</i>	➔	<b>real – experience – Shakespeare – career</b>
<i>/əʊ/</i>	➔	<b>old – most – home – grow</b>
<i>/aʊ/</i>	➔	<b>how – count – out – about</b>

*Figure 23. Fourth Year List of Words' Listening Scripts for Pronunciation (Appendices: The Listening Scripts and Pronunciation Tools, 2019, p.109)*

• **Tasks 12, 13 and 14: I listen and do the task.**

(CD, track 58)

Some of the world's greatest players (/ɪz/ - /s/ - /z/) head to Old Trafford stadium on Saturday afternoon for a charity match to raise money for UNICEF. David Beckham will captain a GB & Ireland XI against a World team that includes (/ɪz/ - /s/ - /z/) a highly decorated group of players. Captained by Zinedine Zidane, the World team has won eight World Cups (/ɪz/ - /s/ - /z/), three European Championships (/ɪz/ - /s/ - /z/), the Champions (/ɪz/ - /s/ - /z/) League 11 times (/ɪz/ - /s/ - /z/) and has seven Ballon d'Or trophies (/ɪz/ - /s/ - /z/) between them – Carlo Ancelotti is the manager for the visitors (/ɪz/ - /s/ - /z/). "I want a world where children can grow up safe from violence, free from poverty and protected from preventable diseases (/ɪz/ - /s/ - /z/)," Beckham said in the build-up to the game. "This match gives (/ɪz/ - /s/ - /z/) me the perfect opportunity to raise awareness and vital funds (/ɪz/ - /s/ - /z/) to help reach the children who need it most. I am delighted that my friend Zizou will join me in leading two teams (/ɪz/ - /s/ - /z/), full of our friends (/ɪz/ - /s/ - /z/) and team-mates (/ɪz/ - /s/ - /z/), at the best stadium in the world."

Excerpt from: www.independent.co.uk

Figure 24. Fourth Year Long Listening Scripts for Pronunciation (Appendices: The Listening Scripts and Pronunciation Tools, 2019, p.127)

**Task 24.** I work with my partner. We compare our answers in tasks (21 and 22) and correct each other.

**Task 25.** I listen again to the conversation (Part 1) and fill in each blank with the corresponding word.

Nadia: Welcome back, Nabila. How was your cruise?  
Nabila: Nice to see you all again.. Oh, it was wonderful! ....(1)...., I sailed from Algiers to Spain on a cruise ship. ....(2)...., I visited Italy and, ....(3).... that, I sailed to Istanbul with a stopover for two nights on the Greek island of Mykonos. ....(4)...., I returned to Algiers after spending four exciting days in Turkey.

Figure 25. Task-Completion Listening Tasks, Task 25 from Fourth Year Middle School Textbook (My Book of English: Middle School Year Four, 2019, p. 15)

**Task 8.** I listen now to the English tourist guide (Part 3) and complete the table in my copybook.

Names of Big Ben's designers	First time Big Ben chimed	First world broadcast of Big Ben's chimes by the BBC	Big Ben's weight	Big Ben's height	Big Ben's diameter	Big Ben's hammer's weight
....(1).... ....(2)....	... (3)....	... (4)....	... (5)....	... (6)....	... (7)....	... (8)....

**Task 9.** I listen again to the English tourist guide (Part 3) and check my answers.

**Task 10.** I listen again to the English tourist guide (Part 3) and work with my partner. We compare our tables and correct each other.

**Task 11.** I use the information from the table (task 8) and write a short paragraph (3 to 5 sentences) about "Big Ben" in my copybook. I can start like this: "Big Ben" was designed by ....(1).... and ....(2).... It chimed for the first time on ....(3)....

Figure 26. Information Transfer Listening Tasks, Task 11 from Fourth Year Middle School Textbook (My Book of English: Middle School Year Four, 2019, p.

**Task 12.** I listen now to the English tourist guide (Part 4) and complete the ID card of the famous English writer in my copybook.

**ID CARD (1)**

- First Name
- Surname
- Date of Birth
- Place of Birth
- Location of Birthplace
- Date of Death
- Place of Death
- Occupations
- Titles of Two Plays
- Name of Theatre




Figure 27. Use of Visual Support in Listening Tasks, Task 12 from Fourth Year Middle School Textbook (My Book of English: Middle School Year Four, 2019, p. 13)

**Task 41.** I listen again to (Part 4) of the conversation and check my answers with the help of my partner.

**Task 42.** I listen again to (Part 4) of the conversation and identify each of Nabila's answers that corresponds to the questions asked by Karim and Nadia.

**Karim's and Nadia's Questions**

- So, you first visited southern Spain and then, from there, you sailed to Italy. Right?
- It must be very old. When was it built?
- Did you visit Florence?
- Is he the one who painted the famous Mona Lisa?

**Nabila's Answers**

- That's right. The painting is kept in the Louvre Museum, in Paris.
- No, but I went to Anchiano.
- That is right, and the first town I visited was Pisa.
- In the twelfth century, if my memory serves me right.

**Task 43.** I listen again to (Part 4) of the conversation and check my answers.

**Task 44.** I listen again to (Part 4) of the conversation and complete the fact file.

**THE LEANING TOWER: FACT FILE (3)**

- Location (town and country)?
- Height?
- When did its construction begin?
- When was its construction completed?
- Where is it located in town?
- When was it listed by UNESCO as a World Heritage Site?

**Task 45.** I listen again to (Part 4) of the conversation and check my answers.

**Task 46.** I work with a group of partners. We compare our answers in tasks (42 and 44) and correct each other.




Figure 28. Clear Instructions of Listening Tasks, Task 41-46 from Fourth Year Middle School Textbook (My Book of English: Middle School Year Four, 2019, p. 19)

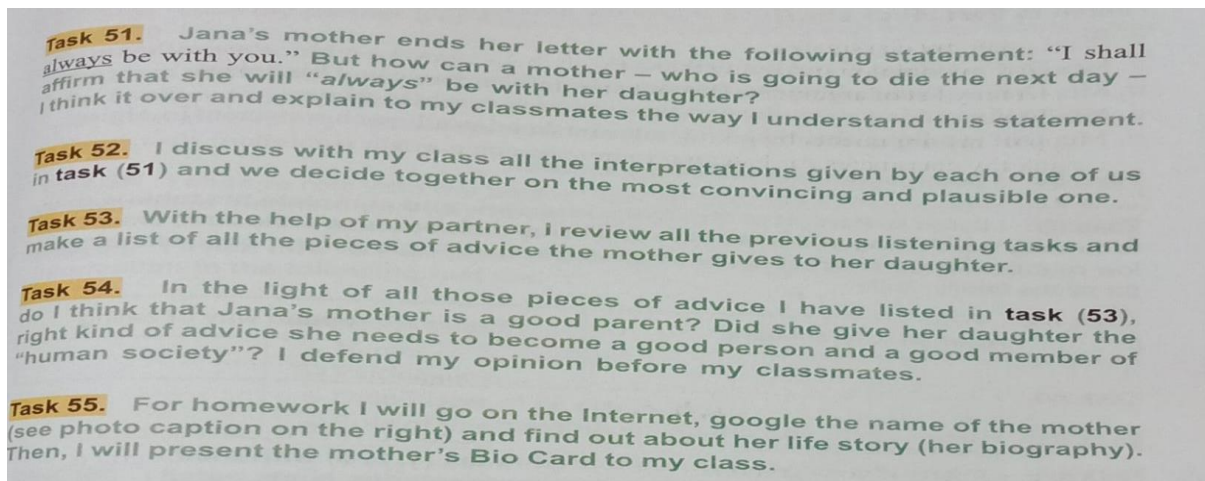


Figure 29. Detailed Instructions in Listening Tasks, Task 51, 54, 55 from Fourth Year Middle School Textbook (My Book of English: Middle School Year Four, 2019, p. 103)

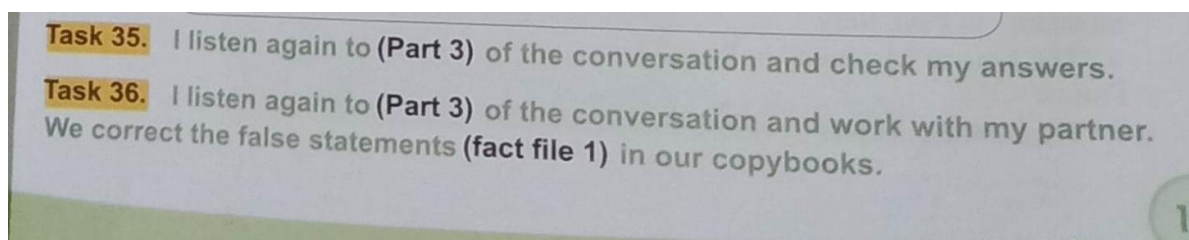


Figure 30. Communicative Aspect in Listening Tasks, Pair Work in Task 36 from Fourth Year Middle School Textbooks (My Book of English: Middle School Year Four, 2019, p. 17)

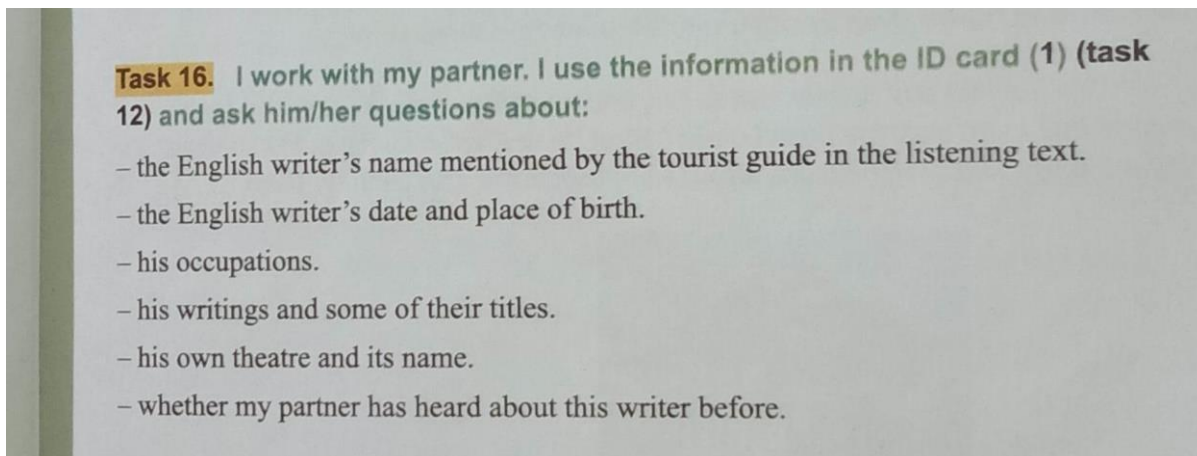


Figure 31. Communicative Aspect in Listening Tasks, Role Taking in Task 17 from Fourth Year Middle School Textbook (My Book of English: Middle School Year Four, 2019, p. 13)

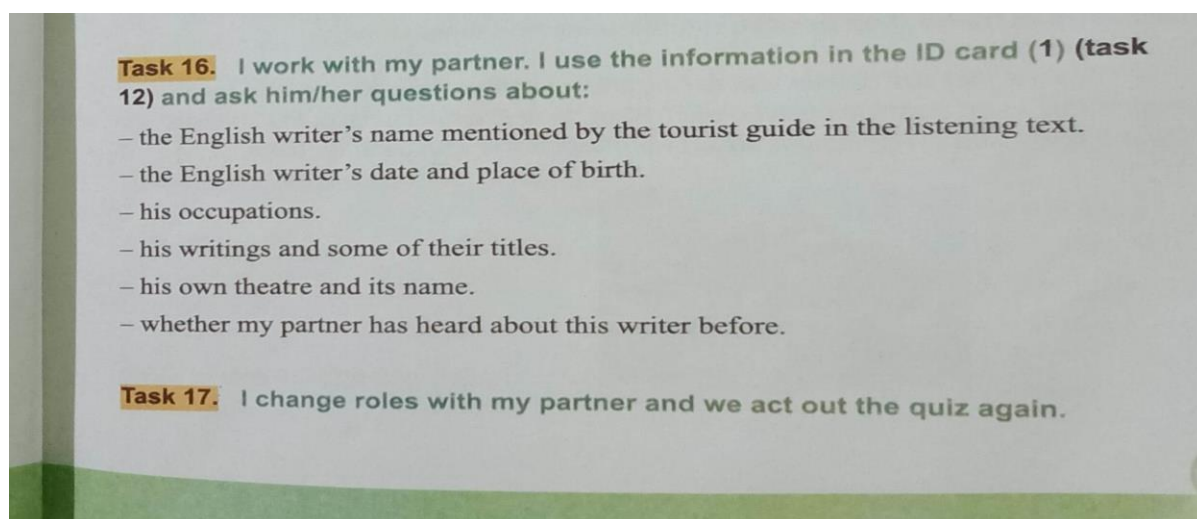


Figure 32. Communicative Listening Tasks, Interview in Task 16 from Fourth Year Middle School Textbook (My Book of English: Middle School Year Four, 2019, p. 13)

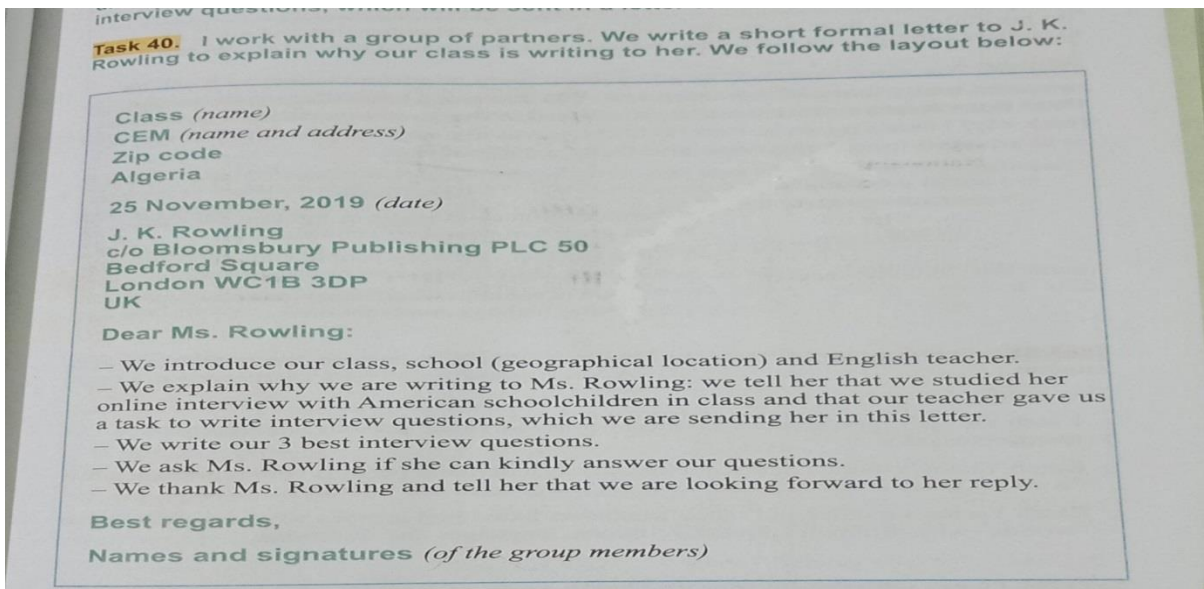


Figure 33. Communicative Listening Tasks, Letter in Task 40 from Fourth Year Middle School Textbook (My Book of English: Middle School Year Four, 2019, p. 61)

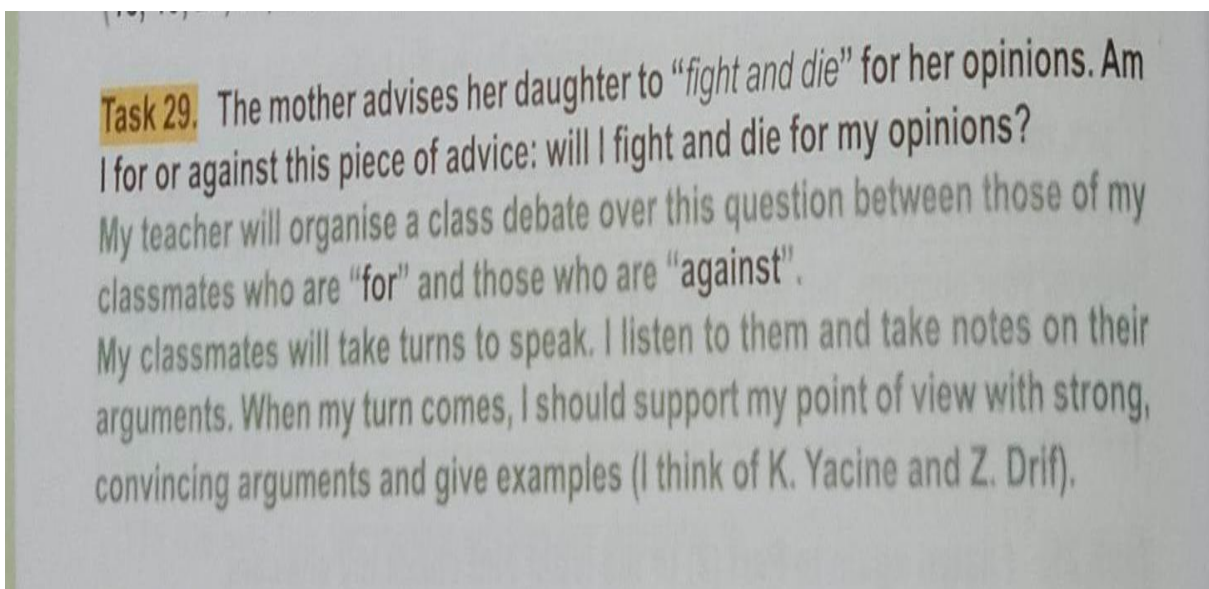


Figure 34. Communicative Listening Tasks, Debate in Task 29 from Fourth Year Middle School Textbook (My Book of English: Middle School Year Four, 2019, p. 100)

**Task 7.** I listen and write down in my copybook the correct pronunciation of the triphthong (/eɪə/ - /aɪə/ - /ɔɪə/ - /əʊə/ - /aʊə/) in each underlined word.

Not far from the Science Museum and the Modern Art Gallery there is a beautiful square, where museum and gallery-goers often meet at weekends. Gardeners usually come early in the morning to cut the taller blades of grass with their lawn mowers and tend the flowers. Street vendors watch for potential customers or buyers. At this hour, traffic is unusually slow for a weekend because of the royal procession further down the street and the crowd of summer visitors and sports players gathered for the Olympic Games.

*Figure 35. Sound Recognition Tasks, Task 7 from Fourth Year Middle School Textbook (My Book of English: Middle School Year Four, 2019, p. 71)*

## Appendix E: Suggested Lesson Plan

**Level :** 4MS

**Lesson:** I listen and do

**Framework:** PDP

**Domains:** Oral and written

**Target Competencies:** Interact, interpret and produce

**Materials:** Audio text, picture

**Learning objective:** By the end of the lesson, students will be able to make a video conducting an interview with a job applicant about his/her profile.

**Target Listening skills:** Listening for gist, listening for details, decoding meaning from context

**Target communicative skills:** Interpreting messages, responding to messages, leading a discussion, working in pairs, evaluating other's work.

Time	Procedures	Objective	Teacher or learner role
15 min	<p><b><i>Pre listening Phase:</i></b></p> <p><u>Step1:</u> Teachers asks learners to use oxford dictionary in order to look up for the meaning of the following expressions:“ Manager, Apply for a job, Cashier, Job, Experience, Part-time job, Full-time job, The pay ”</p>	To elicit target lexis	Learners (group work)

	<p><u>Step2:</u> In a group work, teacher invites learners to form sentences using the target expressions. After that, each representative of the group goes to the board and mimes the sentence for the other groups to guess it.</p> <p><u>Step3:</u> Teacher sticks pictures of a job interview and asks learners to guess the topic of the audio material through describing the picture and using the target lexis.</p>	<p>To use target lexis in meaningful context</p> <p>To make use of background information</p>	<p>Learners (group work)</p> <p>Teacher and Learners</p>
30 min	<p style="text-align: center;"><b><u>During Listening:</u></b></p> <p><u>Step1: Task 1: I listen carefully to answer the questions below:</u></p> <p>1. Who is talking in the interview?</p> <p>2. What is the interview about?</p> <p><u>Step2: Task 2: I listen again and complete the missing phrases:</u></p> <p>-Which job are you applying for?</p> <p>-I am applying for .....</p> <p>-Can you tell me about yourself?</p> <p>-I am ....., ..... and .....</p>	<p>To listen for the gist</p> <p>To select relevant information</p>	<p>Teacher and Learners</p> <p>Teacher and Learners</p>

	<p>-When can you start working?  .....</p> <p><u>Step3 : Task 3 : I answer the following questions :</u></p> <p>Q1: Which job is Kristen applying for?</p> <p>Q2: Does she have any job skills?</p> <p>Q3: If yes, what are they?</p> <p>Q4: Why did she leave her last job?</p> <p><u>Step4: Task 4: I go to the board and play the role of the manager Paige, and say why Kristen may or may not get the job.</u></p> <p><u>I use the example below:</u></p> <p>E.g. Kristen is suitable for this work <b>because</b> she is responsible, experienced and hard working.</p>	To listen for details	Teacher and Learners
15 mi	<p style="text-align: center;"><b><u>Post Listening</u></b></p> <p><u>Situation of Integration:</u></p> <p>I am applying for my dream job and my partner is the manager. Make a video conducting this interview and report the final decision.</p> <p><u>I can use these cues:</u></p> <p>To apply for, job, experience, part-time job, full-time</p>	To use what they learnt in a meaningful context	Learners (pair work)

	job, company, salary.  <u>Homework:</u>  I listen to a job application interview and summarize it in few sentences.	To reinforce	Individual work
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Teacher's Comment		
What Worked?	What Hindered?	Action Points
.....	.....	.....

The audio Scripts are found in the following video: (Briya Classes, 2014, 1:45) and its listening scripts are presented below:

- Hi, I am the manager, my name is Paige. It's nice to meet you.
- It's nice to meet you too. My name is Kristen.
- Which job are you applying for?
- I am applying for the cashier position.
- Can you tell me about yourself?
- I am responsible, friendly and hard working.
- What are your job skills?
- I can count money, use a cash register and speak Spanish.
- What is your past job experience?
- I was a babysitter and an office cleaner.
- What job responsibilities did you have in your last job?

-I swept the floors, took out the trash and dusted.

-Why did you leave your last job?

- I left my last job because I needed more hours.

-What type of work schedule are you looking for? Part-time or full-time? Mornings or nights?

-I am looking for full-time work.

-When can you start working?

-I can start working next Monday.

-Do you have any questions for me?

-Yes, what is the pay?

-I am happy to answer that, ten dollars and fifty cents per hour. Thank you; it was a pleasure to meet you. We will call you soon

-Thanks very much for your time. I hope to hear from you soon.