



People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
University of Chadli Bendjedid



EL Tarf

Faculty of Letters and Languages
Department of English

Students' Attitudes towards the Use of Extensive Listening for Vocabulary Development

Case study: Second year Students at Chadli Bendjedid University (El Tarf)

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

Submitted by

Ms. Asma Touati Brahim
Ms. Sara Salmi

Supervised by

Ms. Naima Ladaci

Board of Examiners

Chairwoman: Ms.Amel Afia	M.A.A	University of Chadli Bendjedid Tarf
Supervisor: Ms.Naima Ladaci	M.A.A	University of Chadli Bendjedid Tarf
Examiner: Ms. Zoulikha Belabbas	M.A.B	University of Chadli Bendjedid Tarf

June 2018

Declaration

We , do hereby solemnly declare that this present research work was created on our own , and had not been submitted before to any other institution or university for any degree.

And we have faithfully cited all the sources used in this research work. In addition , we certify that no part of this work will , in the future , be used in a submission in our names , for approval of Chadli Bendjedid University – El-Taref.

Candidates : - Touati Brahim Asma

- Salmi Sara

Dedications

I, *Touati Brahim Asma* dedicate my work to:

My parents who have always loved me unconditionally and whose good examples have taught me to work hard for the things that I aspire to achieve.

My husband *Fares* who encouraged me to pursue my dreams and finish this dissertation.

My brothers Aymen, Nour Zamen, and Mohamed.

My sister Nesrine.

My darling grandmother Hania.

My best twins Lariem and Asma who have always been a constant source of support and encouragement during the challenges of my whole life.

And to the families of Touati Brahim & Guenafda.

I, *Salmi Sara* dedicate this dissertation to:

The light of my life; my parents who encourage me in my life .

My sweetheart husband *Mohamed Cherif*.

My brothers Mohamed and Yahia.

My sisters Achouak and Halima .

The Salmi's family.

And to all our friends

Asma & Sara

Acknowledgments

We would like first to thank ALLAH for having given us the opportunity and ability to achieve this work.

We would like also to express our sincere gratitude to our supervisor :*Ms Naima Ladaci* for the continuous support and patience during our study and research .Her guidance helped us in all the phases of research.

Special thanks go to the members of the jury who accepted to read, examine, and evaluate our work.

We are also grateful to *Mr.Djedid Foued* for everything he provide as a head of the department of English.

An appreciative thank is extended to all the teachers of the English language at Chadli Bendjedid University along the five years, for their hard work, and great efforts.

We finally express our sincere thanks to Second year EFL students ,at Chadli Bendjedid University, El-Tarf ,whose contribution to this study has been quite fruitful.

Abstract

The present work aims at exploring students' attitudes towards the use of extensive listening as a strategy that enhances the development of vocabulary. Vocabulary, which correlates with language production and comprehension, may be improved if students of English as a foreign language (EFL) listen extensively. Therefore, this study is based on the hypothesis that students hold positive attitudes towards the use of this strategy. To verify the plausibility of this hypothesis, a questionnaire is addressed to 20 second year EFL students at Chadli Bendjedid University. The analysis of the data reveals that the participants hold positive attitudes towards the use of extensive listening which may indicate that they are fully aware about its significance in vocabulary building and overall language development.

Keywords: vocabulary, extensive listening, EFL.

ملخص

يهدف هذا العمل إلى استكشاف مواقف الطلاب من استخدام الاستماع المكثف كإستراتيجية تعزز تطور المفردات. يمكن تحسين المفردات ، التي ترتبط بإنتاج اللغة وفهمها ، إذا استمع طلاب اللغة الإنجليزية كلغة أجنبية (EFL) على نطاق واسع. لذلك ، تستند هذه الدراسة إلى فرضية مفادها أن الطلاب لديهم مواقف إيجابية تجاه استخدام هذه الإستراتيجية . للتحقق من معقولية هذه الفرضية ، تم توجيه استبيان إلى 20 طالبًا في السنة الثانية للغة الإنجليزية كلغة ثانية في جامعة الشاذلي بن جديد .يكشف تحليل البيانات أن المشاركين لديهم مواقف إيجابية تجاه استخدام الاستماع المكثف الذي قد يشير إلى أنهم على دراية كاملة بأهميته في بناء المفردات وتطوير اللغة بشكل عام.

الكلمات المفتاحية: المفردات ، الاستماع المكثف ، EFL.

Table of Contents

Declaration.....	I
Dedication	II
Acknowledgement.....	III
Abstract.....	IV
Abstract in Arabic.....	V
Table of Contents.....	VI
List of Abbreviations and Acronyms.....	VII
List of Figures.....	VIII
List of Tables.....	IX
GENERAL INTRODUCTION.....	1
CHAPTER ONE: An Overview of English Vocabulary and Extensive Listening	
Part One: The English Vocabulary.....	5
Introduction	
1. Definition of Vocabulary.....	5
2. Kinds of Vocabulary.....	6
2.1. Receptive Vocabulary.....	6
2.2. Productive Vocabulary.....	7
3. Others Kinds of Vocabulary	8
3.1. High Frequency Words.....	8
3.2. Academic Words.....	9
3.3. Technical Words.....	9
3.4. Low-Frequency Words.....	10
4. Categories of Vocabulary.....	10
a. Reading and Listening Vocabulary.....	10

b. Writing Vocabulary.....	10
c. Speaking Vocabulary.....	10
5. L2 Vocabulary Acquisition.....	11
6. Types of Vocabulary Learning.....	11
6.1. Incidental Vocabulary Learning.....	11
6.2. Intentional Vocabulary Learning.....	12
6.3. Implicit Vocabulary Learning.....	13
6.4. Explicit Vocabulary Learning.....	13
Part Two : Extensive Listening	
1. Definition of Extensive Listening.....	15
2. Extensive Listening and Foreign Language Learning.....	16
3. Extensive Vs. Intensive Listening.....	17
4. The Role of Teacher in Extensive Listening.....	18
Materials Selection and Techniques in Extensive Listening.....	18
Conclusion.....	19
CHAPTER TWO : Research Methodology and Analysis	
Part one : The Area of Investigation	
Introduction	
1. The Questionnaire Foundation	21
2. Analysis of Students' Questionnaire	21
3. Discussions and Results.....	39
Conclusion.....	41
part two : Suggestions and Recommendations	
1. For Teachers	43
2. For Students	43

Conclusion.....	44
General Conclusion.....	45
References.....	46
Appendices	

List of Acronyms and Abbreviations

AV	:	Active Vocabulary
AWs	:	Academic Words
EFL	:	English as a foreign Language
EVL	:	Explicit Vocabulary Learning
EL	:	Extensive Listening
HFWs	:	High Frequency Words
IELTS	:	Internatinal English Language Testing System
IL	:	Incidental Learning
ImVL	:	Implicit Vocabulary Learning
InTVL	:	Intentional Vocabulary Learning
L2	:	Second Language
LFWs	:	Low Frequency Words
PV	:	Passive Vocabulary
PV	:	Productive Vocabulary
TWs	:	Technical Words
TOEFL	:	Test of English as a Foreign Language

List of Figures

Figure 1.1: Vocabulary Type and Coverage in an Academic Text.....	11
Figure 1.2: Ellis' view of Implicit / Explicit Learning Process in Incidental Vocabulary Acquisition.....	14
Figure 2.1: Participants' Gender.....	24
Figure 2.2: Participants' Age.....	25
Figure 2.3: Years of English Studying	26
Figure 2.4: Listening in English.....	27
Figure 2.5: Students' Listening Rates.....	28
Figure 2.6: Kinds of Listening.....	29
Figure 2.7: Means of Listening.....	31
Figure 2.8: The Use of Dictionaries.....	32
Figure 2.9: Rates of Dictionary 'Use	33
Figure 2.10: Keeping Silent while Listening.....	34
Figure 2.11: Gaining Vocabulary in the Phase of Listening.....	35
Figure 2.12: Problems encountered when Listening to English	36
Figure 2.13: Problems Following Teachers.....	37
Figure 2.14: Extensive and Intensive Listening.....	39
Figure 2.15: Listening Extensively in class.....	40
Figure 2.16: The place of listening in language classes.....	41
Figure 2.17: Relying on Intensive Listening to build Vocabulary.....	42

List of Tables

Table 1.1: What is involved in Knowing a Word?.....	9
Table 2.1: Participants' Gender.....	24
Table 2.2: Participants' Age.....	25
Table 2.3: Years of Studying English.....	26
Table 2.4: Listening in English	27
Table 2.5: Students' Listening Rates.....	28
Table 2.6: Kinds of Listening	29
Table 2.7: Means of Listening.....	30
Table 2.8: The Use of Dictionaries.....	31
Table 2.9: Rates of Dictionary' Use.....	32
Table 2.10: Keeping Silent While Listening.....	33
Table 2.11: Gaining Vocabulary in the Phase of Listening.....	34
Table 2.12: Problems encountered when Listening to English.....	36
Table 2.13: Problems Following Teachers.....	37
Table 2.14: Extensive and Intensive Listening.....	38
Table 2.15: Listening Extensively in class.....	39
Table 2.16: The Place of Extensive Listening in class.....	40
Table 2.17: Relying on Intensive Listening to build Vocabulary.....	41

General Introduction

1. Statement of Problem

Listening is a critical communication skill that contributes to language development and proficiency. In EFL classrooms, comprehension is a significant skill to develop as it presents one of the prerequisites of oral output. If learners are good listeners then they are expected to be fluent speakers of the target language who are able to use a range of vocabulary easily and confidently. To attain this, teachers need to provide opportunities of extensive listening (EL) in order to afford additional listening practice that will help them use and comprehend the English vocabulary which they may encounter outside the classroom box.

2. Aims of the Study

The main purpose of this research is to explore second year EFL students' (at Chadli Bendjedid University) perceptions towards the use of EL as a strategy that may heighten their vocabulary rate and overall language proficiency. Moreover, this research aims at raising their awareness on the significance of EL for vocabulary knowledge

3. Research Questions

The study of the stated problem leads us to find answers to the following questions:

1. How do second year EFL students at Chadli Bendjedid University perceive EL?
2. Are they aware of the critical role EL plays for vocabulary development?

4. Hypotheses

On the light of the questions stated previously, we hypothesized the following:

1. Second year EFL students at Chadli Bendjedid hold positive attitudes towards the use of EL for vocabulary development and overall language proficiency.
2. Although they hold positive attitudes towards EL , they do not listen extensively.

5. . Research Methodology

To investigate students' attitudes towards the use of EL to develop their vocabulary, we conducted a descriptive method and the data were collected from a students' questionnaire. It was administrated to a random sample that was composed of twenty students enrolled in the department of English at Chadli Bendjedid University , El Tarf during the academic year 2017-2018 .

5 .1. Population and Sampling

The target population is second year classes of the department of Chadli Bendjedid University of El Tarf. We have chosen twenty second year students from the department of English at Chadli Bendjedid University , eight males who composes forty percent of the participants and twelve females who composes sixty percent of the participants .

6- Structure of the Dissertation

This dissertation consists of two chapters. The first chapter is composed of two parts; the first part introduces an overview of vocabulary and the second one is about extensive listening. The second chapter deals with the research methodology, it also includes two parts the first one presents the area of investigation , the analysis . However , the second part offers some recommendations and suggestions for both EFL teachers and learners in an attempt to prioritize the use of EL for educational purposes.

7 . Limitation

The main problems that encounter our research is time that conduct an experimental work which focuses on the use of extensive listening , also most of the students do not give us serious answers when answering the questionnaire .

Chapter one

A General Overview about English Vocabulary and Extensive Listening

Part One: The English Vocabulary

Introduction

The first chapter of this dissertation which is divided into two sections examines the literature and research relevant to extensive listening and vocabulary. The first part looks into a current research done in the area of English vocabulary; its definition, kinds and categories in addition to second language (L2) acquisition vocabulary. The second part considers EL. It opens with a definition of EL, the benefits of EL, extensive vs. intensive listening followed by the role of the teacher in EL and the effects of EL on developing L2 listening fluency.

1. Definition of Vocabulary

In literature, the term vocabulary has received different definitions. Horny (1995), for instance, defines it as “*all the words known to a person or used in a particular book, subject; a list of words with their meaning*” (p.1331). For Nunan (1999) (as cited in Anyaran, 2015), vocabulary is simply the number of words that the target language possesses. In fact, a common point Horny and Nunan share is that they define vocabulary in terms of quantity i.e., they consider vocabulary as an array of words that a person may know.

Richard and Renandya (2002) view vocabulary as “the core component of language proficiency and provides much of the basis for how well learners speak, listen; read, and write” (p.255). This definition defined vocabulary as one of the language components that can affect the four skills (listening, speaking, reading, and writing).

In addition, Jackson and Amvela (2000) believe that “the terms of vocabulary, lexis and lexicon are synonymous” (p.178) while Richards and Schmidt (2002) view vocabulary in

terms of the form which consists of lexeme including single words, compound words, and idioms.

2. Kinds of Vocabulary

A few experts classify vocabulary into two sorts: active vocabulary (AV) and passive vocabulary (PV). According to Jackson (2002), the active vocabulary refers to the one that the scholars have been taught and that they are expected to use purposefully while writing and speaking vocabulary. Whereas, passive vocabulary refers to the words which the students will recognize while listening vocabulary and reading vocabulary, but cannot use in speaking and writing. This means that active vocabulary is made of the words that one uses in his speech and writing as opposed to the passive vocabulary which is made from the words that an individual recognizes but hardly ever uses while speaking and writing. In Laufer's (1998) words, passive means receptive vocabulary, however active vocabulary means productive vocabulary.

Haycraft (2000) (as cited in Hatch and Brown, 1995) suggests two kinds of vocabulary namely receptive vocabulary (RV) and productive vocabulary (PV). Those words, RV and PV, are utilized interchangeably with active and passive vocabulary respectively. So, in the theoretical part the words will be also utilized interchangeably.

2.1. Receptive Vocabulary

Receptive vocabulary refers to the words that native speakers and foreign learners recognize and understand but hardly if ever use, it is used passively in either listening or reading. Learners can understand RV while reading and listening i.e. in context but cannot produce them i.e. in speaking and writing (Web.2008).

2.2. Productive Vocabulary

Productive vocabulary is utilized frequently or actively either in speaking or in writing. Learners can produce these words to express their ideas to others (Web.2005). Knowing a word usually involves knowing its structure and meaning. According to Nation (2001), the receptive and productive aspects that are involved in knowing a word can be summarized in the following table:

Form	spoken	R	What does the word sound like?
		P	How is the word pronounced?
	written	R	What does the word look like?
		P	How is the word written and spelled?
	Word parts	R	What parts are recognizable in this word?
		P	What word parts are needed to express the meaning?
Meaning	Form and meaning	R	What meaning does this word form signal?
		P	What word form can be used to express this meaning?
	Concept referents	R	What is included in the concept?
		P	What items can the concept refer to?
	Associations	R	What other words does this make us think of?
		P	What other words could we use instead of this one?
Use	Grammatical functions	R	In what patterns does the word occur?
		P	In what pattern must we use this word?
	Collocations	R	What words or types of words occur with this one?
		P	What words or types of words must we use with this one?
	Constraints on use (register, frequency)	R	Where, when, how often would we expect to meet this word?
		P	Where, when, and how often can we use this word?

Note: In column 3, R= receptive knowledge, P=productive knowledge.

Table 1.1: What is Involved in Knowing a Word (Nation, 2001, p. 27).

3. Other Kinds of Vocabulary

In relation to the kinds of vocabulary, Nation (2001) declares that there are four kinds of vocabulary: High Frequency Words (HFWs), Academic Words (AWs), Technical Words (TWs), and Low Frequency Words (LFWs). Definitions for the four kinds will be provided for clarification.

3.1. High Frequency Words

According to Nation, it refers to the vocabulary issued most of the time. The classic list of HFWs is the one put by Michael West's in 1953 in his book "A General Service List of English Words (GSL)" that includes about 2000 word families. Approximately, 80% of the running words in the text are high-frequency words. Figure 1 shows that words cover a very large proportion of the running words in speaking and written texts and occur in all kinds of the language.

Sustained-yield management ought to be long-term government policy in *indigenous* forests *zoned* for production. The adoption of such a policy would represent a *breakthrough* – the boundary between a *pioneering*, *extractive* phase and an *era* in which the *timber* industry adjusted to living with the forests in *perpetuity*. A forest *sustained* is a forest in which harvesting and *mortality* combined do not exceed *regeneration*. Naturally enough, faster-growing forests produce more *timber*, which is why attention would tend to swing from *podocarps* to *beech* forests regardless of the state of the *podocarp* resource. The colonists cannot be blamed for *plunging* in without thought to whether the resource had limits. They brought from *Britain* little experience or understanding of how to *maintain* forest structure and a *timber* supply for all time. Under *German* management it might have been different here. The *Germans* have practised the *sustained approach* since the seventeenth century when they faced a *timber* shortage as a result of a series of wars. In *New Zealand* in the latter part of the twentieth century, an anticipated shortage of the most valuable native *timber*, *rimu*, prompts a *similar response* – no more contraction of the *indigenous* forest and a balancing of yield with *increment* in selected areas.

This is not to say the idea is being *aired* here for the first time. Over a century ago the first *Conservator* of Forests proposed *sustained* harvesting. He was cried down. There were far too many trees left to bother about it. And yet in the *pastoral context* the dangers of *overgrazing* were *appreciated* early in the piece. *New Zealand geography* students are taught to this day how *overgrazing* causes the *degradation* of the soil and hillsides to slide away, and that with them can go the *viability* of hill-country sheep and cattle farming. That a forest could be *overgrazed* as easily was not widely accepted until much later – so late, in fact, that the *counter* to it, *sustained-yield* management, would be forced upon the industry and come as a shock to it.

High-frequency vocabulary

2000 words
80% or more text coverage
a, equal, places, *behaves*,
educate

Academic vocabulary

Technical vocabulary

Low-frequency vocabulary

Figure 1.1 Vocabulary type and coverage in an academic text

3.2. Academic Words (AWs)

Refers to the use of different academic texts, i.e. AWs can be used in different fields and not related exclusively to a certain area only. Usually, these words constitute about 10% of the running words in academic text. The estimated number of words in this list is around 570 head words.

3.3. Technical Words

Technical Words (TWs) is a term that refers to the set of words used in specific fields and areas like science and differ from one field of study to another. They cover about 5% of the running words in academic text.

3.4. Low-Frequency Words (LFWs)

LFWs refer to the less used words in a given language. They make up over 5% of the words in an academic text.

4. Categories of Vocabulary

Diana (1992) suggest three types of vocabulary, namely reading and listening vocabulary ,writing vocabulary, and speaking vocabulary .In teaching vocabulary, the teacher needs to know what type of vocabulary is appropriate.

a. Reading and Listening Vocabulary

Reading and listening refers to all the words that learners can recognize when reading and listening. The learners remember words which they cannot use by themselves, but they recognize them in their context.

b. Writing Vocabulary

Writing vocabulary refers to all the words that learners can employ in writing, compared to the Rv and Lv, writing vocabulary is stimulated by its user.

c. Speaking Vocabulary

Speaking vocabulary refers to all the words that learners can use in speech and in their daily life.

5. L2 Vocabulary Acquisition

Learning a second /foreign language is in close correspondence with the level and range of EFL vocabulary knowledge. Coady (1997) points out that “*many teachers and scholars feel that teaching vocabulary is a low level intellectual activity unworthy of their full attention*”(p.225). As a consequence, in the last twenty five years more insufficient attention in classroom was given to L2 vocabulary. In addition, L2 vocabulary learning takes place incidentally. The researchers of this concept believe that words which are required through this way are better learned than words retained explicitly. In this, the learner will be involved incidentally in vocabulary and recognizes the meaning of the word. There is a common point that most words are not learned in one meeting , but need more than one meeting to build familiarity with the sight sound and build receptive knowledge of the word as well(Nation,1990).

6. Approaches of Vocabulary Learning

There are two fundamental methods of vocabulary learning which are: incidental vocabulary learning (IVL) and intentional vocabulary learning (IntVL). Additionally, we have two other methods which are explicit vocabulary learning (EVL) and Implicit vocabulary learning (ImVL) .

6.1. Incidental Vocabulary Learning

According to Schmidt (1990) (as cited in Alemi & Tayebi , 2011), IVL is one of the essential forms of language acquisition. Learning something incidentally means to hold it without attention and everything happens accidentally in the context. It happens when learners learn something while their attention is directed towards another. (Richard& Schmidt, 2002)

Others define the IV learning as that there is no special interest given to linguistic issues unless they rise up spontaneously inside the course of preparation. In practical, it includes the use of unfocused communicative duties which can be designed to elicit general samples of

language rather than specific forms (Ellis & Loewen, 2002).the above views mentioned that IV learning can be described as a type of getting to know method from reading , listening ,speaking and writing to language.

Hunt and Beglar (1998) state that many vocabularies are learned incidentally through extensive listening. Subsequently, motivating learners to listen extensively can provide them with great opportunities to learn new vocabularies. According to them , the IVL can be a useful approach for all language learners at all levels.

As far as Ellis(1994a) is concerned, both implicit and explicit training mechanisms are concerned in incidental VA. To contain implicit process, obtaining words' semantic properties and mapping word form to which means are claimed to result from explicit learning process. Inaddition, Ellis supports for a total dissociation of implicit (i.e. formal) aspects and explicit (i.e. semantic) aspects VA. This is illustrated in the figure below.

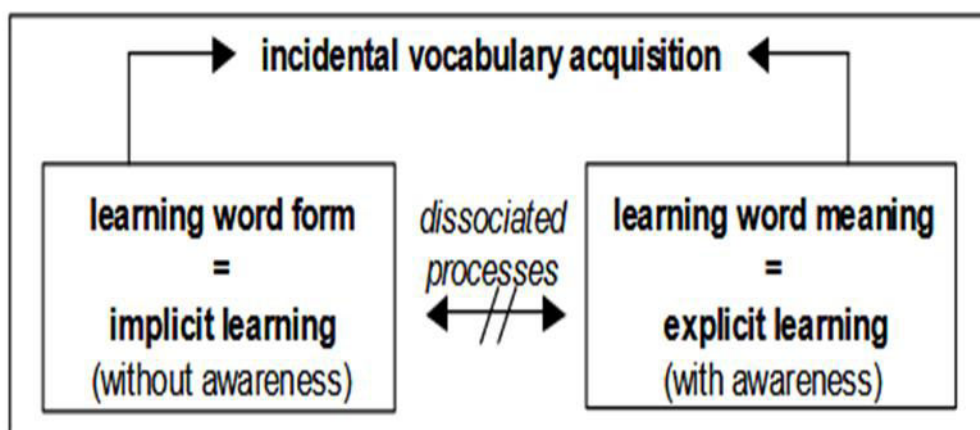


Figure 1.2. Ellis' View of Implicit/Explicit Learning Process in Incidental VocabularyAcquisition. (Ellis, 1994a)

6.2. Intentional Vocabulary Learning

Intentional vocabulary learning is a traditional and common method in teaching vocabulary. Int VL is based on synonyms ,antonyms ,words substitution, multiple choice, and crossword puzzles. It is also based on deliberate.

Schmidt (2000) shows that it can be named explicit vocabulary of learning and it focuses attention directly on the information to be studied. Even though, it provides the greatest chance of acquisition, it is time consuming and it is too laborious for learners to learn language. Further, intentional teaching of vocabulary in classroom is often a teacher-centered class.

In addition, IVL is the method of learning vocabulary by using tools to bring the learner's attention into direct contact with the form and words, like dictionaries, vocabulary list, and direct vocabulary explanation. (Schmidt, 2000)

6.3. Implicit Vocabulary Learning

Im VL is a process involved in vocabulary learning. In line with Ellis' words (1994), implicit vocabulary learning is typically defined as *“acquisition of knowledge about the underlying structure of a complex stimulus environment by a process which takes place naturally, simply and without conscious operation”*(p.1). Thus, ImVL is a process, that occurs naturally ,simply, and without much conscious operating.

In other definition ,focus on form is explained as *“an occasional shift of attention to linguistic code features –by the teacher and/or one or more students -triggered by perceived problems with comprehension or production”* (Long & Robinson, 1998, p.23).

6.4. Explicit Vocabulary Learning

According to Dekeyser (2003), EL is a process in which several and different learning aids such as heuristics, mnemonics and strategies are adopted to achieve learning in a given

system. However, EL is said to be characterized by more conscious operation where the individual makes and tests hypotheses in search for structure (Ellis, 1994). In general EVL is a planned learning of a specific set of words where the learner is taught and/or guided towards acquiring those target words.

Part Two: Extensive Listening

1. Definition of Extensive Listening

About twenty years ago, Alderson and Bachman (2001) stated that *“the assessment of listening abilities is one of the least understood , least developed and yet one of the most important areas of language testing and assessment”* (p.x) . In contrast to the three other skills, speaking, writing and reading; listening was not given a prominent place in the second/foreign language curricula. To comprehend spoken language, students’ abilities can be improved by the systematic listening instruction process. Listening is the principal source of language learning, it composes almost 50% of our daily communication. (Ralph and Stevens,1957;Rankin1930) stated that listening is crucial and highly important in foreign language learning and foreign language contexts.

Extensive listening is a good way to ameliorate listening comprehension, listening skills and other skills. It also facilitates L2 listening fluency development. Brown (2008) (as cited in Motallebi, Pourgharib, & Ghoorchaei 2015)points that *“listening is at the heart of language learning, but it is the least understood and least researched skill in language learning and is often disregarded by foreign and second language instructors”* (p.658) .

EL is also defined by Rixon (1986) as listening for pleasure and interests. It is an excellent way to ameliorate listening comprehension and the other skills of language. It raises students’ motivation (Ryan, 1998; VO, 2013;Holden,2008). Extensive listening is also known as the basic aspects in language learning process.

Renandya and Farrell (2011) claimed that extensive listening confines all sorts of listening activities that permit learners to achieve a huge amount of comprehensible and enjoyable input. It can occur in or out of the class. For Waring (2003), extensive listening involves huge and large numbers of materials which help learners understand smoothly. These

materials and sources are appropriate for their English proficiency and highly enjoyable for them. Extensive listening is used to get general understanding. It involves learners listening to large quantities of self-selected texts at or slightly below their linguistic levels.

2. Extensive Listening and Foreign Language Learning

Extensive listening can improve and ameliorate foreign language learning in different ways. According to Krashen (1985), the basic source of language focuses on stating that humans attain language in one way only by understanding or receiving comprehensible input which makes meaningful messages. That helps them ameliorating their language skills.

Besides these, extensive listening has other advantages and benefits. It encourages students' motivation when selecting the materials especially the visual ones. The latter makes students obtain listening activities. Sometimes, learners get disappointed when they are obliged to get the meaning of language which makes them lose interest and stop listening. However, learners have the chance to choose their own involved and motivated materials and tools that enlarge and spread out students' listening skills outside the classroom.

Waring (2010) believes that learners can rise their word awareness rapidly and learn collocations and grammar structures easily which make their brains function effectively. He also claimed that extensive listening encourages learners to ameliorate automatic processing of language that helps them make consciousness and understanding of what they are listening to. Extensive listening gives permission and strengthens language since learners can select appropriate listening materials to their competence and proficiency.

Moreover, extensive listening gives learners the opportunity to sustain vocabulary and know about other features of language as stress, pronunciation and intonation. It also promotes a value of success as stated by Vo (2013).

There is a strong connection between EL and developing autonomous habit in language learning. In extensive listening, learners determine what they will listen to, how they will listen and time expanded in listening using self-control mechanism to develop autonomous habits in time.

3. Extensive Listening Vs Intensive Listening

Gilakjani and Ahmadi 2011 introduced EL as the global understanding of meaning of every piece of discourse. In contrast to EL, IL means to look for specific details. It focuses on grammatical patterns, vocabulary and sound recognition.

Al-jawi (2010) claims that EL is usually supposed for pleasure and leisure ways while IL is less relaxed and more concentrated and devoted to the achievements of investigation purpose. EL is generally done when students are on their own while IL is done with the teacher's help. EL is used to get general understanding for instance to understand a story we read. Whereas, IL is used for precise data that sustains more detailed analysis. IL focuses on students' attention and aims at increasing learners' consciousness about the distinction in sounds, structure and lexical choice that affect meaning. In IL, we can use taped tools while in EL we can select some spoken text books or stories in order to facilitate and ameliorate hearing.

Despite the distinction stated above, there is a connection between them. According to Gilakjani (2011), IL aimed at building essential listening skills however EL aimed at deepening and enlarging the potential and effectiveness of EL to ameliorate the whole and entire capacity of listening. IL should be related to improve students' culture skills.

4. The Role of Teachers in Extensive Listening

According to Renandya and Farrell(2011), EL is being mostly under the control of learners and it can be either directed outside the classroom or teacher directed dictations, that is why teachers have strong and specific duties. They should guide them to select the accurate materials and tools of listening for their proficiency levels and can be involved in in the listening activities by sharing their opinions and suggestions because in contrast to intensive listening, extensive listening is under the teachers' control .

5. Materials Selection and Techniques in Extensive Listening

Liu (2009) and Krashen (1996) affirm that in spite of the various distinctions of extensive and narrow listening , they are related to each other . Krashen (1996) defines narrow listening as a pleasant and an expensive technique to obtain comprehensible input. While narrow listening is to listen repeatedly to various texts on the same topic, extensive listening is to listen to the materials for pleasure and comprehensible input. From this, one may conclude that narrow listening helps in facilitating the activities of extensive listening and vice versa.

In extensive listening the selected materials must be enjoyable to motivate learners. Also, they must be comprehensible and beneficial for learners because sometimes they can cause many difficulties and obstacles for learners to understand the context the fact that may demotivate them.

To obtain more comprehensible input and materials in extensive listening, one should choose intelligible and understandable visual materials as documentaries and movies, etc., along the use of pictures. We can also choose slow speed materials like audio books. Furthermore, we should put into consideration that listening comprehension can be affected by several obstacles when selecting the materials as the accent of the speakers, the reduction and the speaking rate.

Conclusion

This chapter aims to highlight the importance of EL as a main part to improve and develop vocabulary in foreign language learning that has been neglected for many decades . To achieve the goal of gaining large number of lexical knowledge and vocabulary ; students should be able to use extensive listening besides several strategies of vocabulary learning to widen and enlarge their lexical knowledge to ameliorate their learning . We focus on the use of extensive listening and the development of vocabulary learning and teaching to help EFL students .

Part One : The Area of Investigating

Introduction

This chapter is regarded as the practical part of the dissertation. The analysis of the quantitative data, the interpretation and the results aimed at evaluating the postulated hypotheses are presented in this chapter. In order to achieve the objectives of this study, we involved a questionnaire as an instrument to collect information about students' perceptions and use of extensive listening to increase and develop their vocabulary.

1. The Questionnaire

The questionnaire was handed twenty second year students at the department of English, Chadli Bendjedid University. The questionnaire which included twenty items was divided into four sections. The first section contained three questions about students' personal background; their gender, age and years of English studying. The second one dealt with the students' listening skill in general. The third section consisted of five questions about vocabulary learning and difficulties learners encounter when listening. The last section comprised five questions about the influence and the importance of extensive listening for vocabulary building.

The questions of the questionnaire were easy to answer by using two or three multi-choices questions in which the participants responded by choosing appropriate choices besides the open-ended questions which allowed them to express their opinions .

2. Analysis of the Questionnaire

2.1 - Section one : Background Information

Question 1 : Gender

a.male

b. female

Table 2.1 :

Participants' Gender

Gender	Participants	Percentage
Male	08	40 %
Female	12	60 %
Total	20	100 %

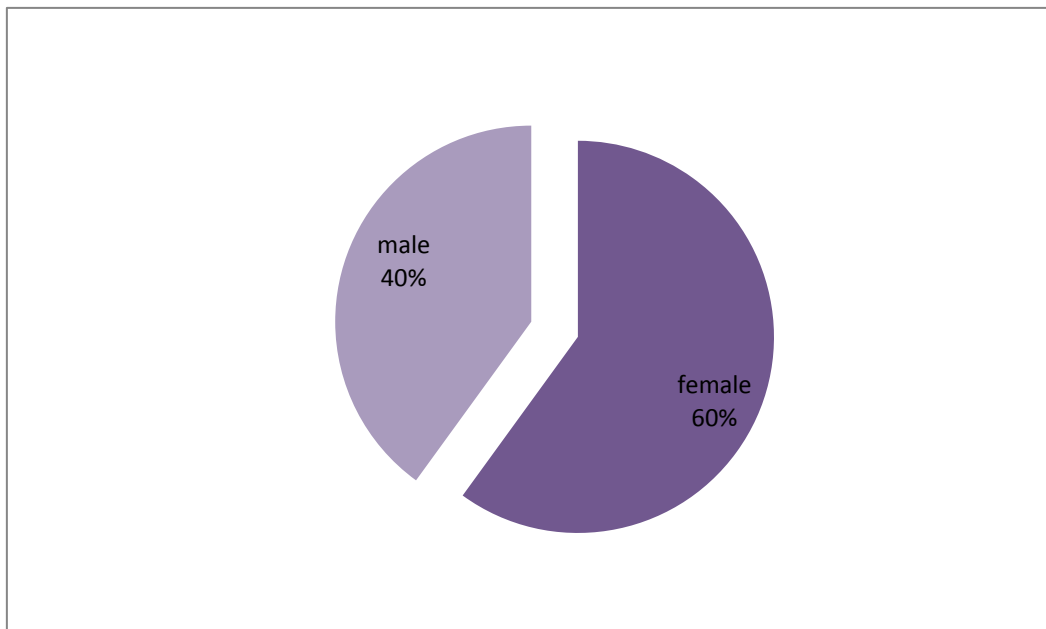


Figure 2.1: Participants' Gender

It is mentioned in the table above that the majority of the participants are 12 females (), who composed 60 % of the participants, while the rest are eight (8) males who constituted 40 % of the participants. This may engender different views and attitudes .

Question 2 : Age

a. Between 19-21

b. over 21

Table 2 .2.

Participants' Age

:

Age	Participants	Percentage
Between 19 – 21	14	70 %
Over 21 years	6	30 %
Total	20	100 %

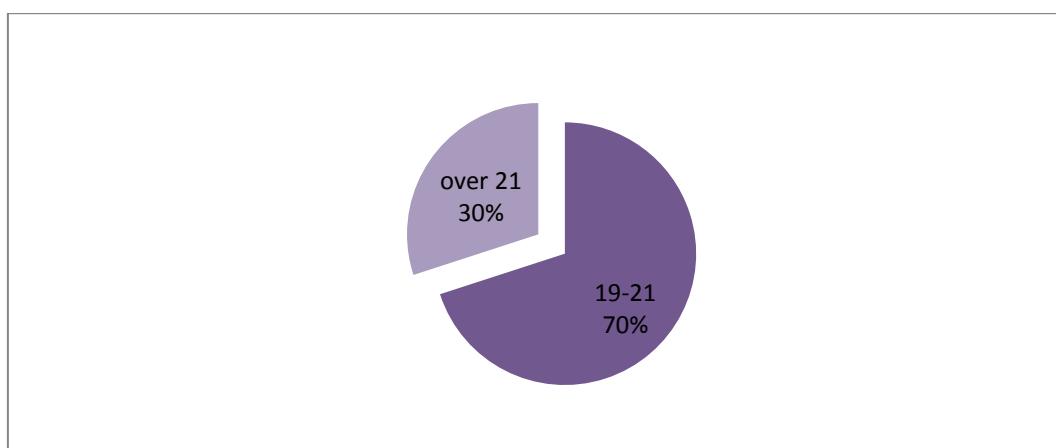


Figure 2.2: Participants 'Age

As it is indicated in the table and graph above, 70% of the participants are aged between 19 and 21 years while 30% of them are aged over 21 years .This may help in collecting data about the strategies these participants use for vocabulary development.

Question 3 :How many years have you been studying English ?

a.9 years b. more than 9 years

Table 2.3.

Years of English Study

Responses	Participants	Percentage
A	15	75 %
B	05	25 %
Total	20	100 %

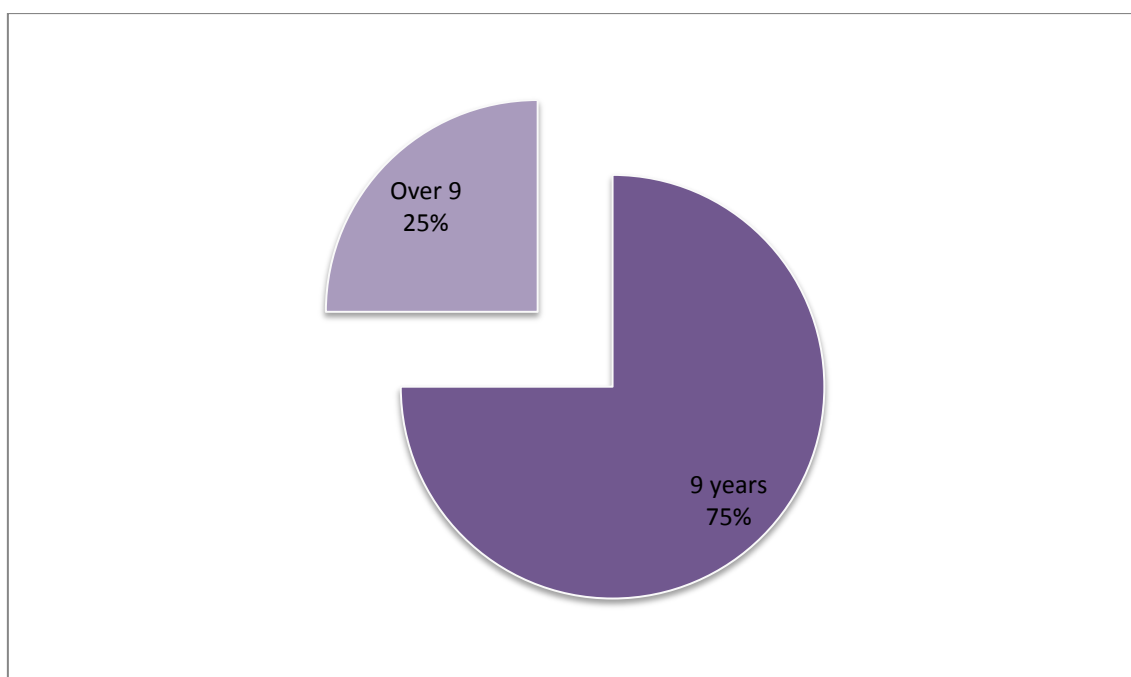


Figure2.3: Years of English Study

The above results reveal that most of the participants(75%) have been studying English for nine years which can indicate that they may express themselves effortlessly. However, 25% of them have been studying English over nine years .

2.2. Section two: Students ‘Listening skill.

Question 4 : Do you listen in English ?

a.yes

b. no

Table2. 4.

Listening in English

Responses	Participants	Percentage
Yes	15	75 %
No	05	25 %
Total	20	100 %

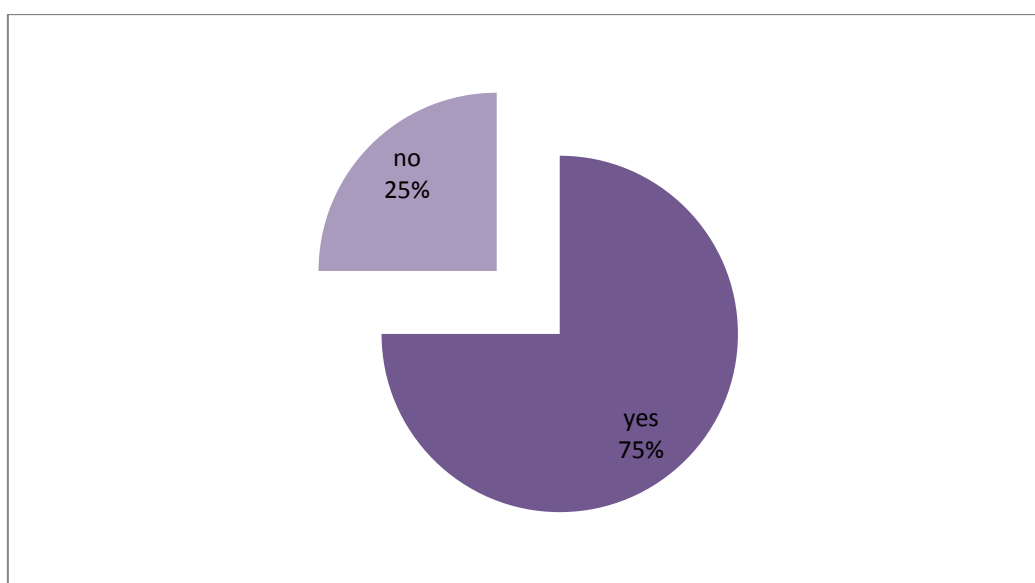


Figure 2.4: Listening in English

The results of this question presented in the table shows that 75 % of the participants listen in English i.e. they want to enrich their language and improve the quality of learning and their pronunciation. However, 25 % of them do not listen in English they do not find listening so important to gain new lexis and learn the language.

Question 5 : If yes , how often do you listen ?

- a. Always b. Sometime C. Rarely

Table 2.5.

Students Listening Rates

Responses	Participants	Percentage
A	5	25%
B	12	60 %
C	3	15 %
Total	20	100 %

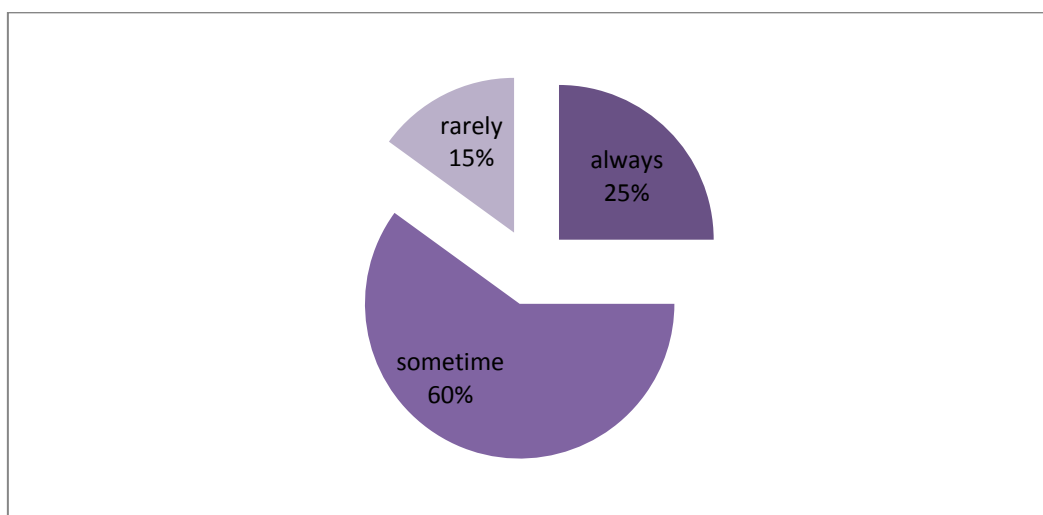


Figure 2.5.Students Listening Rates

The number of the participants who sometimes listen in English dominates those who always and rarely listen in English .The 60 % of them who sometimes listen in English think that listening is a powerful tool which is used to gain new lexis. The 25 % who always listen are keen on knowing new language. The rest who rarely listen in English (15 %)are not interested in listening in English.

Question 6 :What kind of listening do usually do ?

- a. Music
b. Movies

Table 2.6.

Kinds of Listening

Responses	Participants	Percentage
A	13	65 %
B	7	35 %
Total	20	100 %

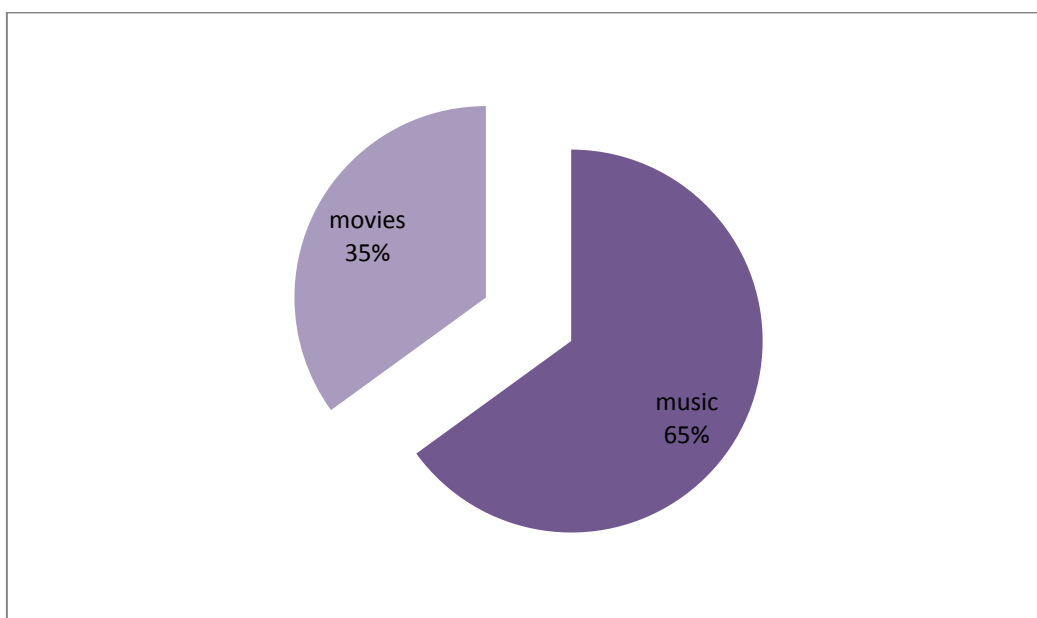


Figure 2.6. Kinds of Listening

Most of the participants (65%) share the same opinions, they prefer listening to music thinking that it may satisfy their need. However, 35 % of them like listening to movies and other different programs thinking that singers often use informal English. They also face problems in accent.

Question 7 : Do you usually like listening on :

a. smartphones

b. Computers

c. others

Table 2. 7.

Means of Listening

Responses	Participants	Percentage
A	17	85 %
B	2	10 %
C	1	5 %
Total	20	100 %

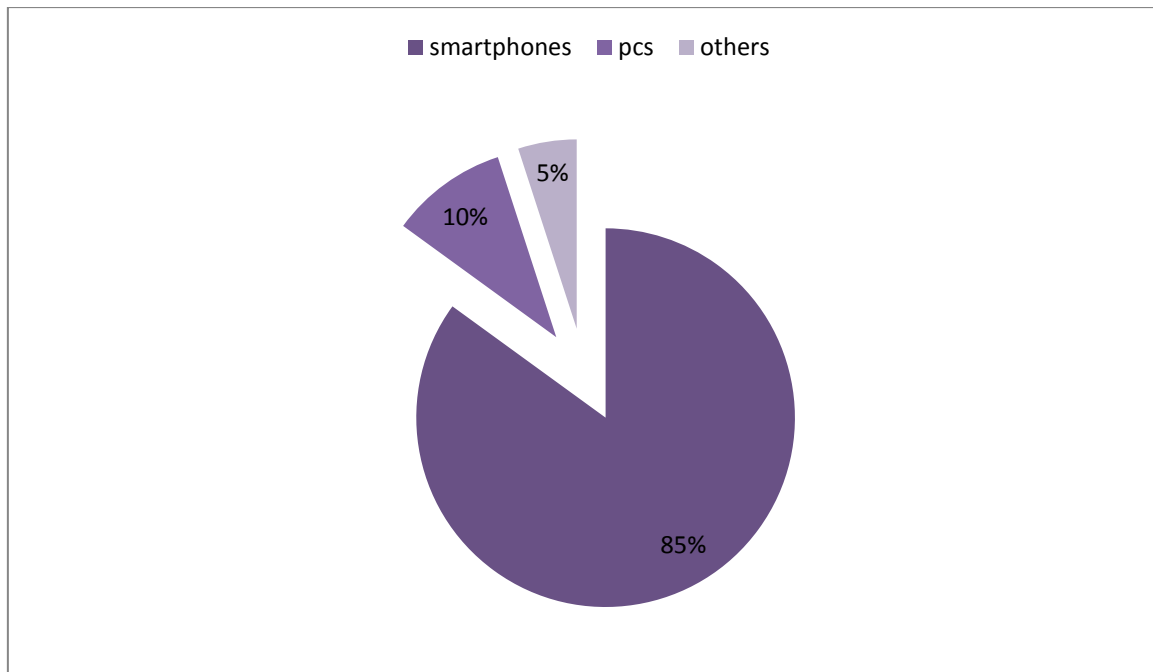


Figure 2.7.Means of Listening

The majority of the participant students (85 %) select the modern technology, they like listening on smart phones since they find it pleasurable and indispensable. However, (10%) of them prefer the computers since they find it helpful and enjoyable. while (5%) of them prefer old means of technology .

Question 8:Do you stop to check the meaning of unfamiliar vocabulary using dictionary?

a.yes b.no

Table 2.8.

The Use of Dictionaries

Responses	Participants	Percentage
a	10	50 %
b	10	50 %
Total	20	100 %

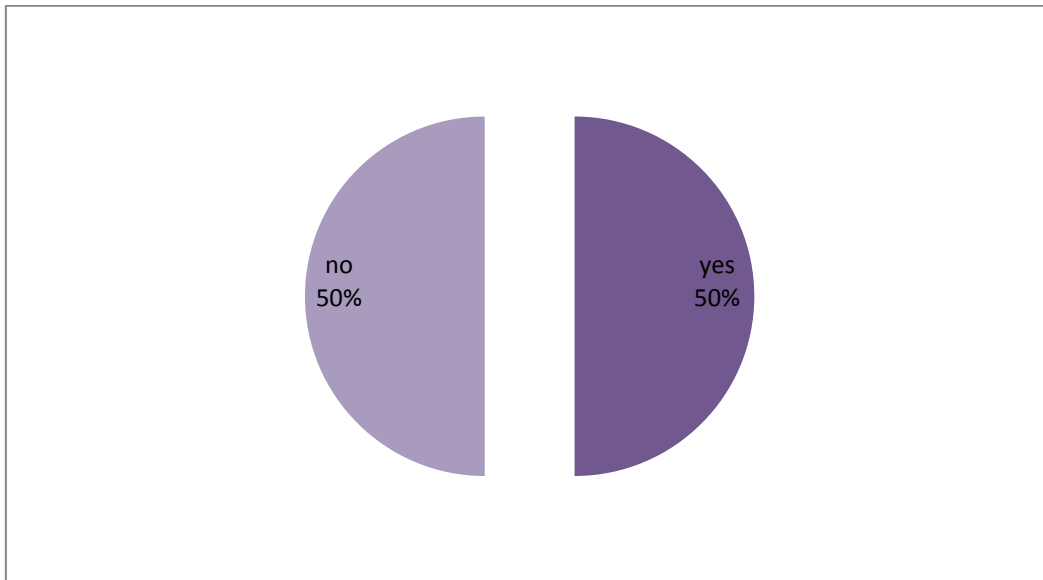


Figure 2.8. The Use of Dictionaries

Fifty percent of the participants frequently stop to check the meaning of unfamiliar words. They find it so important to know the meaning of the new lexis using dictionaries since they are the first and basic means to decode new words meanings. The other 50 % do not stop to check the meaning using dictionaries but rather try to understand the unfamiliar words from the context and general meaning.

Question 9: If yes, how often do you do that?

a.always b.sometimes

Table 2.9.

Rates of Dictionary 'Use

Responses	Participants	Percentage
a	10	50 %
b	10	50 %
Total	20	100%

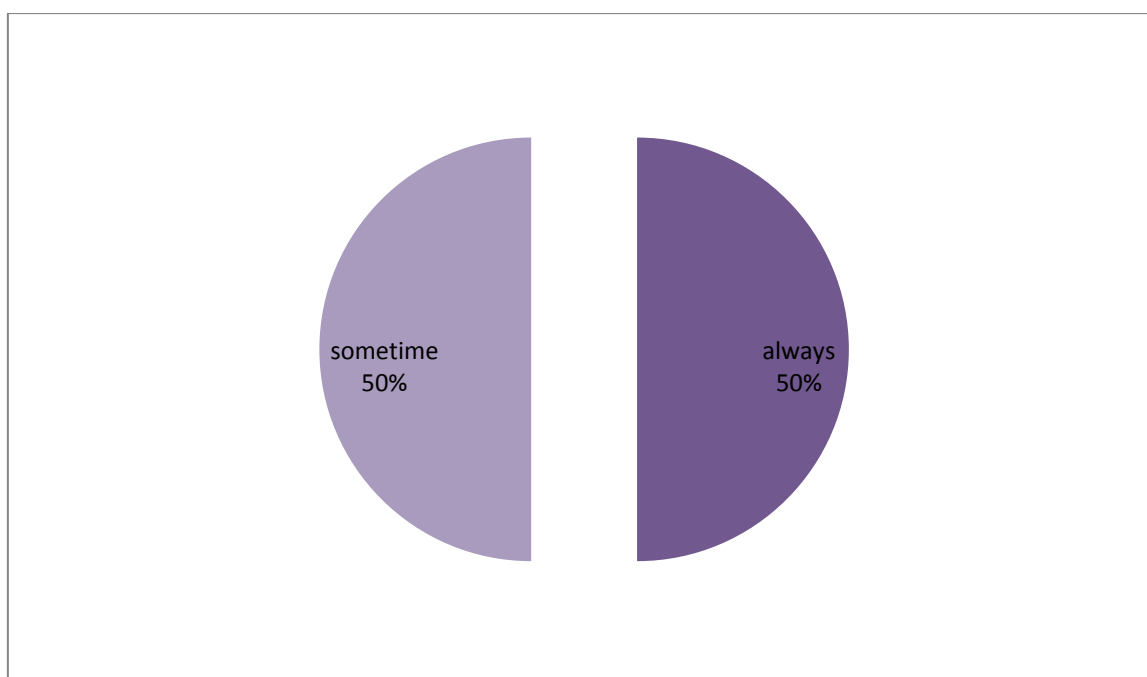


Figure2.9. Rates of Dictionary 'Use

Fifty percent of the participants sometime use dictionary to check unfamiliar words by focusing on scanning, since it goes deeper through the context to understand the general meaning. However, the rest 50% of them are always using the dictionary focusing on skimming, looking for the specific meaning of the word

Question 10 : Do you keep silent while listening ?

a.yes

b. no

Table 2.10 .

Students Keeping Silence while Listening

Responses	Participants	Percentage
A	17	85 %
B	3	15 %
Total	20	100 %

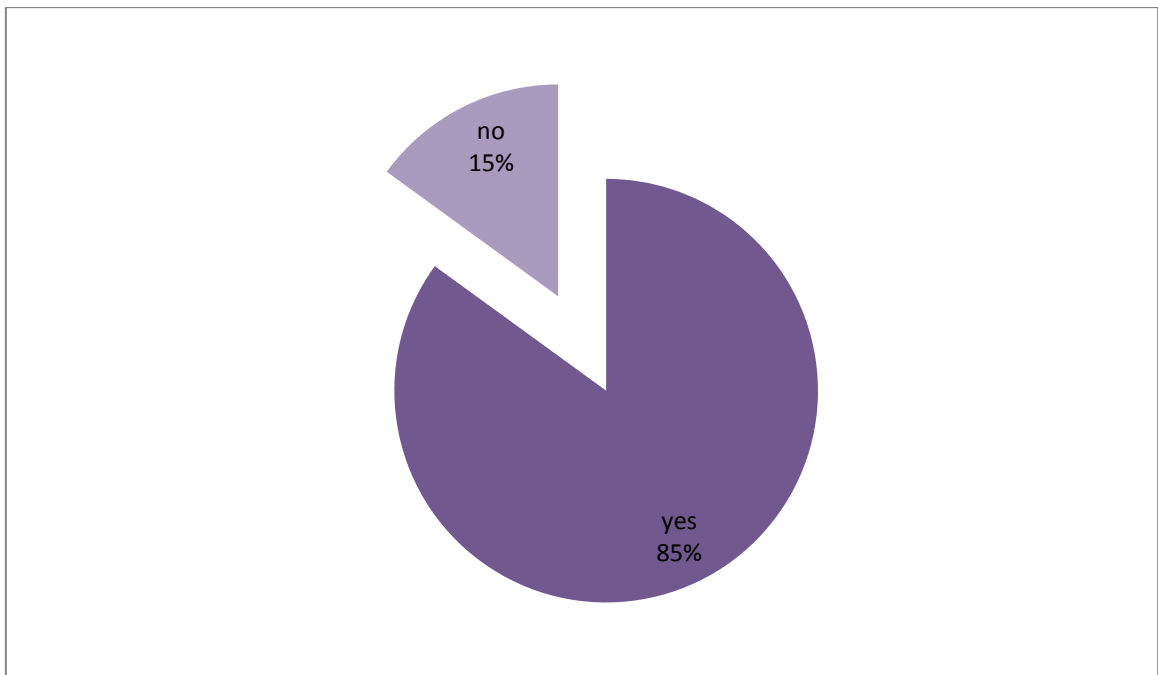


Figure 2.10. Keeping Silent While Listening

Eighty five percent of the participants keep silent while listening; they want to listen in a complete silence and concentration that will obviously help listening and understanding. However, the rest 15% do not find problems while listening and speaking or listening in noise claiming that they listen and learn better without silence .

2.3 - Section three: Vocabulary Learning and Listening Difficulties.

Question 2.11: Do you think you gain vocabulary when listening to lectures?

a.yes b.no

Table 2. 11.

Gaining Vocabulary in the Phase of Listening

Responses	Participants	Percentage
a	15	75%
b	5	25 %
Total	20	100 %

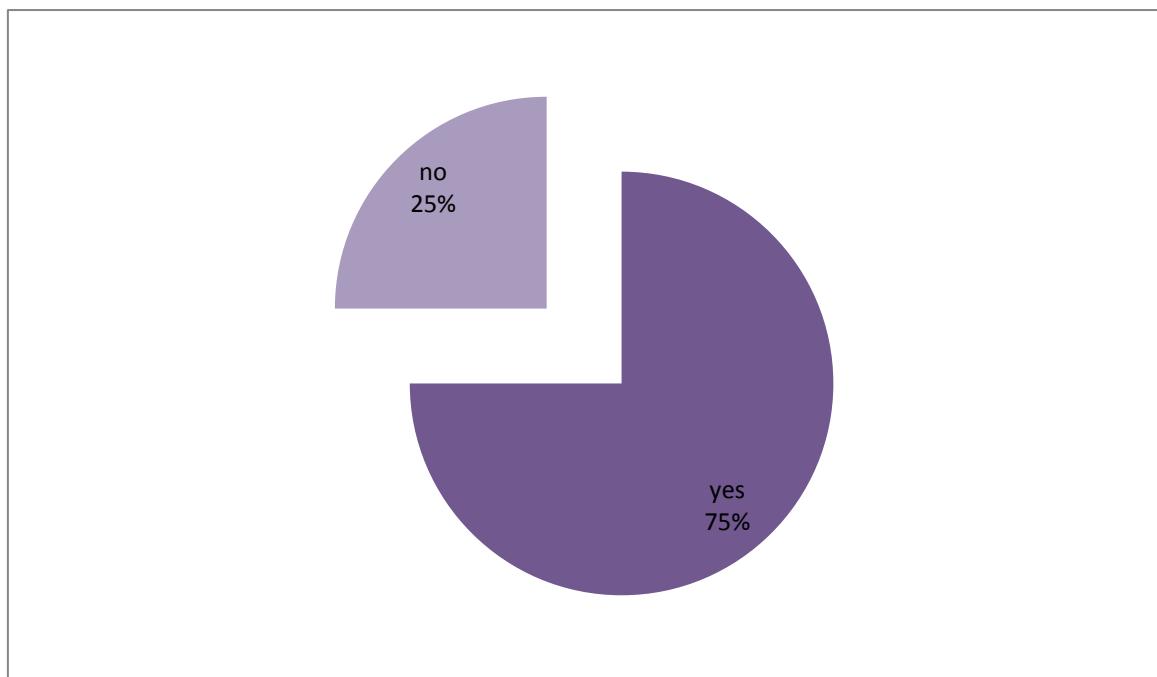


Figure 2. 11:Gaining Vocabulary in the Phase of Listening

As the study showed in the above table, the majority of the participants (75%) are exposed to new words and this motivates them to gain new vocabulary and improve their language. While 25 % of the participants do not agree in gaining vocabulary while listening thinking that the process of listening makes them feel bored .

Question12:What problems do you encounter when listening in English ?

- a - lack of concentration.
- b - lack of practice .
- c- unfamiliarity with the vocabulary .
- d - rapid delivery .
- e - pronunciation and accent .

Table2.12.

Problems encountered when Listening to English

Responses	Participants	Percentage
a	3	15%
b	6	30%
c	4	20%
d	2	10%
e	5	25%
Total	20	100%

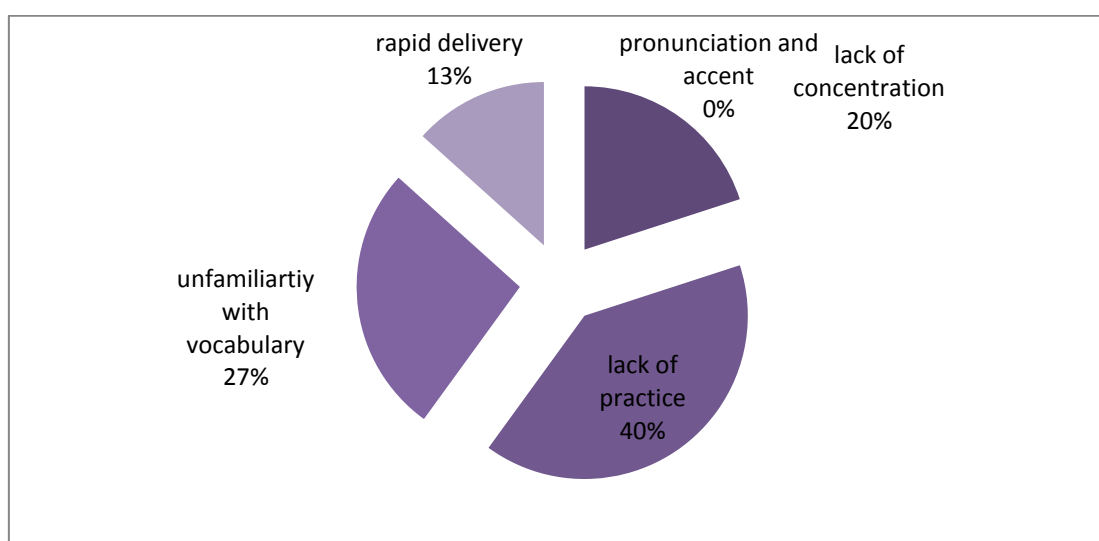


Figure 2.12.Problems encountered when Listening to English

From the findings, a great amount of the students claimed that they encounter many problems when listening to English because of the interference of accent, the poor level, laziness outside the class and lack of motivation. This causes difficulties to learn new words and enrich their lexemes. All the participants face problems when listening mainly because they do not distinguish between the British and American accent along with the British and American interference and the rapid delivery.

Question 13: In class, do you have problems following your teachers?

- a.yes
- b.no

Table 2.13.

Problems Following Teachers

Responses	Participants	Percentage
A	14	70 %
B	6	30 %
Total	20	100 %

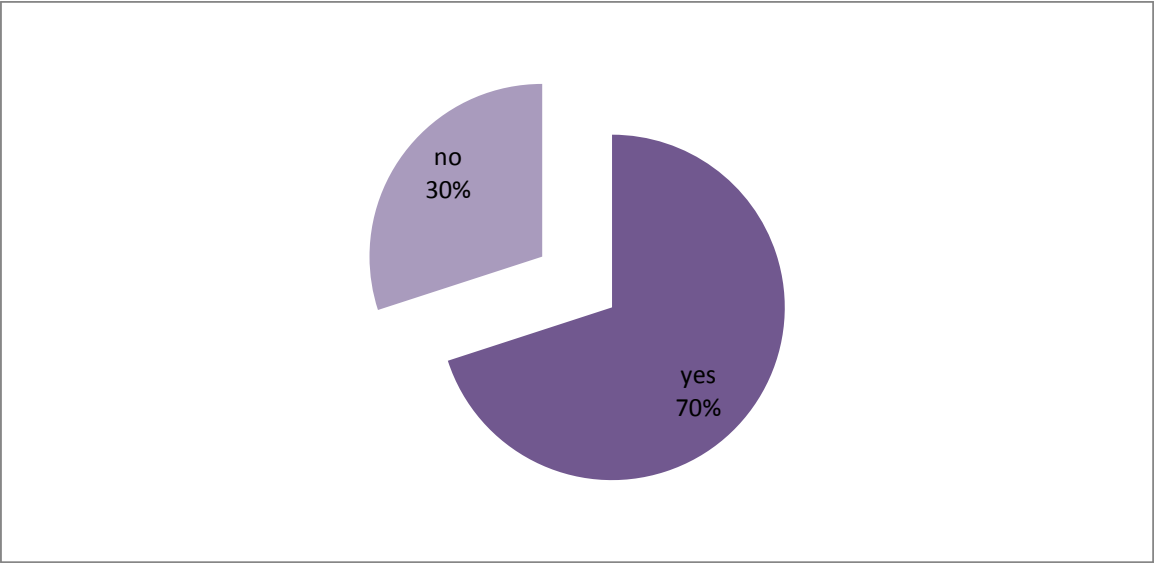


Figure2.13. Problems Following Teachers

As the participants are EFL students, most of them (70%) face problems following their teachers. The rest (30%) claimed the opposite. The following question provides students' justifications as to why they cannot follow their teachers' speech.

Question 14: If yes, please explain why?

The students who answered the previous question positively mentioned that they face many struggles and difficulties when they follow their teachers due to many reasons.. The primary reason, according to them, is the lack of concentration, lack of confidence ,unfamiliar words ,shyness and stress. All these may result in comprehension gaps where they will not be able to seize and store new words..

Question15: According to you, how can teachers help you in enriching your language repertoire?

Most of the participants confirmed that teachers can help them in achieving and enriching the language repertoire by exchanging ideas. They also mentioned that they must be armed with a wide repertoire of vocabulary learning strategies to tackle lexical problems and recognize relevant affixes and roots.

2.4 - Section four: The Importance of Extensive Listening

Question 16: Do you have an idea about extensive and intensive listening?

a.yes b.no

Table2. 14.

Extensive and Intensive Listening

Responses	Participants	Percentage
Yes	10	50 %
No	10	50 %
Total	20	100 %

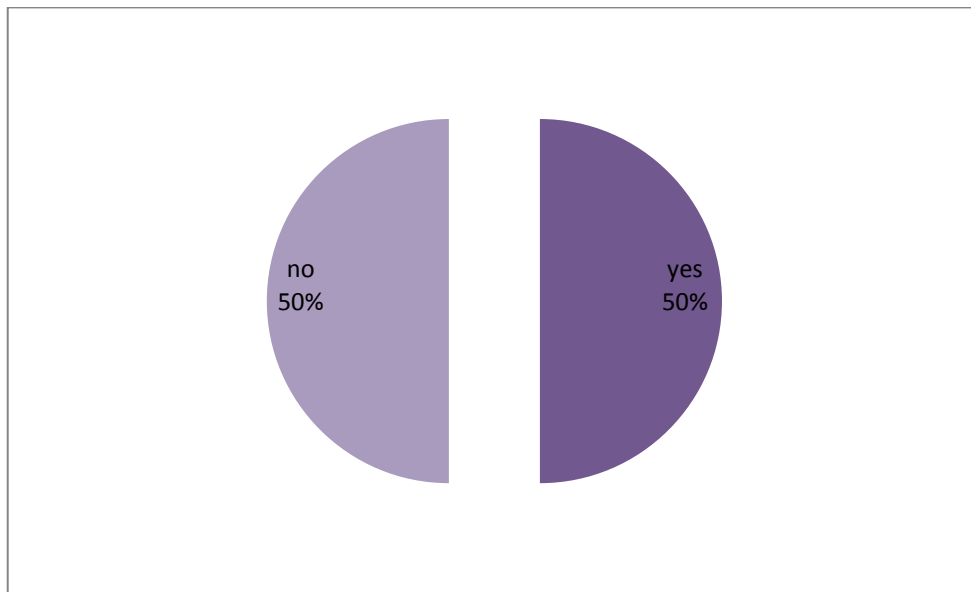


Figure 2.14. Extensive and Intensive Listening

Fifty percent of the participants have an idea about extensive and intensive listening claiming that they help them improve their listening fluency, while the others 50% do not distinguish between them.

Question17 : Do you listen extensively in your classes ?

a.yes

b.no

Table 2.15.

Listening Extensively in Class

Responses	Participants	Percentage
Yes	10	50 %
No	10	50 %
Total	20	100 %

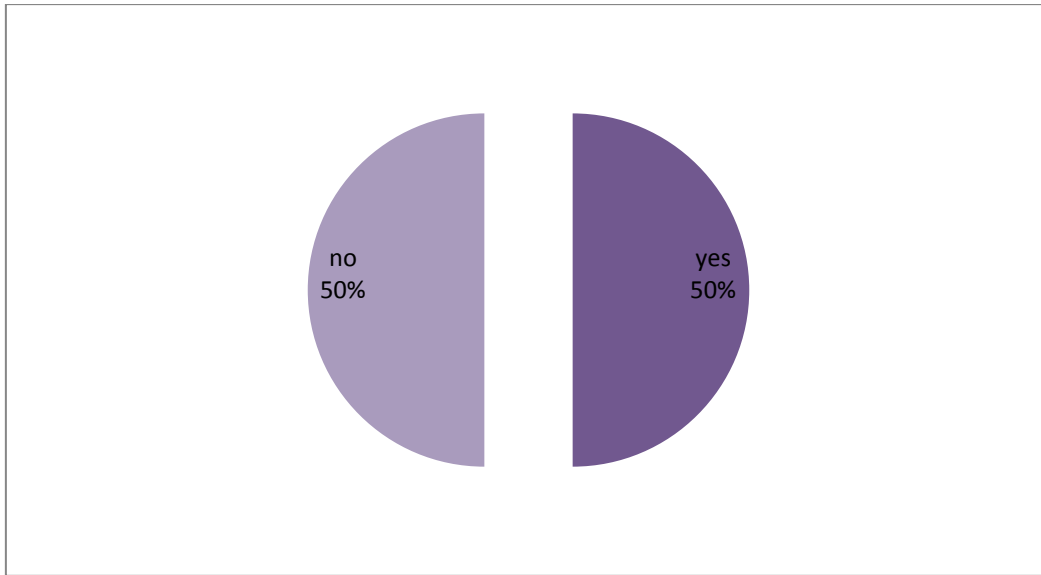


Figure 2.15. Listening Extensively in Class

Fifty percent of the participants listen extensively in their classrooms because it boosts their listening and enable them to move beyond facts and details. While the other 50% do not rely only on extensive listening in their classes, but also use intensive listening .

Question 18: Does extensive listening take its fair share in your classes ?

a.yes b.no

Table 2.16.

The Place of Listening in Language Classes

Responses	Participants	Percentage
Yes	7	35%
No	13	65%
Total	20	100 %

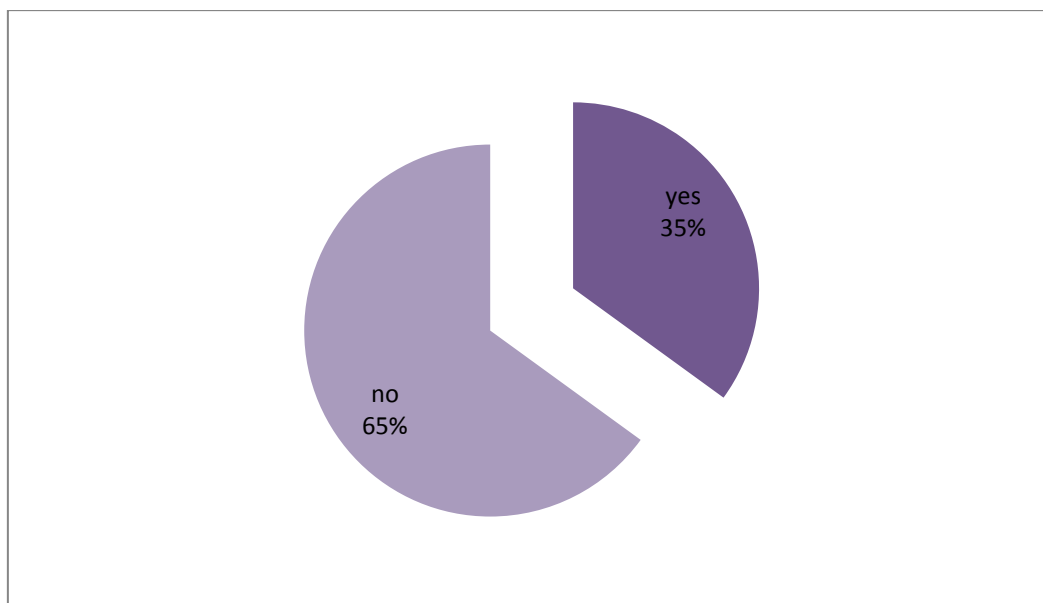


Figure 2.16: The Place of Extensive Listening in Language Classes

The target goal of this question is to determine whether or not EL takes its fair share in classes. 65% of the participants reported that teachers believe that EL is learnt automatically through exposure to the language. 35% of the participants claimed that EL takes fair share in classes since it improves their knowledge and hearing by understanding the general meaning.

Question 19 : Do you think is it enough to rely on intensive listening to build vocabulary ?

Table 2.17.

Relying on Intensive Listening for Vocabulary Building

Responses	Participants	Percentage
Yes	6	30 %
No	14	70 %
Total	20	100%

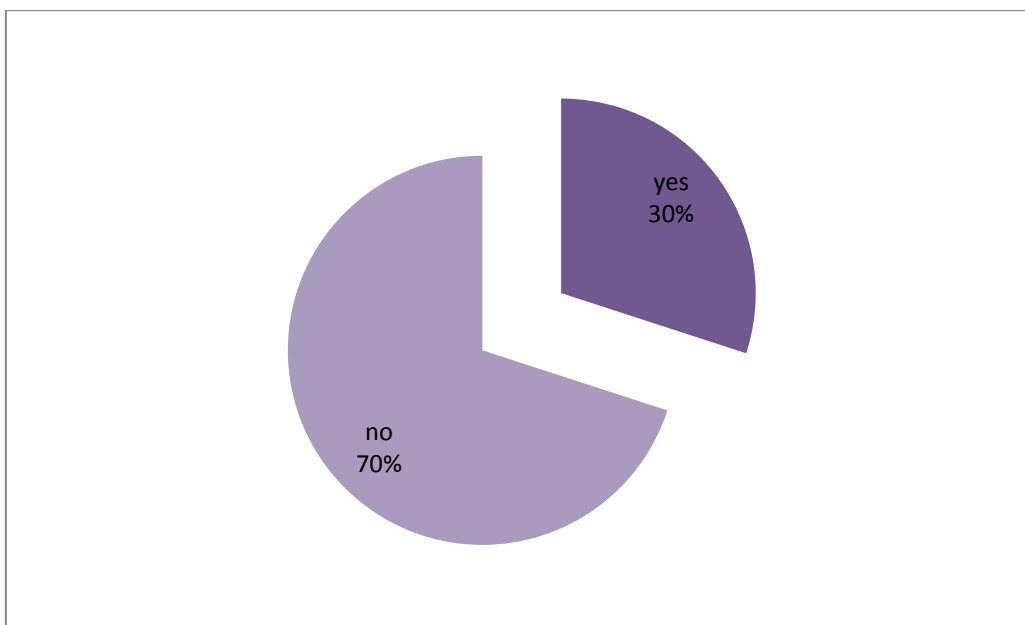


Figure 2. 17: Relying on Intensive Listening for Vocabulary Building

As can be seen in this question, 70 % of the participants claimed that it is not enough to rely on intensive listening to build vocabulary . This is a clear indication that they are aware about the significance of EL in vocabulary building and language development. While 30 % of the participants claim that they must not neglect extensive listening to build vocabulary and rely only on intensive listening .

Question 20: If no, why?

The participants confirmed that intensive listening is not enough since the teachers need extra information to widen learners' vocabulary.

3. Discussion and Results

After the analysis of the questionnaire that was addressed to second year EFL students at Chadli Bendjedid University , we noticed that the majority of the participants focused on the listening skill and its mastery importance to gain new lexis and vocabulary to learn English especially extensive listening that reinforces their learning .

Students prefer to use dictionaries to check both the pronunciation and the meaning of the unknown words(synonyms and antonyms). Besides , they grasp a huge number of

vocabulary when they attend to English listening mass and social media such as TV channels , YouTube , etc, also when listening to native speakers using the target language.

Therefore, it is obvious from the questionnaire that the participants hold positive attitudes towards the use of extensive listening as an important role to develop vocabulary and more importantly that are aware that if they listen extensively, they will be fluent listeners and fluent speakers consequently. This, in fact, confirms the hypotheses put at the beginning of this research.

Conclusion

The present chapter is concerned with the practical part of the study; it is based on the analysis of students' questionnaire. It illustrates the results through accurate and consistent interpretation using tables and figures. In the light of the obtained results, we conclude that extensive listening plays an important role to develop vocabulary learning which is the core of learning and speaking a foreign language. However, we cannot ignore the critical role intensive listening plays in gaining new lexis.

Part 2 : Suggestions and Recommendations

Introduction

On the basis of the theoretical part and the results obtained from the questionnaires we could offer some suggestions and recommendations for both foreign language teachers and students to illustrate the importance of EL and how it helps in deepening the meaning of vocabulary.

1. Suggestions for Teachers

In order to level up the teaching of vocabulary, teachers need to,

1. Educate vocabulary as a 'vocabulary module'.
 2. Provide their students with different techniques and activities.
 3. Bring varied listening materials that are appropriate to students' levels and choose appropriate topics that may boost their motivation.
 4. Motivate and encourage students to listen inside and outside classroom by studying them the advantages of EL.
 5. Encourage students to choose for themselves what they listen for pleasure and for general language improvement.
6. Help students improve their listening skills and pronunciation.

1. For Students

Similarly, students willing to develop their vocabulary can do the following:

1. Enhance EL practice by listening to whatever they want.
 2. Use the English language media .like listening to English songs and radio ,etc.
 3. Practice listening skill outside the classroom in order to gain new vocabulary.
2. Student should listen more and more to improve their vocabulary.

Conclusion

The principal goal of our research study is to figure out the perceptions of both EFL teachers and students towards the use of extensive listening for vocabulary development, increasing the students' awareness about extensive listening .the previous chapter presents a set of various suggestions and recommendations to help EFL teachers to bring up and foster learners to use extensive listening to improve vocabulary.

General Conclusion

The current chapter reports the importance of EL as a primary and needfull part to help students improving and developing their vocabulary. The first chapter was divided into sections . In the first section we have dealt with the English vocabulary in which we shed the light on some concepts of vocabulary including :Its definition ,kinds , categories and L2 vocabulary acquisition. In addition, the second section focused mainly on EL as an essential aspects of communicative competence. Moreover , we tried to expose extensive listening in foreing language learning setting . we have also clarified the dichotomy between extensive listening and intensive listening . The role of teachers in extensive listening was also highlighted . Finally we listed some techniques , materials , and procedures in EL. The second chapter was devoted to the parctical part in which we tried to analyse students'' questionnaire as well as discussing the results . Last but not least , we suggested some recommendations and implications for both teachers and students to raise their awareness towards the importance of creating fun and enjoyable set of learning as well as maintaining a strong board between teachers and students will increase their level of listening proficiency and will motivate them during the learning process.

Reference

- Alderson, J.C., & Bachman, L. (2001). Series editors' preface. In G. Buck, Assessing Listening (pp. x-xi). Cambridge, England: Cambridge University Press.
- Alemi, M., & Tayebi, A. (2001). The influence of incidental and intentional vocabulary acquisition and vocabulary strategy use on learning L2 vocabularies. *Journal of language teaching and research* 2 (1), 81-98. Doi: 10.430Al-
- Jawi, D.S. (2010). Teaching the Receptive Skill: Listening and reading. Umm. AL Qura University.
- Anyaran, S. (2015). Summary and comment of the effect of exposure frequency on intermediate language learners' incidental vocabulary acquisition and retention through reading. Retrived from <http://www.bosinformasi.web.id/>.
- Bonet, D. (1992). Vocabulary improvement word made easy. Thomson University Press.
- Brown, G. (2008). Selective listening system *an International Journal of Education Teaching and Applied Linguistics* ,36(1). In S, Motallebi, B, Pourgharib, & B, Ghoorchaei. (2015). Enhancing Speaking Proficiency through Task-Based Listening Activities among Iranian an Intermediate EFL Learners: A Communicative Approach.
- Coady, J. (1997). L2 vocabulary acquisition through extensive reading. In J. Coady & T. Huckin second language vocabulary acquisition : a rational for pedagogy (225-237). Cambridge. Cambridge University Press.
- Dekeyser, R. (2003). Implicit and explicit learning. In C. Doughty & M. Long (Eds.), The

handbook of second language acquisition. London : Backwall.

Ellis ,N.(1994 a).Conxiousness in second language learning : psychological perspectives

another role of conxious processes in vocabulary acquisition.(11),37-56.

Ellis ,N.(1994 b).Vocabulary acquisition : the implicit language learning –an over-view.In

N,Ellis (ed.). Implicit and explicit learning of language .London etc : Academic

Press,181.

Ellis ,N.(1994 c).Vocabulary acquisition :the implicit ins and outs of explicit cognitive

mechanisims. In N,Ellis (ed.).Implicit and explicit learning of languages .London etc :

Academic press,211-282.

Ellis,N.(1997).Vocabulary acquisition : word structure,collection,word-class. In S ,

Norbert &

M,Mccarthy (Eds.).Vocabulary: description, acquisition and pedagogy. Combridge:

Combridge University Press.,122-139.

Ellis,R. , H, Basturkman & S.Loewen.(2002).Doing focus on form system,30,419-432.

Gruneberg , M.,& sykes ,R.(1991).Individual differences and attitudes to the key word

method of foreign language learning. Language learning Journal,4,60-

62.(Hamer,1991).

Gilakjani and Ahmadi.(2011).A study of factor effecting EFL learner. English listening comprehension and strategies of improvement. *Journal of language teaching and research* (2).

Hatch,E & Brown ,C.(1995).Vocabulary, semantics, and language educational. Cambridge: Cambridge University Press.(p.1).

Holden III,W.R.(2008).Extensive Learning : Anew approach to an old problem.

Hornby ,A.S.(1995).Oxford advanced learners' dictionary of current English. London : Oxford University Press.

Hunt , A . , & Beglar ,D .(1998).Current research and practice in teaching vocabulary. The Language teacher 22,(1).

Jackson , H.& Amvela ,F.(2000).Words, meaning and vocabulary (An Introduction to modern English lexicology),Continum, London.

Jackson , H.(2002).Grammar and vocabulary a resource book for student .London and New york : Rutledge.

Krashen, S. D.(1985). The Input hypothesis :Issusses and Implication. Beverly Hills ,CA Laredo Publishing Company.

Krashen , S . D.(1996).The case for narrow listening . system ,24,97-100.

Lui, M . M.(2009).Extensive or repeated listening? A comparison of their effects on the

use of listening strategies. Retrieved from. <http://lib.csghs.tp.edu.tw/05.pdf>. June 25, 2012

Long, M., & Robinson, P., (1998). Focus on form: Theory, research and practice. In C.

Doughty . & J. Williams (Eds.), Focus on form in classroom second language acquisition. Cambridge: Cambridge University Press (pp.15-41)

Nation , P.(1990). Learning vocabulary in another language .Cambridge: Cambridge University Press.

Nation , P.(1990).Teaching and learning vocabulary .US: Heinle & Heinle publishers.

Nation , P.(2001). Learning vocabulary in another language . Cambridge : Cambridge University.

Nation , P. (2001) . What is Involved in Knowing a Word.Cambridge : Cambridge University (pp.27).

Ralph , G.N.& Steves,L.S .(1957).Are you listening ? McGraw-Hill,New York,USA.

Rankin, T. (1930).Listening ability: its importance, measurement, and development.

Chicago School Journal ,pp.147-179.

Renandya ,W.A. & Farell,M.(2011).Teacher,the tape is too fast : Extensive listening.In
ELT extensive listening in second language classroom.

Richard ,J. & Schmidt , R.(2002).Longman dictionary of language teaching and applied linguistics.Malaysia : Pearson Education.

Richard , J.C.& Renandya,W.A.(2002).Methodology in language teaching.London:

Cambridge University Press.DOI: ORG /10.171/CB09780511667190.041

Rixon ,S.(1956).Developing listening skills .*London:Macmillan Publishers Ltd.*

Ryan ,S.(1998).Using films to develop learner motivation.*The Internet TESL Journal*
9(11).

Schmidt ,N.(2000).Vocabulary in language teaching.Combridge:Combridge University
Press.

Vo,Y.(2013).Developing extensive listening for EFL learners unsing internet resources .
Hawaii Pacific University TESOL Working Paper Series 11,29-51.

Waring ,R.(2003).The relationship between extensive reading and extensive listening.

Retrived from <http://www.extensivereading.net/docs/ER-JALT2003/JALT2003-aring.doc>

Waring ,R.(2010).Extensive listening .*Rob Waring's Websites* .personal website.Retrieve
from <http://www.robwaring.org/el/>

Web, S.(2008).Receptive and productive vocabulary size of l2,studies in second language
acquisition 30(1),79-95.

Web , S .(2005).Receptive and productive vocabulary learning: The effects of reading and
writing on word knowledge, studies in secong language acquisition 27(1),33-52.

West ,M.(1953).AGeneral Servie List of English Words.London:Longman, Green and Co.

Appendix

Students' Questionnaire

Dear students,

This questionnaire is part of a research work conducted at Chadli Benjdid University to determine the development of vocabulary using extensive listening.

Please carefully read each item given and mark the degree that is appropriate to you.

- Your comments will contribute to the development of vocabulary using extensive listening.

Thank you for your contribution.

- Ms. Salmi Sara (graduate student)

- Ms. Touati Brahim Asma (graduate student)

* **The instruction** : Please, read each item given below about the use of extensive listening to develop vocabulary .

Section One :Background Information

Question1 :Gender

a.male b.female

Question 2 : Age

a.between 19/21 b.over 21

Question 3 : How many years have you been studying English ?

- a. 9 years b. more than 9 years

Question 4 : Do you listen in English ?

- a . yes b . no

Question 5 : If yes, how often do you listen ?

- a. Always b. sometimes c. rarely

Question 6 : What kind of listening do you usually do ?

- a. Music b. others

Question 7 : Do you usually like listening on :

- a. Smartphones b. pcs c. others

Question 8 : Do you stop to check the meaning of unfamiliar vocabulary using dictionary?

- a. Yes b. no

Question 9 : If yes , how often do you do that ?

- a. Always b. Sometimes c. Rarely

Question 10 : Do you keep silent while listening ?

- a. Yes b. no

2.3Section three : Vocabulary Learning and Listening Difficulties .

Question 11 : Do you gain vocabulary when listening to lectures ?

- a.Yes b. no

Question 12: What problems do you encounter when listening in English ?

- a . Lack of concentration
- b . lack of practice
- c. unfamilliarly with the vocabulary
- d. rapide delivery
- e. pronunciation and accent .

Question 13 : In class , do you have problems following your teachers ?

- a.Yes b. no

Question 14 : If yes , explain why ?

.....

Question 15 : According to you , how can teachers help you enriching your language repertoire ?

.....

.....

Section four : The Importance of Extensive Listening

Question 16 : Do you have an idea about extensive and intensive listening ?

A . yes b. no

Question 17 : Do you listen extensively in your class ?

a.Yes b . no

Question 18 : Does extensive listening take its fair share in your classes ?

a.Yes b. no

Question 19 : Do you think is it enough to rely on intensive listening to build vocabulary ?

a.Yes b. no

Questio 20 : If no , why ?

.....

.....

Thank you for your participants