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Best Strategies for Effective Listening in Teaching EFL Classes
The Case of First Year Middle School Teachers of English in Algeria

A thesis

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Dedication

I dedicate my work with bleeding heart to my father's pure soul, who was supporting me in all my educational career, to my dear mother, who wishes me success. I will never finish

thank both of them for everything they have done for me.

To my husband who I could never have done this work without his faith and to my mother-in-law who considered me as her daughter and always being there to support me in doing this

thesis. To my sisters and their children. To my best friends and to my sisters-in-law.

Ain Souia Sabrina

Dedication

I humbly dedicate this thesis to my supervisor Mr Foued Djedid and my friend Sara Ben Molehem, who helped me a lot in making this research and I will never forget her favour. I also, dedicate it to my beloved parents. To my precious sister Zaineb and elder brothers Oussama and Abd El Raouf whose untiring support and assistance have made possible the fruition of my efforts, also to my aunties Lamia and Warda whose supported me a lot. To my fiancé Hamza who supported me morally with his prayers, without forgetting my sweet little brother Nour El Isslem, special thanks to the teachers of middle schools for their cooperation when conducting the study.

Most of all I thank ALLAH for helping me to complete the work.

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Dedication

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Abstract

Listening in foreign language classes is an active process, which requires attention. Learners, who listen carefully during listening lessons or activities, are expected to reach their aims in listening comprehension; to do so, the instructors should be familiar with the most effective strategies to be used in the listening process, and base their teaching on authentic materials, which helps the learners to engage in the social communication outside the classroom, in which the main goal of teaching a foreign language is to be used in real life situation. In order to present a successful listening lesson, it should be organised and prepared according to arranged stages. It is obvious that learners face some problems during their learning of listening, the teachers' role, in this case, is to facilitate their learning and help them to overcome these problems.

Keywords: listening, active process, attention, listening strategies, authentic materials, communication, listening problems.

ملخص

يعد الاستماع من اهم المهارات المطلوبة خلال تعليم اللغة الأجنبية ، الذي يتطلب الانتباه . فالتلاميذ الذين يستمعون بعناية للدروس او أنشطة السمع هم على صلة للفهم الصحيح لتلك الدروس، لهذا فعلى الأساتذة المدرسين ان يكونوا على دراية تامة باهم الاستراتيجيات المتوقع استعمالها خلال دروس الاستماع، كما عليهم أن يدرسوا التلاميذ الالفاظ والعبارات المتداول استخدامها من طرف السكان الأصليين لتلك اللغة، والتي تساعد التلاميذ في الدخول الى عالم التواصل الاجتماعي خارج القسم. فالهدف من تدريس اللغة الأجنبية هو التكلم بها في الحياة العامة. من اجل النجاح في تقديم درس الاستماع يجب ان يكون منظم ومحضر وفق مراحل مرتبة. من الامر الطبيعي ان يواجه التلاميذ بعض الصعوبات خلال تعليم الاستماع، دور المعلم في هذه الحالة هو تسهيل تعليمهم ومساعدتهم لتخطي تلك الصعوبات.

كلمات المفتاح : الاستماع- الانتباه- أهم المهارات- استراتيجيات السمع- عبارات السكان الأصليين- التواصل الاجتماعي- صعوبات الاستماع.

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List of abbreviations

EFL	English as Foreign Language
FLC	Foreign Language Classes
FL	Foreign Language
IELTS	International English Language Testing System
L2	Second Language
TV	Television

General Introduction

Background of the study

The fact that children need to listen in order to acquire their first language is exactly the same fact that learners need to listen in order to learn the foreign language, listening then is the most vital skill that should be taught in EFL. Many researchers have proved that listening is the lost skill, in which speaking takes its place in other words, teachers consider listening as the undervalued skill, in which instead of giving prime attention to listening skill as the most vital skill to learn a second/ foreign language in order to produce it, instructors force their learners to speak before they are ready. Nunan (2001) claimed “listening is the Cinderella skill. All too often, it has been overlooked by its elder sister_ speaking” (p.238).

Statement of the problem

Although, listening skill is a very important skill in the process of teaching and learning a foreign language, it was for many years neglected and under looked than the other language skills which are speaking, reading and writing. In other words, listening was treated as passive process and most of the teaching/ learning priority time was given to other skills. But, in recent years attention was somehow given to it, because of the new development in the teaching learning process focused on the proficiency, so listening become more as an active process. Despite of the recent interest about the listening skill, the national curriculum still considering the listening skill less integrated in EFL classes and for more specific, it does not offer it a descent place with other language skills, so as a result of that, there are several ambiguous status about the process of teaching listening in EFL classes in Algeria.

The precise questions we would ask are:

- 1) To what extent do EFL middle school teachers use listening strategies in teaching listening comprehension? Are they known by the teachers?
- 2) Do teachers of English in Algerian middle schools work and perceive listening strategies and materials, and how do they teach listening comprehension?

- 3) What difficulties do the teachers of English and their learners face in English language listening comprehension lessons? Why?

Objective of the study

Although the National Curriculum in Algeria includes teaching listening in the English language syllabus, it does not really focus on this skill in teaching English. Therefore, this study is meant to enhance listening skill, through providing the best strategies and materials to teach it effectively, and give solutions to the most common difficulties in listening comprehension.

The information collected will serve to make recommendations as to how best to teach English as a foreign language for beginners.

Hypotheses

To give insight in the problems raised in this study, the following hypotheses have been elaborated.

Hypothesis one

To teach listening comprehension, teachers should use different strategies, but unfortunately they are not familiar with some of them.

Hypothesis two

It is appropriate in teaching English as a foreign language to use authentic materials with effective strategies.

Hypothesis three

Listening comprehension is a complex process which may cause problems for both teachers and learners.

Data gathering tools

To find out the teachers' beliefs and points of view about the approach, method and techniques of teaching listening, a questionnaire is designed and adapted to the targeted level.

Population of the study

This study is directed to ten teachers; the sample of the population were teachers of English language in El Taref middle schools. Three of them are working in Abas Ahmed middle school in El Taref city. Three teachers are working in Mohammed El Hadi El Jadida and Djellab Sliman middle school in Bouhadja, the other two teachers were from Betaif Saci and Mohammed Elaid El khalifa middle school in Besbess. The last ones are working in boukaffa El Taher and Khrissi Bel Kassem middle school in Bouteldja.

Structure of the study

The thesis falls into the following parts: introduction, three chapters, conclusion and recommendations. The general introduction serves as an introduction to the key elements of the entire thesis. It comprises the background of the study and provides the reasons why we focused on this area. And the research questions are proposed and the composition of the thesis is outlined.

The first chapter offers some definitions of listening. It shows the difference between listening and hearing. This study includes the types of listening. It summarizes the importance of teaching listening in English language education. It also explains the stages of listening, its models and the relationship between listening and other language skills. The traditional methods are mentioned to show to what extent listening has been used for many years ago. The research contains different strategies used in order to comprehend the spoken discourse, and proves the impact of using authentic materials of teaching listening and how to design a listening lesson. It also numbers some learning problems and suggests some solutions for them. Lastly, it presents tips for effective listening.

Chapter two presents the instrument which is used in collecting the data and participants whom involved in this study, as well as how the procedure is done.

Chapter three offers the results of the data gathering tool selected, which is devoted to present the imperial study, which has been conducted at the English classroom of the first level of the Algerian middle school, by exploring teachers' knowledge, views, and perceptions of teaching listening in theory and in practice, as applied in relation to the course book of English. It makes available the context for testing the hypotheses.

In conclusion we would like to underline the importance to include listening studies and activities, and integrate with and not separate it from other language skills. The challenge is to initiate a debate on what and how to teach listening to help our learners to develop, acquire, and use English outside the classroom.

Limitations of the study

Despite the research has reached its aims, there were some limitations. First of all, because of lack of resources, such as libraries. Secondly, this research was directed only ten teachers who were interested in the questionnaire that was given to them; only eight from ten teachers gave back the questionnaire because they were so busy to answer the questions.

Finally, guarding in exams might discourage participants' interests about the questions that were designed for them.

Chapter one: Literature review

Introduction

Listening is one of the fundamental language skills. It plays a vital role in acquiring different languages with different accents because when listeners use listening which is an active skill that helps them to understand and communicate effectively and teachers must teach it appropriately and equally with other skills. P, Ahuja, G.C, Ahuja and A, Ahuja(2006) noted “Listening comprehension involves such matters as attention, span , memory storage...and understanding the speakers’ purpose” (p. 30).

In this chapter, we will deal with general issues about listening, defining it and differentiating it from hearing, the stages of listening, its types and models and its relation to other skills and its importance. We will present strategies, we will show the importance of using authentic materials for teaching listening and provide a design of listening lesson. In addition, we will provide several problems which may occur in learning listening. At the end we will give solutions to them and tips for effective listening.

Listening skill

Definition of listening

Listening is the ability to receive and interpret messages in the communicating process. P, Ahuja, G.C, Ahuja and A, Ahuja(2006) claimed“Listening has to do with your ability to hear a sound and interpret it” (p.58). Also, P, Ahuja, G.C, Ahuja and A, Ahuja(2006) claimed “listening involves receiving aural stimuli, that is signals (sound waves) received by the ear” (p. 44).

Listening is certainly an active process which is the act of not just hearing a sound but also, interpreting it. It is the key to all effective learning. As Thanagare (2000) claimed “Listening is an active process in which the listener receives speech sounds and tries to attach meaning to the spoken words in attempt to understand the attempted messages” (p. 04).

Another conducted study by Purday(1979) who asserted that listening is an active

process which requires a several connected stages which are attending, receiving, interpreting, remembering and responding. In other words, listening is a high complex process that goes beyond just hearing sounds. It is a process that demands from learners to be aware and conscious while they are hearing sounds in order to understand and give responses to what they hear. "Listening is the process of becoming of, paying attention to and interpreting auditory stimuli or raw sensory data"(P, Ahuja 2006, G.C, Ahuja, 2006 &A, Ahuja, 2006, p. 24).

Listening vs Hearing

Downs (2008) defined hearing as "the physical process of the ear absorbing sound waves and transferring them along neural pathways to parts of the brain" (p.1). Down (2008) also declared that listening process requires hearing process to be achieved, which we cannot listen without hearing and not the vice versa. In another hand, listening is "the activity of paying attention to and trying to get meaning from something we hear" (Underwood, 1989, p.1).

According to Islam (2012) the difference between hearing and listening is exactly the same difference between seeing the letters on a page and reading them; a person who is unable to read what he sees, he cannot grasp the meaning of the written letters. Jalongo (2008) noted that the relationship between listening and hearing is that listening is the information taken through the sense of hearing and forming the meaning from what was heard.

The types of listening

Since people communicate by sending a message to a receiver, the message is received in different ways depending on the kind of information. Different types of listening styles help them to understand the messages that they receive effectively. In another words, different situations in people's life require different types of listening; for instance, they may listen to obtain information, improve a relationship, gain appreciation for something, make discriminations, or engage in a critical evaluation. This fact is clearly supported by Wolvin and Coakly (n.d), they asserted that there are five types of listening, each one is different

from the other and serve different needs of our daily life through listening. The types are the following:

Discriminative

The most basic level of this type of listening is that it focuses on sounds and voices.

Listeners concentrate on the speakers' volume, pitch, inflection and the pace of his voice.

When considering discriminative listening there are three required demands which are attention, concentration and sensory acuity.

Comprehensive

The ultimate goal of comprehensive listening is to understand the message of the speaker.

This type is built on memory, concentration and vocabulary. The comprehensive listening demands three elements that are attention, concentration, and understanding.

Therapeutic

This type of listening is the most empathizing type which makes the connection between the listener and the speaker more understandable. It demands four basics which are attention, concentration, understanding and empathy.

Critical

It is when listeners have to evaluate a message and respond by making judgements and giving opinions. This type requires four demands which are attention, concentration, understanding and evaluation.

Appreciative

The final type of listening is for the seek of pure enjoyment. In other words, the listener gets simulations from others' works and experiences. It demands three basic factors which are attention, concentration and sensitivity(Wolven and Coakly, n.d as cited in Hedahl, 2001, p. 12-13).

Importance of listening

No one can ignore the importance of listening skill and its role in teaching foreign language; it takes the most vital place than the other skills in the communicational process. Renukadevi (2014) stated “every study conducted regarding the language skills acquisition has proved that when we communicate we gain 45% of language competence from listening, 30% from speaking, 15% from reading and 10% from writing” (p.60).

Through this fact, listening is much important that speaking to be taken into focus, in this context Rost (1994) confirmed the importance of listening, because when the learner listens, he will understand what he receives, therefore the comprehensible input is necessary in order to learn the spoken discourse firstly, and to be able to produce it secondly.

Rivers (1966) stated that the communicational process does not consist only from speaking, listening also plays an important role, because if the comprehensible is not understood the communication process will not be fulfilled.

Morly (1972) acknowledged the need to listening skill, because it is an effortful skill when it is taught in a foreign language. He said “perhaps an assumption that listening is a reflex, a little like breathing - listening seldom receives overt teaching attention in one’s native language – has marked the importance and complexity of listening with understanding in a non-native language” (p. 7).

Hassan (2000) pointed out that the acquisition of language and the development of other language skills are provided by listening comprehension. Hamouda (2013) noted “listening, therefore, is essential not only as a receptive skill, but also the development of spoken proficiency” (p.114).

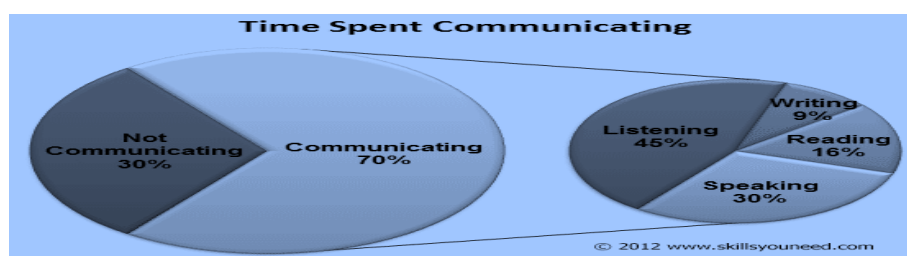


Figure 01. Represent the communicating time according to Alder, R and Protec, R (2001)

Stages of listening

According to De Vito (2000) listening is a five staged process consisting of receiving, understanding, remembering, evaluating, and responding. These stages occur in sequence and rapid succession.

Receiving

Receiving is the first stage, when we just hear the sounds by the primary tool of hearing which is the external ear. There should be voices to hear before continuing to listen.

Understanding

Understanding is the second stage in this process, it is when we try to understand symbols that we have seen and heard, and analyzing the meaning of them. Understanding the meaning can be sometimes difficult and cause listening problems for the learner but this stage is necessary for successful interpersonal communication, the listener must understand the intended meaning and the context assumed by the sender.

Remembering

Remembering is an important stage in listening process, because it means that the learner has not only received and interpreted a message, but has also added it to the mind storage bank. This stage has the same fact as understanding; they both happen in the brain and remembering messages does not always occurred, because of the complexity of detailed messages which need more developed listening skills. Understanding and remembering are so related accurately, in other words; if the learner misunderstands the message, he eventually will not be able to remember it.

Evaluating

Evaluating is the fourth stage or as we call the judgement stage, where the listener gives different opinions, perceptions and evaluations about the value of the listening messages. The best way to attend the message and evaluating it correctly is to not focusing on the

different accents of the spoken language. Even personal opinions and experiences may lead to a negative attitude about the process of evaluation.

Responding

This stage is the fifth and the last one. In which, the listener is required to complete the process through verbal and/or nonverbal feedback, because the speaker has no other way to determine if a message has been received. The lips are the primary tool that is related to this particular stage or simply as we mentioned before it may not be where the response is nonverbal one. (as cited in Stand up, Speak Out: The Practice and Ethics of Public Speaking, 2016, p. 83).

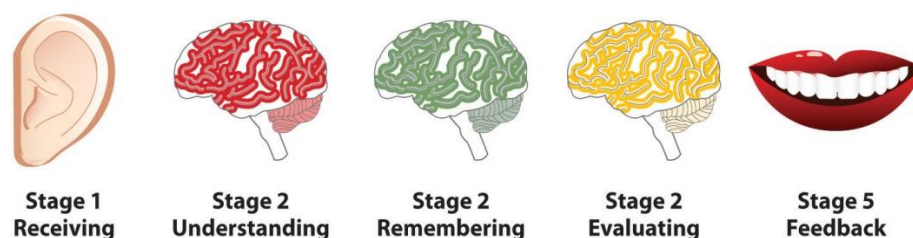


Figure02. *Stages of listening (DeVito, J. A. 2000 as cited in Stand Up, Speak Out; The Practice and Ethics of Public Speaking, 2016, P. 83).*

Models of listening

Mattisk (2011) claimed that there are three basic models of listening which are:

Active listening

It is an important model where the learner is an active listener and we mean by that; using his listening skills to understand others' messages, emotions and what they want or need from him. An active listener does not give the feedback or response before rethinking and verifying his understanding.

Passive listening

The passive listener hears and understands others' points of view without any verification of the feedback in other words, the listener does not verify the responses or feedback, because he assumes that he listens correctly and no need for verification.

Competitive listening

A competent listener is more than just a normal listener who tries to understand others' views and messages; that is plus of that, he tries to improve his own arguments. This model of listening helps the listener to win an argument by making others' think that he is interesting to what they are saying, while actually he is planning for a stronger argument to win the battle, he is just waiting for the right time to give back the answers

The relationship between listening and other language skills

Listening is an important skill that is required in learning any new language. It is one of the four language skills which are strongly related to each other. Bozorgian (2012) reported that when we learn new language, it is obvious that the aural/oral skills, which are listening and speaking, come before the graphic skills, which are reading and writing. These four skills are interconnected; for listening and speaking, it is obvious that speaking comes after listening and if the learner wants to improve his speaking skills he should listen carefully at first. This is clearly supported by Anderson & Lynch (1988) who claimed that "speaking is something you do after listening, rather than while listen"(p.15), in other words, improving the listening skills lead to the development of the speaking skill.

According to Anderson & Lynch (1988) listening and speaking are highly connected to each other in foreign language learning. In fact, to improve EFL utterance, the learner must be good in both listening and speaking skills. Also to be a good speaker, the learner must be at first a good listener, this is clearly appears when the learner participates in a conversation he cannot be an effective partner if he only speaks or listens as a result of that his communicational ability would be not good enough to participate at the first place in that conversation. In addition, if listening and speaking are separated, it will be difficult for the learner to deal with the input, give a reaction to the received messages or even point out to the messages which are ambiguous.

Research showed that listening has a good impact on the learners' reading comprehension; according to Badian (1999), when learners of middle school listen carefully to listening instructions their reading will be improved positively and their reading

performance will highly increased (as cited in Bozorgian 2012, p. 657). Roe (2006) claimed that the learner has the opportunity to look at the facial expressions and physical gestures of the speaker while he is listening to him, this helps him to recognize and learn how to read with correct intonations and pronunciation.

The relationship between listening and writing seems to be the same as the other listening relations to other skills, it is highly connected; listening the sounds of letters is required for writing i.e. it is a means for letters or sounds to be integrated and reproduced in graphic form. Therefore, through listening we recognize letters and combine their sounds and syllables in a correct and meaningful way. This is mainly confirmed in a study conducted by Yalcinkaya, Muluk and Ashin (2009), which showed that the aural/oral skills are good assistance in building up the receptive (reading) and expressive (writing) and to be a good writer the learner must be a good listener, because listening influences the ability of writing, so it is nearly impossible to improve the writing skill without improving the listening skill. (as cited in Bozorgian 2012, p.659).

Teaching listening comprehension

Before teaching listening one should know first its strategies, as an important factor for effective teaching, the role of listening materials in teaching listening comprehension, the stages of a typical EFL listening comprehension lesson, and some problems that are likely to occur while teaching foreign language listening comprehension.

Listening comprehension and the approaches of teaching language

In order to teach listening, teachers should use the appropriate approach that helps in improving it. Many researchers like Flowerdew and Lindsay (2005) confirmed that over the past fifty years there have been approaches that are involved in teaching listening like the direct method, grammar approach, the communicative approach, the task- based approach and the integrated approach. These approaches changed sequentially through time.

The direct method

It emerged after the grammar translation method, which is an example of teaching language through translation and grammar. The direct method is based on teaching the

language in natural way through listening and speaking, but in fact it proceeds the listening skill before the other language skills in other words, linguists believe that the learner can learn the foreign language in the same way when he learned his first language through oral and aural skills.

The grammar approach

The main focus of the grammar approach is to teach grammar through listening activities in order to enhance their comprehension of the words through relating the spoken words with their written meaning. The listening exercises, which are used in this method, are based only on schools environment and do not involve in outdoors' situations.

The communicative approach

This particular approach is totally different from the grammar approach; that is instead of practicing activities that are focused on classroom listening, the communicative approach is more than that; it teaches language through communicating as we do in real life situations in other word, learners learn how to listen and interact with each other through listening activities, that goes around real world situations and they absolutely free to have the right to choose their responses to what they hear in order to learn new language.

The Task- based approach

This particular method is based on developing learners' listening skills, this is confirmed by Brown (1987) who claimed "The main idea behind a task-based approach to developing listening is that listeners become active listeners" (as cited in Flowerdew and Lindsay, 2005, p. 14). The task- based approach provides for learners' the opportunity to communicate in the target language for the natural situations of the real world in other words, they listen to a text that describes an outdoors situation than they understand it and take that new information to perform it in an authentic task. The way of recording information while listening might be not the same for all learners but it does not matter as long as they understand what they heard and use it in a meaningful way.

The integrated approach

In this approach, learners are asked to complete a task through listening. This task has three main stages which are the pre-listening stage, where learners are going to look at pictures or read texts to have a previous idea about what they are going to hear. The second stage, is listening to the spoken form of the topic to pick up ideas and learn how to pronounce words correctly in order to complete the task. The last stage is the follow-up stage, when the learners are asked to give their points of view about what they heard and read what they have listened to.

Listening strategies

There are two possible ways to perform the listening process which are top down and bottom-up which are involved in understanding the spoken discourse.

According to Davide and Johnsrude (2007 as cited in Vandergrift and Goh 2012) top down and bottom-up processes are means to understand and interpret the messages.

Bottom-up processing

Is a mechanical process in which the listener divides the sounds he receives from the speaker into a meaningful units. This process based on the listener's ability to interpret the message through his knowledge of the segmental, which are the individual sounds and phonemes, and suprasegmental, which are the patterns of language intonation (stress, tone ,and rhythm) of the target language. The listener's role, in this process, is listening to the smallest unites of speech which are phonemes to compose words at the aim of building structurally a meaningful understanding of the sentences. Listener's prior knowledge in this process is not needed too much when the comprehension process begins with information in the sound steam. This approach is not enough if the listener uses it alone, because he cannot keep up with the sound steam. In the same token, Nunan (1998 as cited in Banat 2015) claimed that in bottom-up processing the listener interpret the spoken discourse from the smallest unit to the largest one in a liner mode, he affirmed also that the interpretation of the meaning of the speech occurs by means of schemata or structure of knowledge in the mind, a

full explanation of Nunan's view is given by Banat (2015), who asserted that learners should have an existing background knowledge when they are forming sense of the information they hear to ease their attempt to understand the input information by relating the familiar one with the new one, and if they don't grasp a such knowledge, this may lead to weak their efforts in grasping a particular speech. Banat (2015) claimed "learners can be trained to perform this processing, for instance, by activities that require them to discriminate two sounds or distinguish rising and falling intonation" (p.55). Richards (1990) claimed "the received message is analysed at successive levels of organization, sounds, words, clauses, and sentences _ until the intended message is arrived at." (P.50)

Top down processing

In the other side, Davide and Johnsrude (2007) prior background and the context are necessary in top down processing; to comprehend a task in a top down manner, the listener should use their knowledge of the context of the listening event, or the topic in the listening text to understand the message. There are several types of knowledge, are stored in the listener's memory in the form of schemata, the listener can apply to create his understanding; these types are prior, pragmatic, and cultural knowledge of the target language, the listeners comprehend the input when they use their expectations about information in the text and use the suitable type of knowledge.

Listener cannot use this approach without the need to the bottom-up, one of the main reasons is luck of having all the prior knowledge needed.

Learners usually need to the tow process in order to build a full understanding of the message. (as cited in Vandergrift and Goh 2012).

The impact of using authentic materials in teaching listening

The aim of teaching listening in foreign language is to be used and produced by learner in real life communication, for this reason, authentic text should be taught in schools of foreign languages. There is a growing body of research on authentic material topics, which acknowledged the importance of teaching listening through them.

According to Martinez (2002) authentic materials are texts planned for native speakers of English to be learnt by foreign learners in foreign language classrooms in a similar way. By the same token, Bacon and Finnemann (1990) defined authentic texts “ produced by and for native speakers of the target language” (p. 469).

Herron and Seay (1991 as cited in Sabet, 2012) discovered the effectiveness of using authentic material by intermediate- level learners who listened to authentic tapes instead of making a classroom activities, explained significantly greater listening comprehension than those who don't include authentic texts in their education.

How to design a listening lesson

To prepare an effective listening lesson, the teacher should base his lesson the three stages of listening which are:

Pre-listening stage

Is the first stage, according to field (2002) this sage is the stage of teaching the crucial or necessary words, not more than five words, the learners need to know before starting the lesson, because learners should be familiar with some key words of the text in order to understand it, the aim of this stage is to build a background information. The teachers are expected to encourage their students to guess the meaning of the unknown words instead of telling them their meaning before listening, it will be helpful in remembering the words and then to use them; between teaching the key words and motivating learners to guess their meaning the teacher should make a balance. Kashani et al. (2011) also showed the importance of pre- listening stage, they claimed “ New materials may not be comprehensible without prior knowledge, which can be made available at a conscious level by activating the relevant schemata” (P.81).

Listening stage

Which is the second stage, Field (2002) reported that almost all the international examinations say that the learners should listen to a passage not more than once, because in real life they take their chance in only one hearing ,but this is difficult to be fulfilled because

they are in a classroom and they listen to a new language which is not familiar by them.

Post listening stage

Would be the last stage, field (2002) claimed that post listening is an effective stage to reinforce learner's grammar and learn the important functional language such as apologising, inviting, refusing, and so on. In post listening, the listener verify their answers about what they have been listened to. The teacher also benefits from this stage, when he can analyse the particular difficulties the students could have with listening activities.

Listening activities

Pre- Listening activities

Field (2002) reported that pre-listening activity usually lasts for five minutes. Pre-listening activities are so important for the learners, because it shortens the time allowed for listening stage if the pre-listening tasks stay for a longer time than it should be. Pre-listening activities may include brainstorming vocabulary, reviewing grammatical structure, discussing the topic of a listening task. This activity is useful for the learners because if they discuss the topic for a long time they will effect better on the on the understanding of the listening passage.

Listening activities

According to Field (2002), during listening activities are so useful, it is more practical than traditional comprehension questions, because these tasks offer to the learners the opportunity to do something with the information they have picked out from the text. Some while listening activities are Labelling, according to USLES (2009) in this task the teacher shows the plan of a building, to the whole class and ask them to label a particular room, using basic language of directions for example turn right, left, go through), drawing (the learners may draw the events of the passage), selecting (e.g , selecting a film from a several trailers). Long and Tanh (2016) claimed "The task should involve the listener in getting detailed information by doing such immediate activities as gap-filling, selecting items; deliberate mistakes; grids; listen and draw; and comprehension /multiple choice questions".

(p.3). Houston (2016) claimed that listening tasks may involve:

1. Listening for the gist: where the learner is expected to listen in order to get the main idea.
2. Listening for detail: this refers to listening to get particular information.
3. Making inferences: in this kind of tasks there are existing information which are referred to implicitly.

Post listening activities

Post listening activities would be the last stage after pre-listening and while listening activities, field (2002) stated that post listening activities is a useful mean which learners can integrate it with other skills when they write the target words on the board (writing skill), or read the transcript (reading skill). According to Rixon (1986), Pierce and Underwood (1989 as cited in Pospieszynska 2009) these activities are not always related to pre- listening and while listening activities. Post listening activities lasts longer than while listening activities, learners should take advantage of this situation to reflect on the language from the passage, the sounds, grammar, and vocabulary, therefore learners have enough time to think, discuss, or write.

Pierce (1989) informed that post listening activities may be:

1. Discussing students' opinions about the content of selection a listening task.
2. Provoking the students' thinking by asking them crucial and active questions, which encourage them to answer.
3. Encouraging students to work in pairs to develop dialogues based on listening texts.
4. Preparing a reading and writing activities based on what learners have listened to.

Problems likely to occur while learning listening

According to Azmi Binglo, Celik, Vidliz, and Tugral Mart (2014 as cited in Gilakjani and Sabouri 2016) learners have faced a lot of problems that interrupt their listening comprehension in learning FL some of them are:

- Quality of learning materials: unfortunately some teachers use a bad quality of

recorded materials and this affect the learners' learning of listening.

- Cultural differences: the cultural knowledge about the target language should be known by the learners, it helps them to create a deep understanding of a listening task.
- Length and speed of listening: it is not easy for lower level students to keep listening more than three minutes to the listening task, because when they are trying to grasp the first part of the speech, they may miss the other parts, therefore the learner's level determine how long the task should be.

Another serious problem which is the speed of the speakers speech_ according to Underwood (1989) speed can cause difficulty, first when the listener cannot control the speed of the speech, and second when he does not have a chance to from the speaker to repeat what he has said.

- Unfamiliar words: it is one of the crucial problems that face learners during the listening task, according to Underwood (1998) the learner who has a poor vocabulary knowledge will face a certain problems in understanding the listening activity, listeners who listen to an unknown word, they may stop their listening to think about the meaning of that word, as a result they interrupt their listening and miss the next parts of the listening task.

The following are problems presented by Hamouda (2013) when he conduct his study:

- Unclear pronunciation.
- Different accents and dialects.

A study conducted by Goh (2000) showed that the problems faced by learners are divided into three stages, these problems are presented by learners, who are the sample of his study, themselves.

- Problems experienced at the perception stage: these problems occurs when the learners cannot recognise the words they know, the findings of this study asserted that more than fifty percent said that despite they knew the words, they were unable to recognise their meaning immediately. The reason suggested by the learners behind this problem is that

the learner does not connect the sounds they hear with any script in their long-term memory. In other words, even if they visualize the written form of the words in their memories they cannot recognize them by sounds.

The way of learning these words is probably the main cause of the underdeveloped listening vocabulary, where the majority of learners said that they rely on memorizing to get words into their brain; they memorize the spelling of the words and ignore how they sounded.

- Problems experienced at the parsing stage: difficulties aroused at this stage when the learners are unable to remember the words heard in the spoken discourse, this difficulty is due to the inability to develop the coherent mental representation of words heard. Learners reported that even if they could grasp the spoken discourse when they heard it, they would forget it immediately when listening to another part of the message. The limited capacity of the learner's short-term memory is expected to be the cause of this problem.
- Problems experienced at the utilisation stage: in this stage the majority of the learners' acknowledged that despite their understanding of the meaning of signal words, they were unable to grasp the intended meaning of the message. Another kind of problem in this stage is the misuse or lack of prior knowledge when the learner listens to a text.

Solutions to overcome learners' difficulties in listening comprehension

In order to help students to improve their listening, teachers have to understand learner's listening difficulties in comprehending spoken texts, and instruct effective listening strategies to help students solve their listening difficulties.

According to Hamouda (2013) these problems can be fixed by several points:

- Improving listening materials: materials should differ and serve the learners' ability according to their levels, teachers should motivate learners and attract their attention and interest.
- Using slow rate of speech: slow rate of speech is one of the successive techniques that would make the listening comprehension easy.
- Activating the students' vocabulary: lack of vocabulary is one of the greatest

problems, which interrupt the process of listening comprehension, therefore the teacher's role in this case is to help his learners to be familiar with certain key words required for listening comprehension. The best way in learning vocabulary is to guess their meaning in context instead of explaining it in isolation form by the teacher.

- **Accent:** To overcome this problem listener should be familiar with different native speaker accents, teacher should avoid teaching the regional accent, because it is so difficult and not understood by the learners.

- **Pronunciation:** The results of Hamouda's study asserted that the incorrect pronunciation prevents the majority of learners from listening comprehension.

learners' pronunciation capacity can be improved better when they know how native speakers pronounce the words. Teachers believe that the correct pronunciation helps learners to acquire listening.

- **Using different types of input:** the learners should be provided by different types of input, like lectures, radio news, films, TV plays, announcement, everyday conversation, interviews, storytelling, and so on.

- **Using visual aids:** the best way to understand a listening topic is to connect the vocabulary of listening lessons with visual aids or pictures, this helps students to guess the meaning, usually the usage of visual aids help learners to be interested and motivated about the topic.

- **Encouraging prediction:** prediction can be utilized in pre- listening or while listening stages. Learners, through helping their teachers in telling them something about the text, are expected to predict the main idea of a text, or what the speaker is going to say next. An effective way to make them ready to listen effectively, teacher may ask their learners to expect the grammar structure that are likely to be used in the listening text, or make a list of words which are probably found in the listening text.

Tips for effective listening

Effective listening is the key to effective understanding and communication because it improves our comprehension of the language. Lata and Kumar (2007) claimed “Listening effectively improves pronunciation, intonation and fluency of the person who uses the language” (p. 46). Also, Lata and Kumar (2007) confirmed “Lack of effective listening skill results in loss of time, lowering of productivity and missed opportunities” (p. 46).

Burke (1997) asserted that, to have an effective listening the learner should be responsible towards what is asked for by understanding it and when he does not understand what is heard, he should ask for clarification to avoid any confusion. Also, he should put in his mind that there might be obstacles which may confuse his listening, so he must pay attention and make sure that these obstacles cannot frustrate him. Also, the listener must concentrate on what he is hearing to and figure out what is not understandable as the moment it happens. The other effective tip for an efficient listening, is that the listener have to be honest when he does not understand by pointing out to the ambiguous message and do not be embarrassed from asking for repetition or for an appropriate time to listen if he does not feel it is not the right time at that moment. This last tip leads to another advice that the most of all these tips the listener must have the desire to listen because if he is not, he have to convince and satisfy about the coming consequences of not understanding what is said because after all, he is the only obstacle for himself.

Conclusion

To conclude it can be said that listening comprehension is a complex process that should be learned in order to provide input. Teachers play an important role in teaching their learners how to learn new language through deferent strategies and using different materials. Listening is a crucial skill in language learning that should not be neglected otherwise learning a foreign language through just three skills (reading, writing and speaking) is not enough also without understanding inputs through listening; learners cannot learn anything. So to overcome the difficulties that the learners face in listening comprehension which

caused from hearing problems, lack of control over the speed of the spoken language or having problems with limited vocabulary.....etc. Teachers use slow rate of speech and activating learners' vocabulary which help to upgrade their level of listening skills, provide them background knowledge or even use materials such as audio visuals and give them listening activities that are suitable according to their linguistic level. Teachers, in the other hand, suffer from many problems when they teach listening comprehension but if they study these problems well and put solutions to cover the imperfections of teaching listening, the process of teaching and learning new language will be more easy and effective.

Chapter two: Research methodology

Introduction

The aim of the study is to find out how EFL teachers of 1st year middle school working in El Taref perceive EFL listening comprehension strategies and the extent to which listening strategies are taught in these schools. The study also aims to reveal the particular difficulties that teachers of English working in middle schools face while teaching EFL listening comprehension as well as the learners' difficulties of learning English language through listening. It is hoped that insights gained about the status of listening strategy instruction in Algerian middle schools will lead to improvements in instructional practices for the benefit of learners in the future. The study addresses the following research questions:

1. To what extent do EFL middle schoolteachers use listening strategies in teaching listening comprehension? Are they known by the teachers?
2. Do the teachers of English in Algerian middle schools work and perceive listening strategies and materials, and how do they teach listening comprehension?
3. What difficulties do the teachers of English and their learners face in English language listening comprehension lessons? Why?

In this chapter, the methodological procedures for this study are presented. First, the settings in which the study was conducted and the participants of the study are described. Then, the data collection instrument and the data collection procedure are presented.

Settings and Participants

This study was conducted only in middle schools in El Taref because of many considerations like lack of resources such libraries and money to travel to other regions in Algeria, also because of the difficulties which faced us to get permissions to enter other middle schools to investigate and the last reason is because it is where we live and study. According to the mentioned above reasons, the target population whom we are going to investigate are the teachers of English language of first year middle school in El Taref . We

handed in and got back questionnaires personally. Ten questionnaires were given to them but only eight middle school teachers returned their responses , i.e., 80%.

Instrument

In order to gather data from participants, a questionnaire (Appendix) was designed. It is the most suitable approach which is given to groups of individuals all at one time and at the same place also through the group –administered approach, teachers would be obliged to fill out the questionnaire. Therefore, there will be a satisfying rate of the returns. Also, within this approach we can explain any confusions in the questionnaire when we handed it.

"The essential point is that good research cannot be built on poorly collected data... "

(Gillham, 2000, p. 1).

Objectives of the used questionnaire

The questionnaire was used to provide insights and information about the listening skill in our English classrooms in middle schools. So we present the aims of this research as the following:

1. To give an overview about the teaching of listening skill of English language in Algerian school and investigating the views of teachers of English in middle school about teaching listening in their Classrooms.
2. It is used for English language teachers of Algerian middle school in order to collect data as much as possible from a large number of them; they are asked directly different questions to give us direct information.
3. A questionnaire was chosen to focus on quantitative data to carry out a survey rather than classroom observation or interview.
4. The questionnaire was designed to have 18 direct questions, some of them were required not only to tick the right answer, but also to give full statements. These questions are analyzed into three parts as the following :

The first part contained questions aims at soliciting background information about the participants (i.e., years of teaching and background education, level of their learners, how

and when they assess them, what do they think about the method of teaching listening that is followed in Algerian middle schools ..).

The second part of the questionnaire was designed to elicit information related to the first and second research questions: “To what extent do EFL middle schoolteachers use listening strategies in teaching listening comprehension? Are they known by the teachers? and “Do the teachers of English in Algerian middle schools work and perceive listening strategies and materials, and how do they teach listening comprehension?”

The third part of the questionnaire was designed to elicit information related to the third research question: “What difficulties do the teachers of English and their learners face in English language listening comprehension lessons? Why?”

In this part of the questionnaire, participants were provided with ten questions about the difficulties they encounter in teaching listening comprehension and asked to tick only one option for each item.

Procedure

The questionnaire was handed personally to ten teachers of English language in The first day of the last school year exams (May 21th, 2017) where they were gathered in one middle school in Taref city called Abes Ahmed. Three teachers of English who participate in answering the questionnaire were from Mohamed El Hadi El Jadida and Djellab Sliman middle schools in Bouhadjar, the other three were from Betaif SAci, and Mohammed Elaid El khalifa middle schools in Besbes and the last four teachers were from Boukafa El Taher and Khrissi Blkasem middle schools in Bouteldja.

To begin the data collection process, an e-mail was written to the head of Abes Ahmed middle school in El Taref centre, the e-mail asked for permission to conduct the study at his school. In the e-mail, we also asked for information about teachers’ number of English language, whose are going to be there during the exams and from which schools they belong

to. He replied to the e-mail granting permission for the study to be conducted in his school. The participants were asked to submit their answers of the questionnaire by the last day of the exams which was May 25th,2017.

Conclusion

This study investigated teachers' practices and perceptions regarding listening strategies, and perceptions of difficulties likely to arise in English listening comprehension lessons. Ten teachers of English working in middle schools in El Taref participated in the study. For this study, a questionnaire was used as the data-collection device. The study aimed to find out the extent to which listening strategies are practiced and the extent to which the listening strategies are perceived as useful by the teachers. The study also explored the difficulties that arise in English listening comprehension lessons. The responses to the questionnaire were recorded and analyzed using quantitative data-analysis methods . These responses will be presented and analyzed in the following chapter.

Chapter Three

Data Analysis and Interpretations

Introduction

The present chapter is devoted to present the study, which is designed to ascertain how teachers of English language working in El Taref Middle Schools perceive FL listening comprehension strategies and the extent to which listening strategies are taught in these schools. The study also aimed to find out the difficulties that the teachers of English middle schools face while teaching EFL listening comprehension, as well as the learners' difficulties while learning listening comprehension. The responses to the questionnaire were taken and analyzed using quantitative data. So, since learners of first year are beginners to understand and answer our English questions we present only a detailed description of teacher's feedback about the overall listening skill and how it is taught, a questionnaire is programmed to explore the teachers' of English perceptions of teaching listening. We asked eight of the English teachers of 1st year Middle School. In this chapter, we provide an exclusive analysis of teacher's questionnaire and discuss the final results. This study is addressed to answer the following research questions:

1. To what extent do EFL middle school teachers use listening strategies in teaching listening comprehension? Are they known by the teachers?
2. Do the teachers of English middle schools in Algeria, work and perceive Listening strategies and materials, and how do they teach listening comprehension?
3. What difficulties do the teachers of English and their learners face in English language listening comprehension lessons? Why?

The results obtained from the analysis of questionnaire responses will be presented in three parts. In the first part of the analysis is provided to explain the background of the participants. In the second part, an analysis of the questions is provided to show the extent to which the teachers of English in El Taref middle schools work and perceive listening strategies as useful while teaching listening EFL classes. The last part presents an analysis of

items aimed to explore the difficulties that teachers and learners face while teaching/learning English listening comprehension lessons.

The discussion of the result analysis is divided into three parts. First part, discusses the results of the participants background, the second part; discusses listening strategies and materials as useful tools to teach listening comprehension. The last one; discusses the difficulties that teachers and learners face while teaching/learning English listening comprehension lessons.

Analysis of results

Background Information of Participant

The questions in part one of the questionnaire aimed to discover background information about the participants. This part included five questions. For the questions in this part, frequencies and percentages were calculated. The results of the analysis of the questions will be presented here following the order of the questions.

The first question of the background information part of questionnaire was about the teaching work experiences of the participants.

The 1st Question: How much working experience that you have in teaching field?

- a) 1-5 years
- b) 5-10 years
- c) Up to 10 years

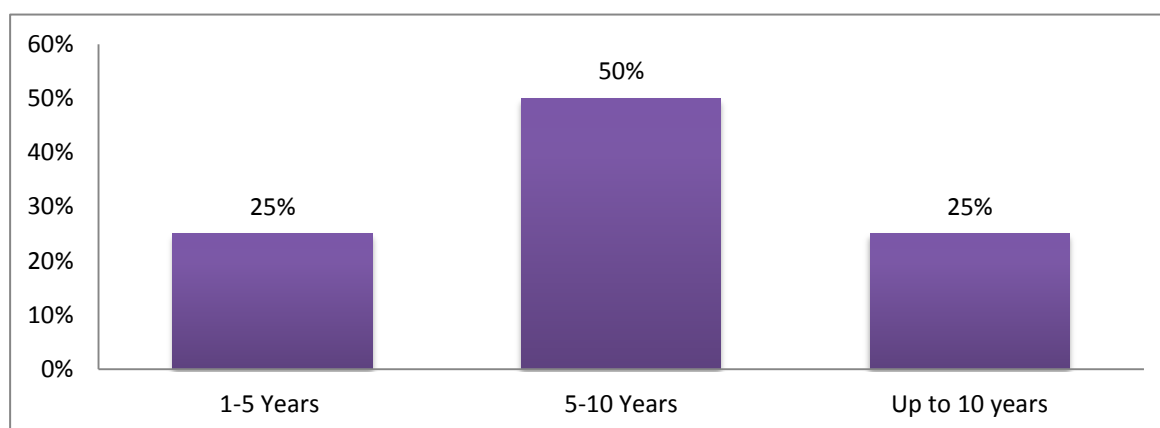


Figure 01. *Participants' Teaching Experience.*

Approximately 100% of the participants were almost equally distributed among three options 0-5 years (25%), 5-10 years (50%) and up of ten years (25%). Only one of the participants having taught 20 to 21 years. The largest number of participants indicated 5-10 years of teaching experiences.

Table 01:
Participants' Teaching Experiences

<u>Years of teaching experience</u>	<u>Frequency</u>	<u>Percentage</u>
1-5 Years	2	25 %
5-10 Years	4	50%
Up to 10 years	2	25%
Total	8	100%

The second question of the background information part of the questionnaire presents the qualifications of the participants that they possess.

The 2nd Question: what are the qualifications that you possess in teaching field?

- a) Baccalauréat
- b) BA(licence)
- c) MA(Master/Magistere)
- d) Other

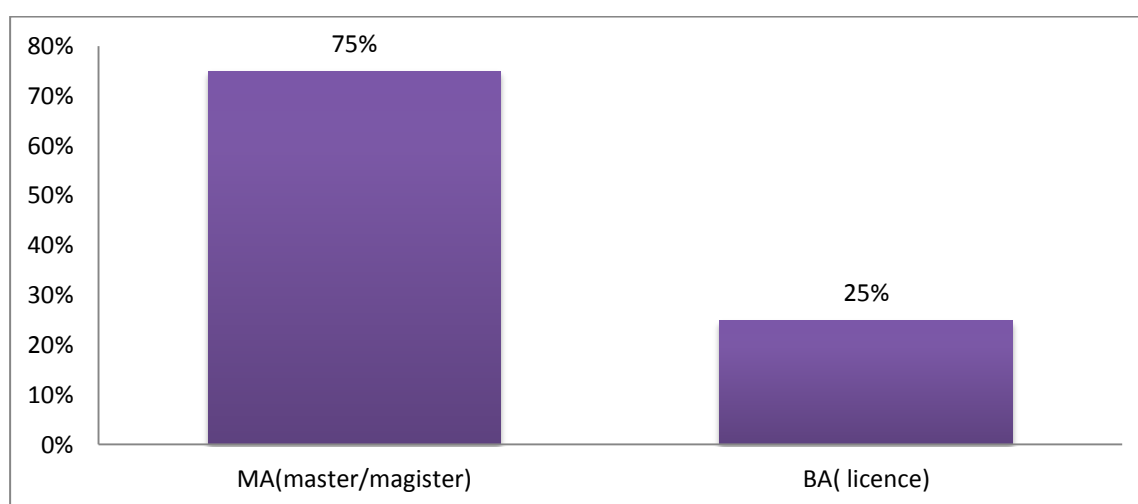


Figure02. *Participants Qualifications*

The results show that the majority of participants (75%) mentioned that they are

MA(Master/Magister) degree. Only (25%) of the participants mentioned that they are and BA (licence) degree.

Table 02:

Participants Qualifications

Options	Frequency	Percentage
BA(licence)	2	25%
MA(Master/Magister)	6	75%
Total	8	100%

The third question of the background information part of the questionnaire was designed for participants which aimed to reveal when do the participants assess their learners.

The 3rd Question: When do you assess your learners?

- a) At the end of the course
- b) After completion of the unit

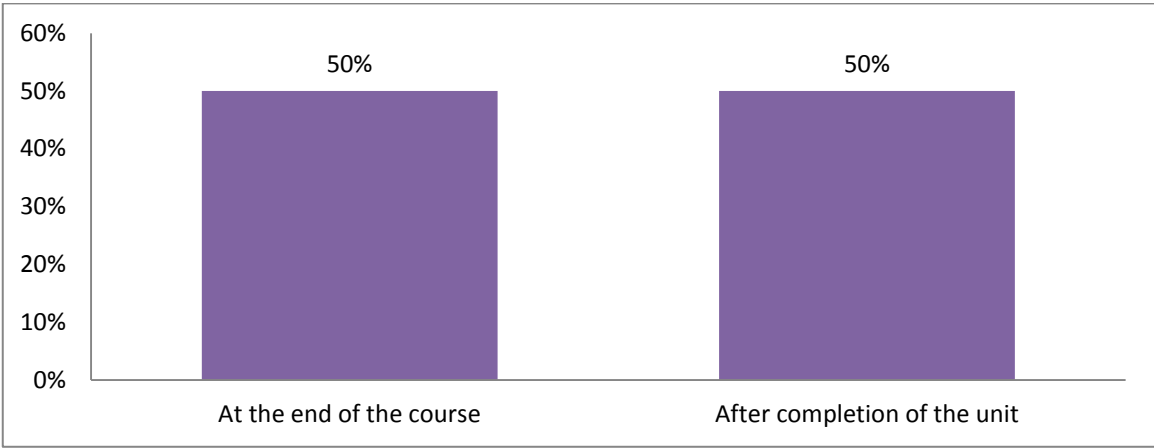


Figure 03. *Teacher’s Choice to Assess Learners*

According to the results, half of the participants (50%) reported that they used the assessment after completion of the unit in assessing their learners. Whereas, the other half of them (50%) mentioned that they used the assessment at the end of each course .

Table 03:

Teacher’s Choice to Assess Learners

Options	Frequency	Percentage
At the end of the course	4	50%
After the completion of the unit	4	50%
Total	8	100%

The fourth question of the background information part of the questionnaire was designed for participants to reveal how they assess their learners in classroom.

The 4th Question: How do you assess your learners?

- a) Dialogue, Quizzes and Questionnaire
- b) None of them

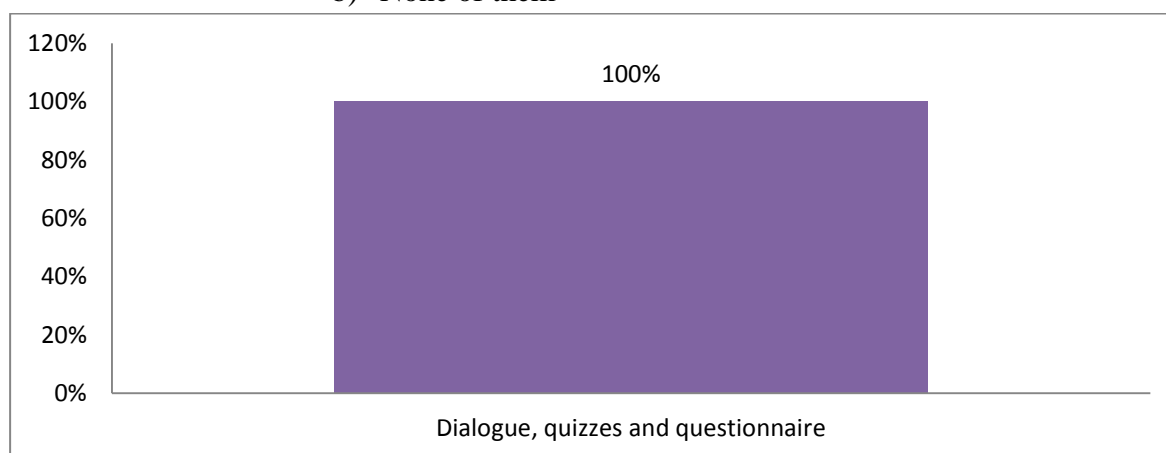


Figure04. *Teacher's Evaluation*

According to the participants, whom we have questioned, all of them (100%) reported that they should use different techniques to assess their learners.

Table 04:

Teacher's Evaluation

Options	Frequency	Percentage
Dialogue, quizz, and questionnaire	8	100%
Total	8	100%

The fifth question of the background information part of the questionnaire was designed for participants to reveal how much time does the teacher and the learner need to proceed varies steps of listening lessons.

The 5th Question: How much time do the teacher and the learner need to proceed varies steps of listening lessons?

- a) Short time
- b) Much time
- c) Additional time

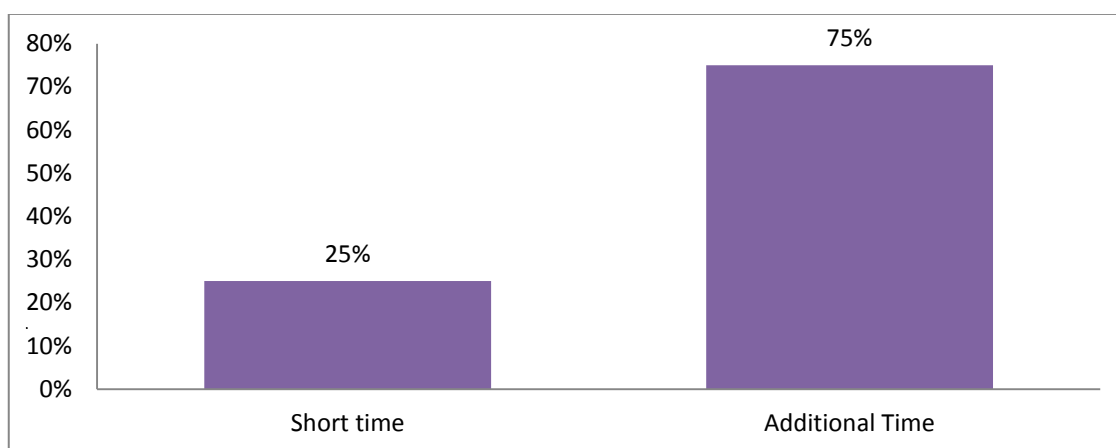


Figure 05. *The time that the teacher and the learner need to proceed varies steps of listening lessons.*

We perceived from (25%) of the participants that they need 3mn in pre-listening stage, whereas in during listening stage they need 5mn. As well as 10mn in post listening stage. But (75%) of the participants whom mentioned that their learners are in need for additional time to proceed the varies steps of listening lesson, they need more than usual of time.

Table 05:

The time that the teacher and the learner need to proceed varies steps of listening lessons.

Options	Frequency	Percentage
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Short Time	2	25%
Additional Time	6	75%
Total	8	100%

Listening strategies and materials

The second part of the questionnaire investigated participants' perceptions regarding foreign language FL strategies and materials. This part included eight questions. For each question in this part frequencies and percentages were calculated. Then, the results were interpreted.

The first question of the second part of the questionnaire focused on teachers' self-assessed degree of familiarity with the concept of listening strategies as very familiar, somewhat /slightly or not at all.

The 1st Question: To what extent you are familiar with the concept of listening strategies?

- a) Very familiar
- b) Somewhat/ Slightly familiar
- c) Not at all

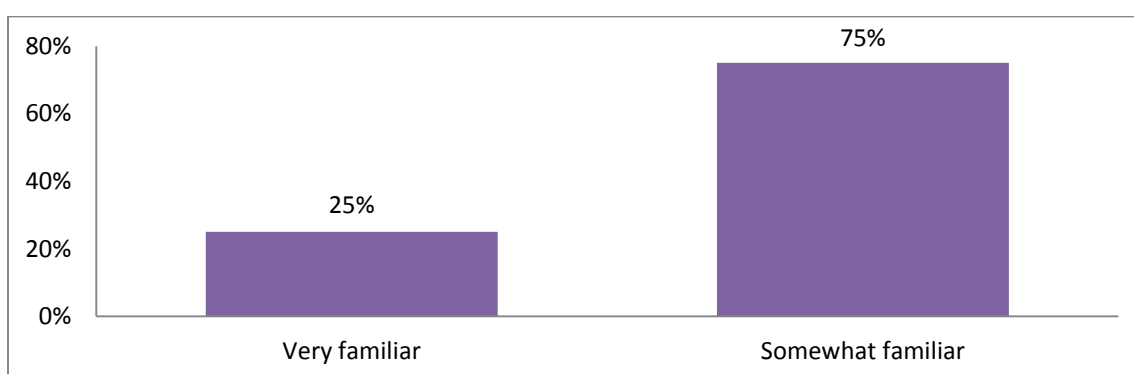


Figure 06. *Level of Teachers' Familiarity with the Concept of Listening Strategies*

Results show that (25%) of the participants identified themselves as being “very familiar” with the concept of listening strategies. Almost (75%) of them identified themselves as being “somewhat” familiar with the concept of listening strategies. But none of them

mentioned that she/he is unfamiliar at all with such concept.

Table 06:

Level of Teachers' Familiarity with the Concept of Listening Strategies

Options	Frequency	Percentage
Very familiar	2	25%
Somewhat/slightly familiar	6	75%
Total	8	100%

The second question of the second part of the questionnaire presents the kinds of instruction materials that the participants use for teaching listening comprehension.

The 2nd Question: What kinds of instruction materials do you use for teaching listening comprehension?

- Textbook with audio tape only
- Textbook with audio tape and video
- Textbook with video only
- Other materials
- Textbook without audio tape and video

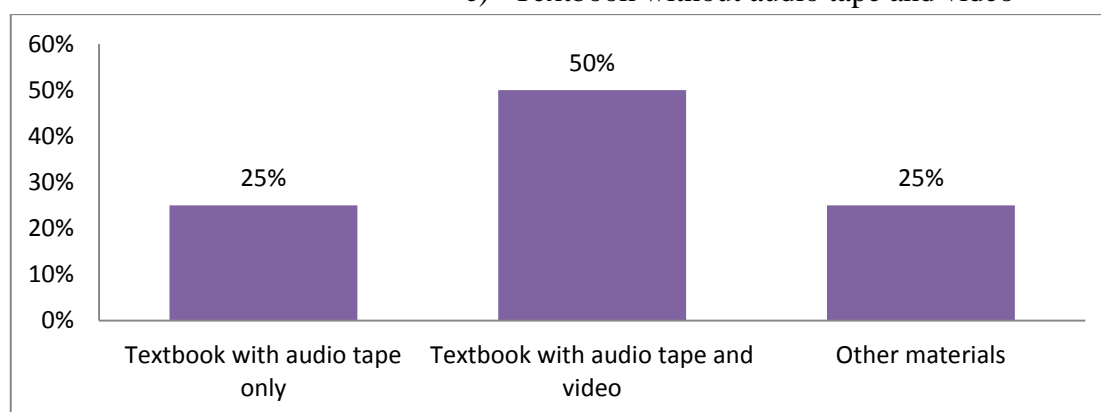


Figure 07. *Kinds of Materials Used for Teaching Listening Comprehension*

Results show that (25%) of the participants reported using a textbook with audio tape only. Whereas, (50%) devoted for those whom using a textbook with audio tape and video indicating that video is also considered as viable way of teaching listening comprehension as well as (25%) of them reported using other materials.

Table 07:*Kinds of Materials Used for Teaching Listening Comprehension*

Options	Frequency	Percentage
Textbook with audio tape only	2	25%
Textbook with audio tape and video	4	50%
Other materials	2	25%
Total	8	100%

The third question of the second part of questionnaire, solicited participants' perceptions about the usefulness of listening strategy training as very/somewhat useful or not useful/slightly useful for their learners.

The 3rd Question: Is listening strategies training are useful for your learners?

- a) Useful
- b) Somewhat useful
- c) Not useful

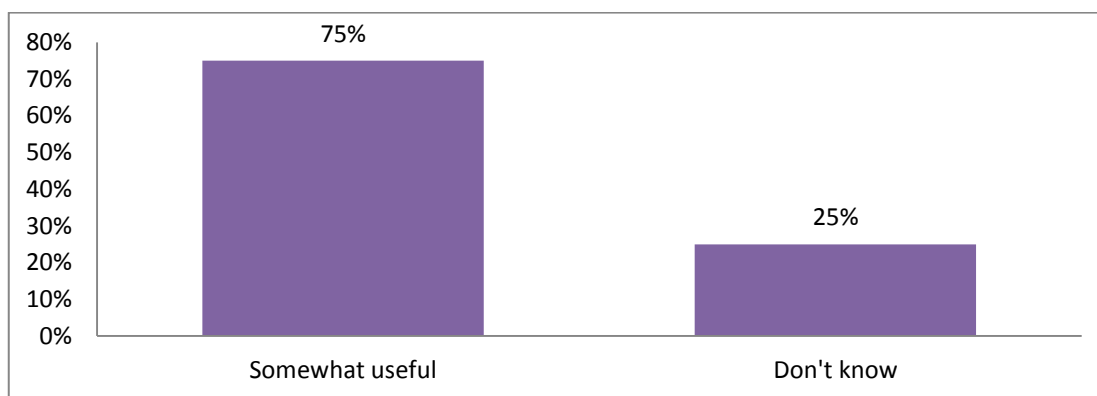


Figure 08. *Degree of Perceived Usefulness of Listening Strategy Training for Learners.*

Over (75%) of the participants perceive listening strategies training as "somewhat" useful strategy for their learners. Whereas, (25%) of the participants indicated that they do not know how useful listening strategy training is for their learners.

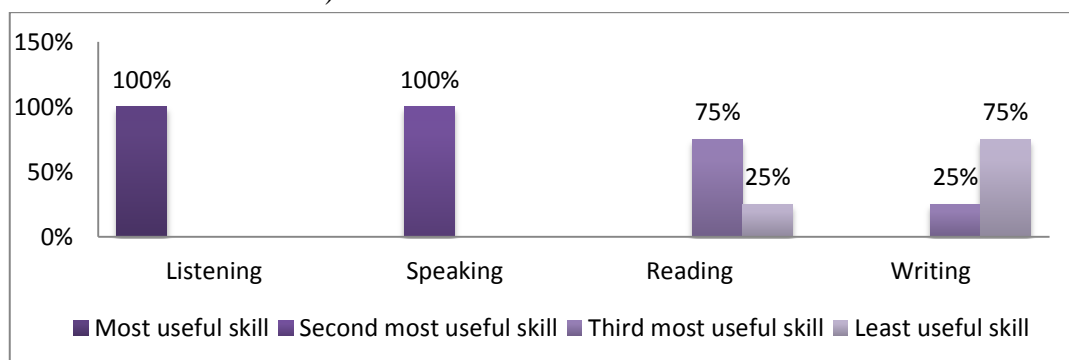
Table 08:*Degree of Perceived Usefulness of Listening Strategy Training for Learners*

Options	Frequency	Percentage
Somewhat useful	6	75%
Don't know	2	25%
Total	8	100%

The fourth question of the second part of questionnaire was asked for the participants to rank the four language skills (Reading, writing, speaking and listening) in term of their usefulness for their learners.

The 4th question: Can you order the four language skills according to their usefulness for your learners?

- Most useful skill
- Second most useful skill
- Third most useful skill
- The least useful skill

**Figure 09.** Rank Order of Language Skills in Terms of Importance for Students

All of the participants (100%) devoted listening as the most useful skill for their learners, because they teach their learners how to listen before teaching them how to speak. Speaking is perceived to be the second most useful language skill for learners by all the participants (100%), because they need it for communication which is the first purpose in teaching English in Algeria.

The majority (75%) of the participants perceived reading as the third most useful language skill for their learners, whereas (25%) of them perceive it as the least useful language skill for their learners.

(75%) of the participants perceive writing as least useful language skill for their learners. Whereas, (25%) of them perceive it as the third most useful language skill for their learners.

Table 09:

Rank Order of Language Skills in Terms of Importance for Students

Options	Frequency	Percentage
Most useful skill (Listening)	8	100%
Second most useful skill (Speaking)	8	100%
Third most useful skill (Reading)	6	75%
The least useful skill (Writing)	6	75%

The fifth question of the second part of questionnaire aimed to determine whether the participants teach listening comprehension as discrete skill, or they integrate it with other skills.

The 5th Question: Do you teach listening comprehension as discrete skill, or you integrate it with other skills?

- a) As discrete skill
- b) Integrated it with other skills

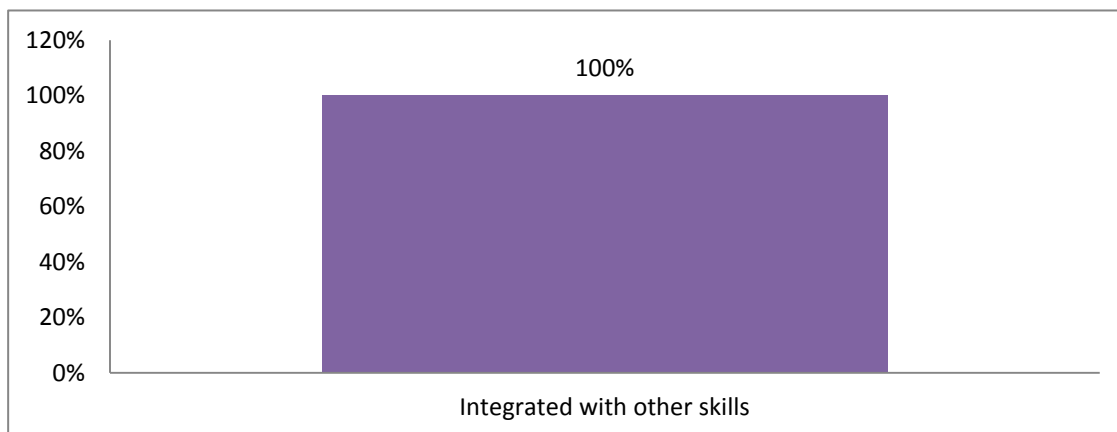


Figure 10. *Approaches to Teach Listening Comprehension*

The results show that all of the participants (100%) namely eight of eight participants indicated integrating listening comprehension with other skills they reported that they cannot use it as discrete skill.

Table 10:

Approaches to Teach Listening Comprehension

Option	Frequency	Percentage
Integrated with other skills	8	100%
Total	8	100%

The sixth question of the second part of questionnaire, was designed for the participants to reveal whether the textbook offer enough listening exercises.

The 6th Question: In your opinion does the textbook offers enough listening exercises?

- a) No, to some extent
- b) Yes, quit a lot

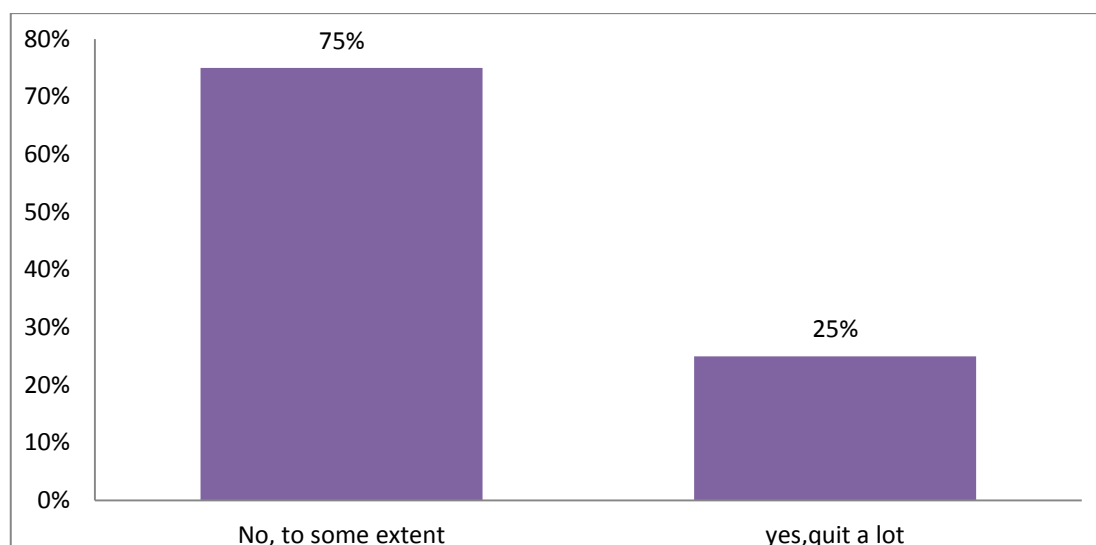


Figure 11. *Teacher's Opinion about the Quantity of Listening Exercises Provided in Textbook*

According to the results which show that (75%) of the participants reported that the textbook doesn't provide enough listening exercises, while the others (25%) mentioned that the textbook provide some/quit a lot of listening exercises.

Table 11:

Teacher's Opinion about the Quantity of Listening Exercises Provided in Textbook

Options	Frequency	Percentage
No, to some extent	6	75%
Yes, quit lot	2	25%
Total	8	100%

The seventh question of the second part of questionnaire, was designed for the participants to determine whether the second generation book of first year middle school provides enough helpful visual aids for teaching listening.

The 7th Question: Does the second generation book of first year middle school provides enough visual aids for teaching listening?

- a) Yes
- b) No

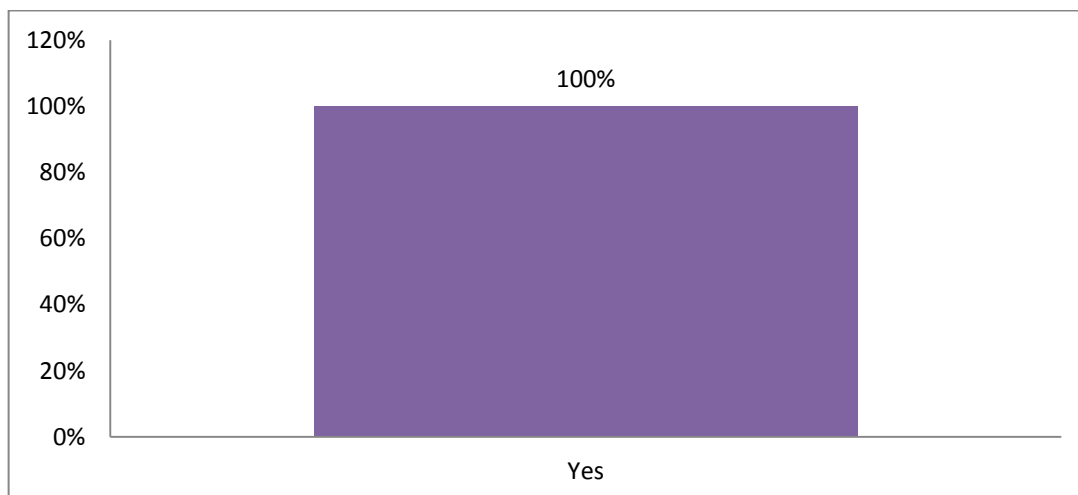


Figure 12. *Teacher's Opinion about Listening Materials Provided in the New Version of School Book*

According to the results, all of the participants (100%) agree that the new generation book is plenty full of visual aids like pictures, which help the learners to improve their understanding.

Table 12:

Teacher's Opinion about Listening Materials Provided in the New Version of School Book

Option	Frequency	Percentage
Yes	8	100%
Total	8	100%

The eighth question of the second part of questionnaire was taught to the participants to examine which techniques the participants' uses to attract their learners' attention and facilitate their understanding.

The 8th Question: Which techniques do you use to attract your learners' attention and facilitate their understanding?

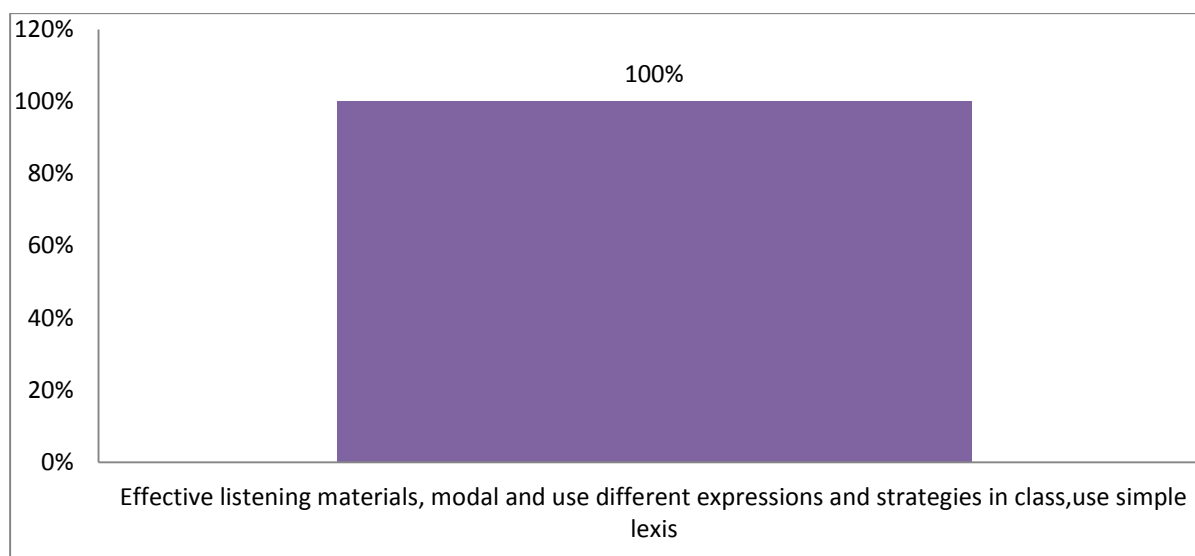


Figure 13. *Teacher’s Use of Different Techniques to Facilitate the Listening Lesson*

We can perceive from the results that (100%) of the participants use effective listening comprehension materials , modal and use different expressions and strategies in class, also the use of simple lexis and other techniques

Table 13:

Teacher’s Use of Different Techniques to Facilitate the Listening Lesson

	Frequency	Percentage
Effective listening comprehension materials, modal and use different expressions and strategies in class, use simple lexis and other techniques.	8	100%
Total	8	100%

Difficulties of teaching/learning listening comprehension

The third part of the questionnaire aimed to discover the difficulties that teachers and learners face while teaching/ learning listening comprehension lessons. This part included of five questions. For every question in this of the questionnaire, frequencies and percentages were calculated.

The first question of the third part of questionnaire, is designed to see whether the

participants' find it difficult to speak English in class with their learners or not.

The 1st Question: Do you find it difficult to speak English in your classes?

a) Disagree/Strongly disagree

b) Agree

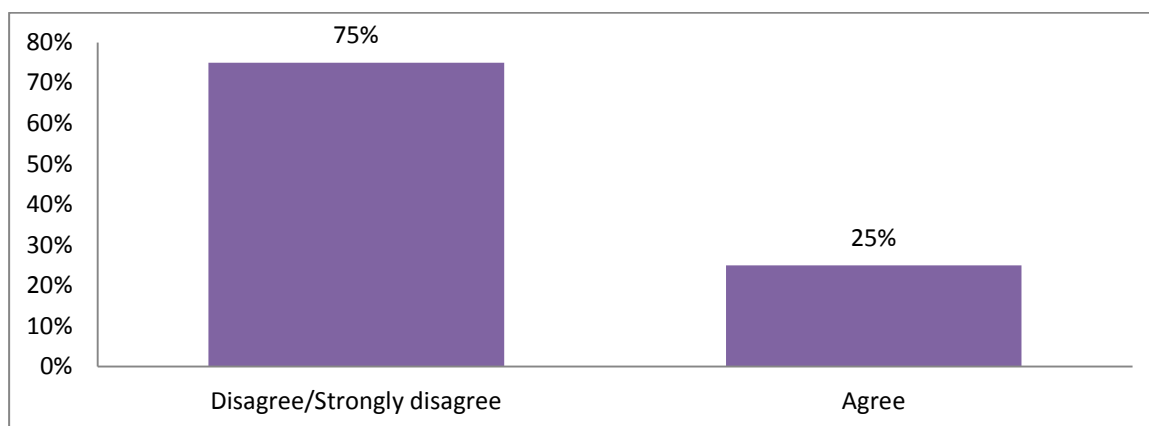


Figure 14. *Participants' Reported Difficulties with Listening Comprehension Lessons*

The results show that the majority (75%) of the participants indicated that they disagree with the statement that they find it difficult to speak English in their classes. Whereas, the minority (25%) of the participants indicated that they find it difficult to speak English in their classes.

Table 14:

Participants' Reported Difficulties with Listening Comprehension Lessons

Options	Frequency	Percentage
Disagree/Strongly disagree	6	75%
Agree	2	25%
Total	8	100%

The second question of the third part of questionnaire, was directed to the participants to examine whether their learners can answer all the script questions that is given to them in specific period of time.

The 2nd Question: Does your learner answer all the questions of the listening script that you give to them in specific period of time?

- a) Successful
- b) Unsuccessful
- c) Somehow success

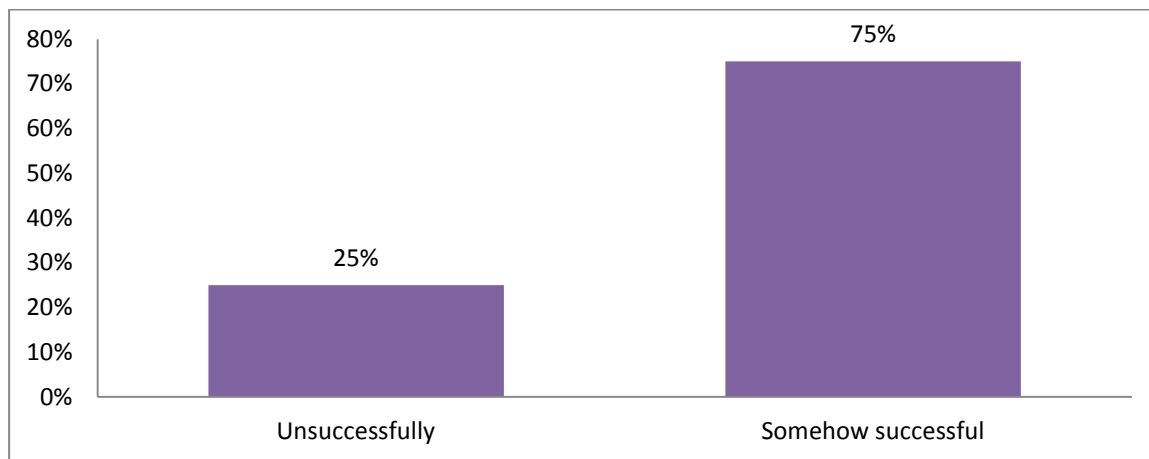


Figure 15. *Teacher’s Mention of their Learner’s Ability in Answering Questions Quickly*

The results show that the majority (75%) of the participants presented that their learners are somehow successful in answering some of the given questions of the listening script, whereas (25%) of the participants indicated that their learners answering the questions given of the listening script unsuccessfully or unsuccessful at all.

Table 15:

Teacher’s Mention of their Learner’s Ability in Answering Questions Quickly

Options	Frequency	Percentage
Unsuccessfully	2	25%
Somehow successful	6	75%
Total	8	100%

The third question of the third part of questionnaire was designed for the participants.

The question aims to reveal whether teaching/learning listening comprehension is difficult for both participants and learners.

The 3th Question: Do you find teaching /learning listening comprehension as difficult task for you and for your learners?

- a) Very difficult /difficult
- b) Somehow difficult

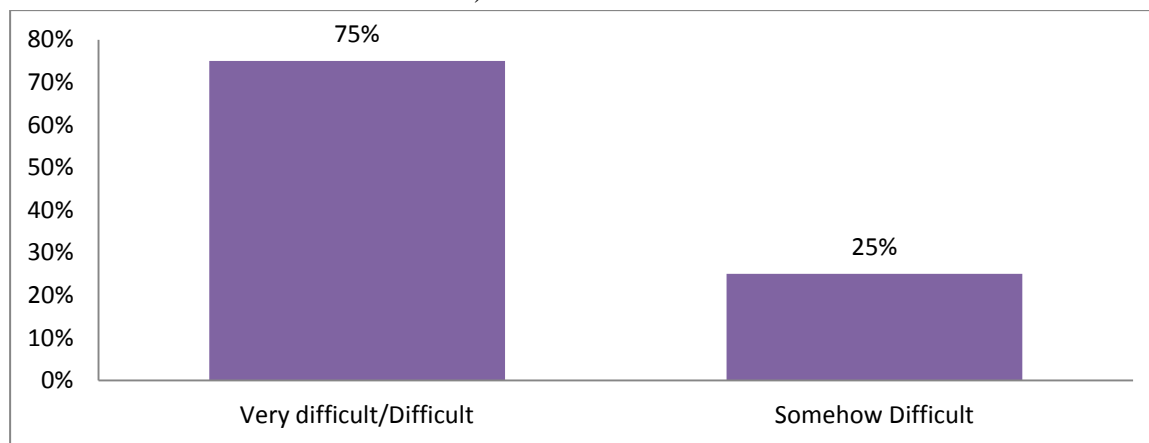


Figure16. *Difficulties Encountered while teaching /Learning Listening Comprehension Task*

The results show that almost the majority of participants (75%) considered teaching listening comprehension as difficult task for them, and very difficult task for their learners . Whereas teaching/learning listening comprehension is devoted as somehow difficult task for the participants and their learners by (25%) of the participants.

Table 16:

Difficulties Encountered while teaching /Learning Listening Comprehension Task

Options	Frequency	Percentage
Very difficult/Difficult	6	75%
Somehow difficult	2	25%
Total	8	100%

The forth question of the third part of questionnaire was designed for the participants, since we perceived from the answers of the third question of the third part of questionnaire

that the learners have difficulties in listening comprehension, so they need for richer listening activities. The fourth question was aimed to calculate how many additional listening activities their learners need to practice listening.

The 4th Question: How many additional activities do the learners need to practice listening?

- a) Many
- b) Few
- c) No need

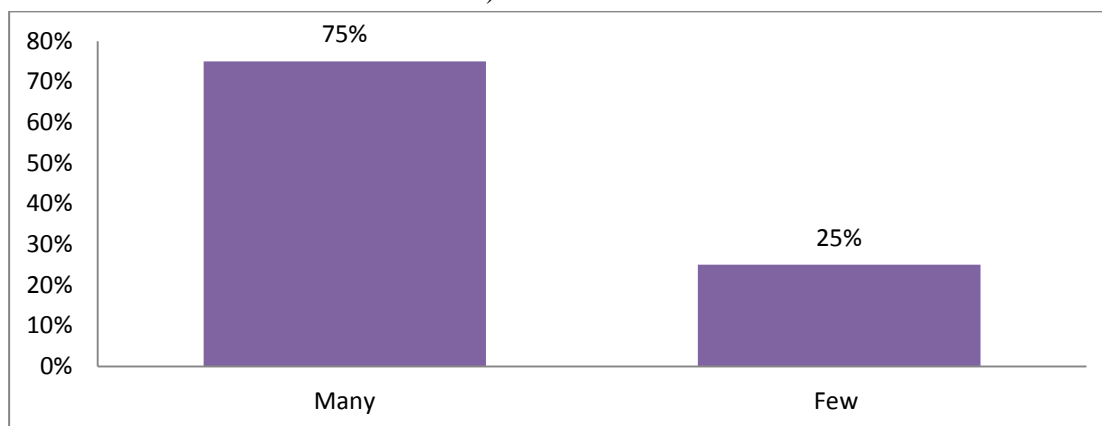


Figure 17. *Teacher's Perception of Learner's Need of Listening Activities*

The results show that almost of the participants (75%) indicated that the majority of their learners need for richer repertoire listening activities. Whereas, (25%) of the participants do not think that the majority of learners are in need for a lot of listening activities.

Table 17:

Teacher's Perception of Learner's Need of Listening Activities

Options	Frequency	Percentage
Many	6	75%
Few	2	25%
Total	8	100%

The last question of the third part of questionnaire was taught to the participants to examine the problems of their learners in listening lesson.

The last Question: According to you why learners have problems in listening? Because of;

- a) Internal factors.
- b) External factors.
- c) Both of them

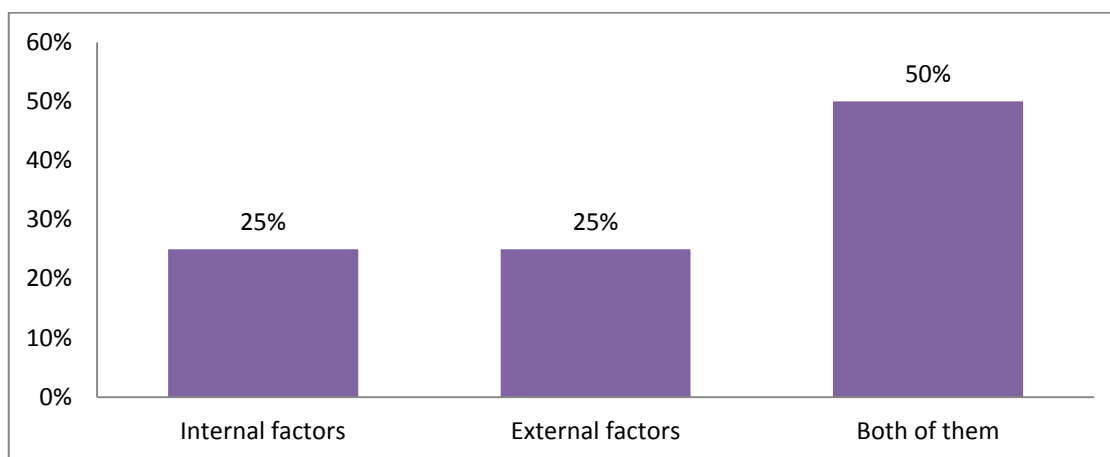


Figure 18. *Teacher's thinking of why Learners have Difficulties in Listening*

According to the results which show that half of the participants (50%) mentioned that learners have problems in listening from both internal factors and external factors. But only (25%) is given to the participants whom believed that those difficulties are caused by the internal factors. (25%) believed that the external factors are the only reasons behind learner's ability to understand.

Table 18:

Teacher's thinking of why Learners have Difficulties in Listening

Options	Frequency	Percentage
Internal factors	2	25%
External factors	2	25%
Both of them	4	50%
Total	8	100%

Discuss Analysis

This chapter presents a discussion about the findings of the analysis of data obtained from questionnaire about the participants' background information, teachers' perceptions of listening comprehension strategies and materials, and the difficulties likely to arise for both teachers' and learners' while teaching /learning English listening comprehension lessons.

Discussion of Background Information Findings

The first part of the questionnaire aimed to solicit background information about the participants. The results of the background information part of the questionnaire show that approximately all of the Participants have varying years of teaching work experiences, four of eight participants was the largest number of participants whom having taught five to ten years. Whereas, the four other participants have been taught from one to five. Only one of them have taught 24 years. Participants have also varying qualifications degree with the majority of teachers six from eight have MA (Master/Magester) qualifications degree. Only two of them have BA degree.

Another interesting point, is that all of the participants eight from eight assessing their learners at the end of the course because it is more appropriate in following each progress at time, instead of waiting till the end of the unit, where the learner become confused of understanding some of the given lessons. Through dialogues, quizzes (either oral quizzes or written quizzes), questionnaire and observation, to facilitate their understanding of the English language heard.

Or assessing their learners in the class at the end of the unit through oral projects' presentation and home works. In order to proceed varies steps of listening lessons successfully, six of the participants confirmed that their learners are in need for additional time to take notes. As well as to understand, interpret, interact and produce the pieces of English heard.

Discussion of teaching listening comprehension strategies and materials

An analysis of the questions in the second part is provided to show the extent to which the teachers of English working in El Taref - Middle School teach FL listening comprehension strategies and how those teachers perceive it as useful. Teachers' self-assessed degree of familiarity with the concept of listening strategies, showed that not all of the participants are familiar with the concept of listening strategies. As a matter of fact, six from eight of them were feeling unconfident to choose the appropriate strategy that is suitable for their learners, that's why they were "somehow familiar" with such concept. Therefore, four of the participants teach listening lessons by using textbook with audio tapes and videos, which were identified as resources for teach listening comprehension. They are powerful tools to teach listening comprehension effectively, due to the visual aids that is provides, by contrast with other teachers four of them used textbook with audio only and other materials as a tools to teach listening lessons, behind the previous technique. However, learners of first year middle school are still beginners to understand and interpret the English language heard, they need a specific strategies that they can train to utilize it . Because, one of the reasons for learners struggle with listening strategy training is that they are still beginners' (intermediate level) they are not familiar with such strategies, that's why listening strategy training is "Somewhat useful" for the learners. If the teacher list specific strategies and explain it, the learner will be famous with it. In response to the request to rank order the four skills in terms of their usefulness for their learners, all of the participants eight to eight indicated listening as the most useful skill for their learners, whereas speaking devoted as the second useful skill for their learners. Reading were perceived to be the third most useful skill, writing were devoted as the least useful skill. Actually, we learn how to listen before we learn how to speak, read and write. In the fact that all of the participants 8 from 8 integrating listening with other skills. As a matter of fact listening cannot separate it from other skills,

integrating listening with other skills is necessary. Moreover, the textbook doesn't provide enough listening exercises, the majority of the of the participants six participants declared that the textbook doesn't provide enough listening exercises. As well as, the study revealed such result which means that it should be more interested in listening activities. They need for additional one's to cover learners' need for such activities to enhance their listening abilities. Since, the second generation book of first year middle school provides enough visual aids to teach Listening, which helps the learners to understand what they are learn this is higher result which is confirmed by all of the participants, Effective listening comprehension materials, modal and the use different expressions, simplify and clarify the meaning of the ambiguous words was devoted by six participants as a techniques used to teach listening effectively. This result devoted to cover the weaknesses of the learners in term of the lack understanding of the English heard. In another hand, learners can learn English language outside the class by watching films, videos or TV programs, listen to music and short stories even though short joke or record their own voices and try to listen more than one's to understand, interpret the sounds of the English heard to improve their pronunciation, vocabulary, learn how to use idioms, communicate with others....etc, to enhance their listening competencies.

Discussion of the difficulties that the English teachers/ learners

Face while teaching/ learning listening in Fl classes

The third part of the questionnaire aimed to discover the difficulties that teachers of English language and their learners face in English language listening comprehension lessons. six from eight participants even though they are non-native teachers of English, do not reported having any difficulties to speak English in classes; this result is higher which revealed that learners are not bored in listening lessons classes. However, two of them having problems regarding learners' boredom in listening lessons, this due to, learners boredom in

listening classes, i.e. learners cannot get the pieces of the English heard. So, they feel bored in listening classes. Indeed, this result may also be an extension of the need for a richer repertoire of listening activities; learners' boredom may be a result of narrow range of repeated activities.

Therefore, not all of the learners are in the same level of competencies, they still not competent enough to give answers to all of the given questions in specific period of time.

This is why six of the participants indicated that learners are somehow successful. Whereas, some learners cannot answer the given questions of the script at all, they need for additional time to answer some of them, they don't answer all the given questions. It be possible that they just concentrate on one question and ignore the others, because they cannot get the pieces of English heard, or they do not interesting with what they learn that's why the two of the participants were devoted the answering of learners as "Unsuccessful at all". When the participants were asked if they considered teaching listening comprehension as a difficult task for them six participants devoted teaching listening comprehension as a "difficult task" for them, and "Very difficult task " for learners. This result revealed that participants faced difficulties related to their learners' problems with listening comprehension, that the majority of the learners have difficulties in understanding the English language heard maybe, because the teacher speaks quickly or the learners can't get the pieces of spoken language, unless the teacher provides the learners with expressions to clarify the meaning in order to confirm the comprehension and simplify the ambiguous words, they won't get the pieces of English heard. six of the participants one of the reasons for learners struggle with listening comprehension is the lack of exposure to everyday language spoken naturally. So, to solve this problem teachers have to use a successful listening materials and for richer additional listening activities. Moreover, two of the participants faced difficulties establishing on listening activities, since the textbook does not provide enough listening exercises, so this

result revealed for the use of richer repertoire listening activities, provided by teachers, because learners need more additional ones to cover their weaknesses and help them to step up one step ahead in the listening comprehension. But, no one mention that they do not need them at all because, eventually not all the learners are in the same level of proficiency so, learners who have low level will need it. As a matter of fact, six of the participants indicted that learners have problems in listening from the learner himself maybe because different issues with the learners themselves, they try to understand each word at a time not the whole meaning, they do not cope of not having images and they sometimes have hearing problems. And from the classroom environment, like the background noise, the spoken different accents and the lack of control over the speed of spoken language, are the only reasons behind learner's ability to understand.

Summary of the Results in Relation to the Hypotheses of the Study

The results of the present data analysis boost our research hypotheses:

Hypothesis one

To teach listening comprehension, teachers should use different strategies, but unfortunately they are not familiar with some of them.

Hypothesis two

It is appropriate in teaching foreign language to use authentic materials with effective strategies.

Hypothesis three

Listening comprehension is a complex process which may cause problems for both teachers and learners.

The Relationship of the Results to Previous Theory and Research

The results of this study are similar to previous studies we have already mentioned in the first chapter of the present paper, for instance; many researchers like Field (2002) claimed that listening strategies should be based on different activities such as pre-listening activities,

during listening activities and post listening activities. These activities are so important and they should be known by all teachers, in order to proceed the varies steps of teaching listening effectively and easily. Herron and Seay (1991 as cited in Sabet, 2012) asserted that, in order to teach listening Comprehension, teachers should use authentic materials such as simplified texts, this would help them a lot in increasing their learners' listening skills rather than using any other materials. Also, teaching with audio tapes or videos. it is a sufficient method, in order to give a greater assistance for teachers to explain the listening lesson and to help their learners' abilities in understanding what they hear. According to Azmi Binglo, Celik, Vidliz, and Tugral Mart (2014 as cited in Gilakjani and Sabouri 2016) learners face a lot of problems that interrupt their listening comprehension in learning foreign language because, they simply have misunderstanding the spoken language. Hamouda (2013) these difficulties are; the speed of the spoken language, they confuse between different accents and dialects and for Underwood (1989) who claimed that learners also, have poor vocabulary and they just do not recognize the unfamiliar words. As a result of these difficulties, teachers are going to have problems in explaining the listening lesson because, eventually teachers' and learners' listening difficulties are connected to each other.

Conclusion

The research study investigated the background information about teachers of English working in El Taref middle school, teachers' perceptions regarding second language listening comprehension strategies and the difficulties likely to arise for both teachers and learners while teaching /learning English listening comprehension lessons.

The analysis of the Middle School teacher's questionnaire feedback permits us to draw the conclusion; that the majority of the teachers agree on the importance of the listening comprehension in EFL. They believed that listening skill should not be neglected and isolated from other language skills, since they devoted listening skill as the most useful skill for their learners, it is the closest key to understand the English language. Therefore, the study also

revealed that teachers generally employ some concepts of listening strategies.

On the other hand, there are some commonly kinds of instruction materials and techniques that are used by the teachers for teaching listening effectively, their aim is to attract learners' attention and facilitate their understanding. It would also be better to provide the teachers with more complete training on listening strategy instruction, to be taught effectively to the learners. Even the visual aids, which provided in the textbook make good influence on learner's listening proficiency. The results of the study revealed that the participants believe that they find many difficulties while teaching listening comprehension, since the process of teaching / learning listening comprehension considered as a difficult task for the participants and very difficult task for their learners which categorized into both internal and external factors, they need effective listening materials to facilitate their understanding. The results of the study also revealed another problem, which is the familiarity of the participants with the listening strategies that they are somehow familiar with such concept and they don't know what kind of strategies that are helpful for their learners. The need of additional and richer repertoire of listening activities to be taught to their learners, since the textbook doesn't offer enough listening exercises. In another hand, they need for additional time to proceed all varies steps of listening comprehension, they are also in need for assessment, it can be either at the end of the course or at the end of the unit through quizzes or dialogues or even questionnaire to determine the weaknesses of the learners. The learner still learns how to listen to English language outside the classroom, by interacting with natives and without forgetting the role of technology such as TV and social media.

General conclusion

Learning English as a foreign language has become an essential part of our lives, because it is the most common language in use in the whole world. So, because of that it becomes a part of the national curriculum. On the basis of the National Curriculum learners are supposed to start learning the English language in their first year in middle schools and teachers are expected to teach their pupils the four basic skills; speaking, listening, reading and writing, because of the recent trend we focused on teaching listening in EFL classes. We tried to mention the listening problems for both teachers and learners and outline the benefits of the listening skill, to improve the learner's proficiency of learning the English language and how it is effective when we related it with other language skills. The main aim of this thesis is to outline how teachers teach listening through strategies and the used materials during the process. Also, presenting the difficulties of both teachers and learners that may face while the teaching/learning listening process, provide solutions that may cover these problems and tips for learners to have effective listening.

This thesis is divided into two main parts: theoretical and practical part. The first part of the work involves the theoretical background of the listening skill by presenting the listening process, identifying its stages, types and models, mentioning the importance of it and its relation to other language skills. This part also deals with the process of teaching listening, focusing on basic strategies and the role teaching listening materials. This theoretical part outlines a plan for listening lesson and listening activities. We summarized the most common problems connected with listening and provided several solutions and tips to learner's difficulties which may help to minimize the imperfections of teaching learning listening process.

The practical part concentrated on the teaching practice in Algerian middle schools . In this part of the thesis, we have framed the questions concerning information related to listening strategies, materials and problems. These questions are based on the questionnaire. In the questionnaire we asked middle school teachers to describe the most used strategies and

materials during teaching listening also, we asked them if they and their learners face problems that are connected to listening comprehension. According to them, the most used strategies are note-taking, role-playing, focusing on key words and top down and bottom -up...etc. Also, for them, the most used materials are the authentic ones like visual aids and simple lexis. The most common problems related to teaching learning listening comprehension due to the absence of native or native like teachers, poor repertoire of listening activities, in other words the listening skill does not have a fair proportion in learning it as same as the other language skills.

Thanks to the original teaching, we have learnt how important is the listening skill in learning a foreign language, even if the Algerian curriculum does not provide a fair proportion of listening activities in the textbook and teachers are not familiar with some of its teaching strategies.

We also, realized that in order to teach effective listening, teachers should use authentic texts with simplified tasks to achieve a sufficient learning result. They should make sure that to use different strategies that are suitable to their low level since they are beginners in middle schools and try to make self-strategies that are focus on their points of weaknesses when they acquire the English language through listening. The other fact that we knew, that teachers are aware of their responsibility towards enhancing their learner's learning level and how important it is to plan the listening lesson carefully and pay attention to each step in order to help students to develop good listening skills.

We also, learnt that the listening comprehension is an active and highly interactive process, it is not a simple one as all we know. In other words, learners when they actually listening not hearing, they make an effort of understanding the language through five structured and organized stages starting with catching the voice or the spoken word which is the action of hearing, they attend it and understand it and in this stage, not all of learners accomplish it successfully due to several reasons; like lack of good vocabulary or they just confuse between different spoken accentsetc. Then, they remember it through recalling the

mind's storage bank and do the evaluation by criticizing and sorting facts from opinions to respond.

So responding is the last stage where the learner sends his response and answers the given questions. So, as a result of this complexity learners suffer from listening problems like misunderstanding the spoken language, because of different internal or external factors e.g the background noise or simply the spoken language is not simplified with images and illustrations. In the other side, teachers also face difficulties in teaching listening comprehension; due to their unfamiliarity with some listening strategies and materials to facilitate the listening lesson , also to practical problems related to learners' response. In another words, the problems of teachers and learners in listening comprehension are strongly related to each other.

After we reached our aim from this thesis and answered all the proposed hypotheses, there were inescapable limitations like limited resources to search from like libraries and population which somehow were responsible on the limited data that we gathered.

Recommendations

We would like to forward the following recommendations:

1. In order to learn listening comprehension, teachers should teach their learners from the lower grade when they are beginners and they should expose them more to authentic listening activities outside classroom, in order to improve their learning abilities and increase their communicational skills.
2. Teachers should prepare their own listening materials and they should use the already existing ones properly. Moreover, they should have a training opportunities and professional assistance to help them be more professional in teaching listening in EFL classes and especially for beginners.
3. We believe that, further research should be conducted to find out the factors that influence the status of teaching listening skills, in first grade classes of middle schools in Algeria.
4. Also, it must be another investigation about the reasons for the fact that particular listening strategies are not used and why teachers do not integrate them while teaching EFL.
5. An additional study should be expanded to include different devices which may help to collect wider variety of data. For instance, interviews would be useful to find out whether the teachers answers some of the questions in different ways. Also, classroom observations would be helpful to investigate whether the teachers of English language are actually use the listening strategies that they have mentioned in the questionnaire.

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7. What kinds of instruction materials do you use for teaching listening comprehension?

- a- Textbook with audio tape only
- b- Textbook with audio tape and video
- c- Textbook with video only
- d- Other materials
- e- Textbook without audio tape and video

8. Is listening strategies training are useful for your learners?

- a- Useful
- b- Not useful
- c- Somewhat useful

9. Can you order the four language skills according to their usefulness for your learners?

- a- Most useful skill
- b- Second most useful skill
- c- Third most useful skill
- d- The least useful skill

10. Do you teach listening comprehension as discrete skill or integrate it with other skills?

- a- As discrete skill
- b- Integrate it with other skill

11. In your opinion does the textbook offer enough listening exercises?

- a- No, to some extent
- b- Yes, quit a lot

12. Does the second generation book of first year middle school provide enough visual aids for teaching listening?

- a- Yes
- b- No

13. Which techniques do you use to attract your learners' attention and facilitate their understanding?

.....
.....

14. Do you find it difficult to speak English in your classes?

a- Disagree/Strongly disagree

b- Agree

15. Does your learner answer all the questions of the listening script that you give to them in specific period of time?

a- Successful

b- Unsuccessful

c- Somehow successful

16. Do you find teaching /learning listening comprehension as a difficult task for you and for your learners?

a- Very difficult /difficult

b- Somehow difficult

17. How many additional activities do the learners need to practice listening?

a- Many

b- Few

c- No need

18. According to you why learners have problems in listening?

a- Internal factors

b- External factors

c- Both of them

Thank you