Identifying Pedagogical Procedures to Develop and Assess the Listening Skill in EFL Classes

The Case of 1st Year Licence Students at University Centre Bel hadj Bouchaib, Ain- Témouchent

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I'm Mr. Djelloul REFIF declare that the present work entitled :

Identifying Ped agogical Procedures to Develop and Assess the Listening Skill in EFL Classes

contains no materials that have been submitted previously for the award of any academic degree.

The work is my own.

Mr. Djelloul REFIF

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To my family,my sweet wife Ghania and lovely daughter Fadia F.Z and my two smart sons Abdelssamed and Mohamed Nadir .

My mother Haja Mimouna , my father Hadj Lakhder ,
my sisters Zineb and Fatena , and my brothers and their wives to their sons and daughters .I would like to dedicate this work to any great soul of my teachers and my friends.

I mainly contribute this work, to Ahmed, Abdelkader,Belkacam,Omar Hemiani and to any soul has seen or lived with or heard about Djelloul Refif.

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Abstract

Among the great work done on EFL listening, different views have been expressed regarding, its role in successful EFL learning/teaching. Some Algerian learners still mark low achievements in the target skill. This study examines the pedagogical procedures which develop and assess listening skills. In detail, questionnaires were performed to investigate Algerian EFL teachers' perspective about what they perceived to be effective methods that would assist their students in dealing with their listening difficulties. In this objective, the teachers were asked to discuss their preferred approaches to help their students deal with their listening problems, and describe instructional procedures that would enhance and assess their students' overall listening abilities. Consequently, learners have also been asked through a questionnaire; where they have described their attitudes towards the listening skill; the way they are taught and assessed and the difficulties they are facing .The results show that in general the teachers share a preference for a practical approach to teaching FL listening, stressing the importance of giving priority to developing their students' lower level of this skills ; such as coping with fast speed ,recognizing words in speech and adopt more adequate way of assessing listening skill separately from speaking .We claim that effective listeners are better able to engage in recorded and live listening to assist their proficiencies of the aural input and rely heavily on autonomous materials and extensive listening available in many audio and video new technologies .

Key to Abbreviations and Acronyms

CA: Communicative Approach

CBA: Competency-based Approach

 CEFR (Common European Framework of Reference for Languages

CLT: Communicative Language Teaching

DVD Digital Video Disc

EFL: English as a Foreign Language

ELT: English Language Teaching

FL: Foreign Language

IELS International English Language Score

LMD License Master Doctorate

SPSS (Statistical Package for Social Sciences)

TEFL: Teaching English as a Foreign Language

TL: Target Language

TS: Targeted Skills

General Introduction

The worldwide demand for English has created an enormous command for quality language teaching materials and resources. Learners set themselves exigent goals. Therefore the necessity of an appropriate teaching methodology is as strong as ever. English has been the dominant language of communication over the globe ;it is the key tool to many affairs in different domains and the key to any exchange , interaction or interpretation .Accordingly ,English is progressing within the huge spread of new technologies which is available in the hand of English language education officials , researchers , teachers and learners .Internet in this sense has facilitated the public and academic self study and language teaching -learning in general.

Such change and development require new theories and practice in English language teaching which is constant all over the globe in a short time .There is at once among this movement a large diversity of theorists, designers, teachers and autonomous language learners all over the world .Thus, this change is demanding for new performance and challenges at the level of teaching methods, teachers development and material design.

Furthermore, listening as a crucial part of the English language teaching - learning is also part of the above stated progress in and out of the classroom. When the listening skill has been the issue, there are certainly some difficulties in gaining this skill; the first is that people cannot communicate face-to-face unless the two types of skills (listening/speaking) are developed in tandem. Rehearsed production is useless if the interlocutors are unable to respond instantly and flexibly. The second problem is that under many circumstances listening is a reciprocal skill. People cannot practice listening in the same way as they can rehearse speaking, or at least the part of speaking

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that has to do with pronunciation, because the listener cannot know the idea in advance.

So, listening skill is a complex process in which listeners play an active role in discriminating between sounds, understanding vocabulary and grammatical structures, interpreting intonation and stress, and finally, making use of all the skills mentioned above, interpreting the utterance within the socio-cultural context. For many ESL/EFL learners, listening is the skill they feel most upset with. On the one hand, they can't control the speed of the speaker and they tend to have difficulties decoding sounds which do not exist in their mother tongue. Reduced English sounds (lazy speech) or contractions are two examples. On the other hand, even when they hear sounds correctly, oftentimes they have interpretation problems due to a lack of vocabulary. English slang or colloquial language also increases the difficulty of interpretation.

In this idea, Algerian universities are constantly increasing this claim to instruct proficient graduates. However, learners still encounter difficulties in oral performance. To cope with the existing situation, the Algerian educational system like any other country is required to introduce and promote the status of English. Thus to realize this, a great deal of effort has been done at all levels in the departments of English in Algerian universities.

Yet, the investigator has noticed a lack of proficiency in the listening skills in EFL classes. Consequently, and due to the important role of the listening skill in EFL learning /teaching, this work is an attempt to help both students and their teachers to identify adequate pedagogical procedures to develop and assess the listening skill that may well suit their academic and professional needs. It is also an effort to point at some problems around the teaching of this

skill and to give some remedial solutions through the design of suitable teaching procedures and an acceptable evaluative system.

Therefore , this study endeavors to explore the main factors that lead to the first-year License learners ' low achievements in the listening skill at the department of English at the university centre of Ain-Temouchent ; and to suggest remedial tools and strategies to overcome their difficulties. Thus, the core attempt of the researcher is to seek to provide satisfactory answer to the following **general research question:**

What are the main causes of EFL learners' low achievement in the listening skill?

Then the following sub-questions were formulated to get a reliable answer to this problem statement:

1. Is it related to learners' negative attitudes towards English listening?

2. Is it connected to a lack of pedagogical procedures to develop this skill?

3. Do learners fail in listening skill tasks due to the inadequacy of teaching materials, short and non-evaluated practice?

Thus, out of these questions, the following **hypotheses** were set forward:

1. There may be an effect resulting from learners' attitudes towards listening. This research effort may attempt to expose EFL classes' hope regarding how listening skill can be methodically designed and taught.
2. Maybe there is a lack of the pedagogical procedures to develop the listening skill in EFL classes. So, proposed approaches may provide stronger proof to help lower proficiency learners to develop listening skill progress.
3. This inadequacy of teaching materials may be related to a short and less evaluative practice.

General Introduction

This dissertation is divided into four interconnected chapters which are as follows:

The **first chapter** is meant to set up the included literature closely linked to the listening skill and its development in pedagogical research. It is also destined to the Listening skill and types of spoken language, overcoming the listening difficulties and its role in communicative competence. The **second chapter** is carried out to shed some light on principles of scaling and assessing the listening skill to perceive its significance and difficulties in educational settings. Hence, it deals with formative and summative assessment, the criteria of the assessment of the target skill, types of assessment items. **The third chapter** is intended to describe the situation of ELT in Algeria, the status of English in Algeria, teaching English in Algeria, teaching EFL to 1st -Year License students and its objectives. This chapter is also planned to contract data collection, research design, the sample population, the research instruments and results analysis and interpretation .To give answers to the research questions and confirm the research hypotheses. **The last chapter** is devoted to suggestions and recommendations. It attempts to put forward some solutions in order to improve the teaching of the listening skill in EFL classes. These suggestions focus on actions that may help both teachers and learners to overcome the difficulties in this skill.

CHAPTER ONE: Theoretical Background on Listening Skill

1.1 Introduction

In general, listening skill has historically received only minimal treatment in Language research and as recently as the 1970s less concern devoted to teaching the skill of listening in a second or foreign language. It was assumed that the ability to comprehend spoken language would automatically improve because learners with exposure to the oral discourse would learn through practice.

According to Morley (2001) it was given new consideration into new instructional structure throughout the 1980s which is functional language and communicative approaches. During the 1980s, proponents of listening in a second language were also encouraged by work in the first language field. Here, scholars such as Brown G. (1990) demonstrate the importance of developing oracy (the ability to listen and speak) as well as literacy, in school. Prior to this, it was taken for granted that first language speakers needed instruction in how to read and write, but not in how to listen and speak, because these skills were automatically provided to them as native speakers. Morley also highlights that listening skill has noticeably increased and it became a crucial element in language teaching and learning

"***Throughout the 1990s, attention to listening in language instruction increased dramatically. Listening is now generally acknowledged as an important facet of language learning; nevertheless much work remains to be done in both theory and practice*** "Morley (1994, p.49) Arguably, the conception of 'listening skill' is all too often used importantly in both language teaching-learning, but rather in a very loose sense. In this way, it is worth noting that term is widely employed in education and the following phase of this study work   will make slightly the nature of this notion.

1.2. The Nature of Listening Skill

In spite of the numerous research studies and effort to win recognition for the field, consensus on a definition of listening has not yet been reached and listening is defined and explained by many researchers from different angles.

Consequently, to indicate 'listening skill 'researchers suggest different descriptions. Nord, J.R. (1977) for instance has denoted listening skill as the capacity to comprehend the native speakers at a regular speed in listening circumstances. Similarly, Vandergrift, L. (1999) notes that it is the ability to recognize and understand what others say. In the same sense, listening skill can be widely identified as human practice which reflects between sound and structure of meaning (Morley 1991).

Listening is a composite activity which is more than hearing , but solving ,conveying meaning and holding words, phrases, sentences and associated speech as it is defined by Oxford, R. L (1992) ***"Listening is a complex , problem solving , and it's more than just perception of sound .Listening includes comprehension of skill meaning, bearing words, phrases, clauses, sentences, and connected discourse".*** Oxford, R. L (1992, p.26).

This definition seems to be general and comprehensive of several aspects or elements involved in the listening skill process. It also involves the idea of an active and conscious process.

This means that a listener is active, conscious and aware of what he is listening to with regards to the stored knowledge which is called schemata.

In order to understand the meaning of schema, we will deal briefly with schema theory in listening comprehension. For example, Rubin, J. (1994) provides a good explanation of this theory:

"A schema theory is basically a theory about knowledge. It is a theory about how knowledge is represented and about how this representation facilitates the use of the knowledge in particular ways. According to schema theories, all knowledge is packaged into units. These units are the schemata." Rubin, J. (1994) p. 215).

So, on the basis of these definitions, we can say that listening comprehension in second language (L2) or foreign language (FL) involves exposure to them but with comprehension based on several factors such as schemata, active processing, etc. In other words, discourse knowledge, contextual hints, and world knowledge are necessary in listening skill.

In this sense according to Vandergrift, L. et al (2002), referring to the above mentioned definitions of listening which have stated the way knowledge is stored in memory, and the system listeners conduct to react in listening processes and situations when they use previous knowledge to decode the sense of a message.

"*There are two distinct processes involved in listening comprehension. Listeners use 'top-down' processes when they use prior knowledge to understand the meaning of a message. Prior knowledge can be knowledge of the topic, the listening context, the text-type, the culture or other information stored in long-term memory as schemata* " Vandergrift, L. et al (2002). At the same position listeners construct meaning from other levels when processing listening positions as comprehending vocabulary, grammar and units of sound.

"On the other hand, listeners also use 'bottom-up' processes when they use linguistic knowledge to understand the meaning of a message. They build meaning from lower level sounds to words to grammatical relationships to lexical meanings in order to arrive at the final message" (ibid).in both situations listeners use either the first processing or the second and comprehend the meaning of the received message .

"*Listening comprehension is not either top-down or bottom-up processing, but an interactive, interpretive process where listeners use both prior knowledge and linguistic knowledge in understanding messages. The degree to which listeners use the one process or the other will depend on their knowledge of the language, familiarity with the topic or the purpose for listening"* (ibid*).*

Therefore, listening is a crucial skill in both ESL/EFL teaching and learning which enables us to enter any linguistic information and produce language .Students spends most of their time listening more than doing other skills.

Subsequently, in classroom, students always do more listening   than speaking as it is confirmed by (Adler, R. et al. 2001)who conducted a study and showed the primacy of listening in oral communication time spent by sampled students which was like this :listening :45-50%,speaking :25-30%,reading :11-16%while writing marked about 09 %. (Adler, R. et al. 2001). Listening competence is universally larger than speaking competence as Brown states it "*is universally 'larger'" than speaking competence and the importance of listening in language learning can hardly be overestimated. Through reception, we internalize linguistic information without which we could not produce language.''*(Brown1990, p.2).

1.2.1. Types of Listening
According to   Anjali Hans (2013) There are three modes of listenng:
1.2.1.1. Combative mode: When the listener concentrates on his or her views and ideas without paying much attention to the speeches. He or she is in combative mode of listening. The listener wants to be heard and thus he or she tries to catch an opportunity to express his or her views. This kind of listening lacks maturity as it cannot bring about meaningful listening.

1.2.1. 2. Attentive mode: In this mode the listener believes every word of the speaker blindly. He or she at no point critically evaluates the words of the speaker. This sort of listening lacks independent judgment and evaluation.

1.2.1.3. Reflective listening: This is the best mode of listening as in this mode the listener is smart, alert and active. He is actively involved in the process of listening, paying attention to all the words and pauses of the speaker. He or she summarizes each word of the speaker, recalling all that the speaker said. On the basis of his reflective thinking and judgment, he or she forms an opinion.

1.2.1.4. Critical thinking: When one critically evaluates a talk, a speech, or a verbal message after listening to it, then its known as critical listening. A judge listening to participants in a debate competition is involved in critical listening. (Anjali Hans 2013,p.36)

Afterward pedagogical research on listening command make a significant refinements in the process of listening .Studies looked at a number of different contextual characteristics which influence the speed and efficiency of processing aural language to a set of strategies for sorting out meaning from texts and   an interactive model for the listening skill in pedagogical setting as follows.

1.3. Listening Skill in Pedagogical Research

The ever-growing need for good communication skills in English has created a huge demand for English teaching around the world.(Richard2005) Therefore, millions of people today want to improve their command of English or to ensure that their children achieve a good command of English. And opportunities to learn English are provided in many different ways such as through formal instruction, travel, and study abroad, as well as through the media and the Internet pedagogical and autonomous listening tasks.

While there is an increasing number of studies indicating that listening skills can be taught; after an extended period in which listening was viewed as a merrier of reading, recently listening has been seen as a skill in its own right. As Richards (1989) asserts that *listening comprehension/skill is now recognized to be a complex and active skill that involves many processes in language acquisition*. Richards (1989, p.125).

Additionally, different scholars as Wilson et al.(2008)stress that listening is critical to language acquisition providing the input that the raw materials necessary for the process to occur .The obvious reason why listening serves as the input to language learning as Goh rightly posits, ' *is that it has long been recognized as the most frequently used language skill in foreign language classroom '* (Goh ,2002,p.154), hence in the same stream of thoughts it is revealed that to help learners to capitalize on the language input, they receive and achieve greater success in language learning . Nunan. D. (2006) also argues that listening is "*more like interpreting than decoding".* Nunan. D. (2006) in fact he suggests that the "*listening is a highly interactive skill which plays an important role in the process of language learning and facilitates the emergence of other language skills.* ''

The most innovative methods of language teaching that have emerged in the last decade, in which listening was sought as an associate of reading, while recently listening has been distinguished as a skill in its own right in the stream of language teaching and learning.

1.3. 1. The Grammar Translation Method

The grammar translation method of foreign language teaching is one of the most traditional methods dating back to the late nineteenth and early twentieth century. It appeared as opposed to the classical method of Latin and Greek. (Brown, 2000: 18). The main focus of this method is "grammatical rules as the

basis for translating from the second to the native language" . (ibid: 18) According to (Prator and Celce Murcia, 1979 cited in Brown, 2000: 3) the main principles of this method are:

1. Classes are taught in the mother tongue, with little active use of the target language.

2. Much vocabulary is taught in the form of lists of isolated words

3. Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue

4. Elaborate explanation of grammar are always provided

5. Little or no attention is given to communication

1.3.2. The Direct Method

The direct method is a new method which appeared, since many problems had faced the grammar translation method which started to encounter foreign language learners. This method started to be known and practiced at the turn of the twentieth century. (Harmer, 2001: 21). The main premise of this method is that second language should be taught and learnt in the same way as in the first language learning, the use of interaction and communication between students and neglect translation between 1st and 2nd language.(ibid: 21).

According to Richard and Roger (1989) the main principles of the direct method are summarized as follows:

1. Classroom instruction was conducted exclusively in the target language

2. Only everyday vocabulary and sentences were taught

3. Oral communication skills were built up in a carefully traded progression, organized around question and answer exchanges between teachers and students in small intensive classes.

4. Grammar was taught inductively

5. New teaching points were taught modeling and practice

6. Concrete vocabulary was taught through demonstration objects and pictures, abstract vocabulary was taught by association of ideas

7. Both speech and listening comprehension were taught

8. Concrete pronunciation and grammar were emphasized Richard and Roger (1989, p. 9 -10).

1.3.3. The Audio_ Lingual Method

The Audio-lingual method was influenced by Behaviourism and it stressed the habit formation as the main process of learning (Harmer, 2001:79).Some behaviours of learners could be trained through a system of reinforcement, the correct behaviours would receive positive feedback 'reward', in the other hand incorrect behaviour would receive negative feedback. The main focus of this method is on using drills to form this habit (ibid: 79). The main characteristics of this method are:

1. Dependence on mimicry and memorization of set of phrases

2. Teaching structural patterns by means of repetitive drills

3. No grammatical explanation

4. Use of types and visual aids

5. Immediate reinforcements of correct responses (Richard and Rodgers, 2001: 156,157).

1.3.4. Total Physical Response

The total physical response is a language teaching method which focuses on physical action in teaching the foreign language. It appeared in 1977 by its founder James Asher .According to Brown (2000: 30). The main characteristics of this approach are:

1. Focus on the listening skill more than speaking skill.

2. Utilize the imperative mood such as; open the window, close the door

3. Focus on the meaning more than the form

4. Reduce learning stress.

1.3.5. Suggestopedia

Suggestopedia is a method of teaching that was produced by the Bulgarian psychologist educator Georgi Lozanov. This method emphasizes that: "***the human brain could process great quantities of material if given the right condition for learning, among which are a state of relaxation and giving over the control to the teacher***" .(Brown, 2000:27).

Foreign learners; as Lozanov suggests, could learn better if they are given the right atmosphere, such as, the decoration, furniture and arrangement of the classroom. The use of music and yoga exercises, the meditative relaxation. All these features influence students to achieve better. (Richard and Rodgers, 1982: 142).

1.3.6 .The Silent Way

The silent way method was established by Caled Gattegno. This method is quite similar to suggestopedia; it emphasizes the cognitive aspect than the

affective one. (Brown, 2000: 28). Richard and Rodgers (1986:99) summarized the theory of learning behind the silent way as follows:

1. Learning is facilitated if the learner discovers or creates rather than remembers and repeats what is to be learnt

2. Learning is facilitated by accompanying/ mediating physical objects

3. Learning is facilitated by problem solving involving the material to be learnt.

1.3.7. The Natural Approach

It is a theory of second language acquisition proposed by Krashan and Terrell 1983, the main concern of this approach is on the comprehensible input which means that the teacher should provide comprehensible input to the learners so the acquisition can take place. In the natural approach students should follow three main stages:

1. The preproduction stage: in this stage foreign learners develop their speaking skill

2. Early production stage: in this stage the students straggle with language and teachers should focus on the meaning not the form; the teacher should not correct errors at this stage.

3. The speech emergent stage: at this stage students develop their speaking skill and their speech when involving them in role plays, dialogue...(Brown, 2000:31)

1.3.8. Communicative Language Teaching

At the beginning of the 1970s language researchers have come to conclude that communicative competence and not only the grammatical one should be the goal of language teaching .So rather than insisting on grammar and vocabulary, teachers should develop communicative competence . Holliday (1997) describes

the 'popular perception' of Communicative Language Teaching as including the following:

- Practice equally distributed in the classroom.

- Group or pair work for enabling equal distribution of practice.

- Most useful in classes under 20 seated in a U-shaped arrangement

1.3.9. Competency-Based Approach

Although CBE has its roots in experimentalism, it is the latest educational approach, and is claimed by the extravagant to be the panacea of educational issues. Others who are driven by economic rationalism see it as the reform agenda that will lift the workforce to productivity levels of internationally competitive standards (ibid: 7). All countries which have introduced CBE in the last decades have done so in the recognition that international economic competitiveness has shaped the need to have a well-educated innovative workforce at all occupational levels (Arguelles et.al., 2000: 10-

The CBA is action-oriented in that it gears learning to the acquisition of know how embedded in functions and skills. These will allow the learner to become an effective competent user in real- life situations outside the classroom.

- It is a problem-solving approach in that it places learners in situations that test/ check their capacity to overcome obstacles and problems, make learners think and they learn by doing.

- Finally and most importantly, the CBA is a cognitive approach which considers the listening skill as the opening to any learning /teaching situation.

1.3.10. Integrated Approach

According to Flowerdew & Miller, a final learning approach that is worth mentioning is the Integrated Approach (Flowerdew & Miller, 2005). Teachers of

today recognize readily the need to actively teach strategies for developing accuracy in listening comprehension. The goal is to make students able to listen for and identify main ideas as well as details, to develop their critical listening and thinking skills, and to enable them to manipulate the language and show that they comprehend and can use what they have heard. An expected outcome is for students to be able to use heard information and present it in an intelligent and intelligible way.

In the Integrated Approach, we see complementary strategies at play as students use aspects of the various approaches to language teaching and learning to comprehend, manipulate, and produce language in authentic, meaningful language tasks.

1.4. An Interactive Model for the Listening Skill

Listening skill is not a one way street. It is not merely a process of a unidirectional receiving of audible symbols .One facet –the first step –of listening comprehension/skill is a psychometric of receiving the sound waves through the ear and transferring nerves impulses to the brain .But that is just the beginning of what is clearly an interactive as the brain acts on the imputes and bringing a number of different cognitive and effective mechanisms.

The following processes are all interactive models of listening skill (Richards 2001) and all involved in comprehension .With the exception of the initial and final process below no sequence is implied here ;they all occur if not simultaneously ; then an extremely rapid succession .Neurologically time should be viewed in term of microseconds.

1-The hearer processes what we'll call raw speech and holds an image it in short- term memory .This image consists of the constituents (phrases, clauses, cohesive marks, intonation, and stress patterns) of a stream of speech.

2- The hearer determines speech event being processed (for instance a conversation, a speech, a radio broadcast, and properly color the interpretation of the perceived message.

3-The hearer offers the objectives of the speaker through consideration of the type of the speech event, the content and the context.

4-The hearer recalls the background information (the schemas) relevant to the particular content and subject matter

5-The hearer assigns the literal meaning to the utterance. This process involves a set of semantic interpretation of the surface strings that has the ear perceived.

6-The hearer assigns an intended meaning of utterance.

7-The hearer determines whether the information should be retained in short term or in long term memory.

8-The hearer deletes the form in which the message was received .The words, phrases, are quickly– forgotten in speech act.

1.5. Types of Spoken language

   It should be clear that listening comprehension/skill is an interactive process .After the initial reception of sound, we human beings perform other major operation on that set of sound waves. .In conversation settings, of course further interaction takes immediately after the listening stage as the hearer becomes speaker in a response of spoken transactions as McCarthy (2002.1) suggests several types of speech that are probably among the most frequent:

- -Casual conversation (with strangers, friends, and intimates)
- monologues of various kinds (speeches, stories, jokes)
- -telephone calls (business and private)
- -service encounters (in shops, ticket offices, etc.)
- -language in action (talk that accompanies actions such as demonstrating, assembling, cooking, etc.)

- -organizing and directing people (at work, in the home, in the street)
- -interviews (jobs, journalistic, in official settings)
- -classroom talk (classes, seminars, lectures, tutorials) -rituals (church prayers, sermons, weddings)

In addition to its countless uses, another characteristic of spoken language is the range and subtlety of variation we discover as we compare one kind of talk to another, or as we look at one particular kind of speech in more detail the classification of aural **as monologues or dialogues.**

In monologues when one speaker uses one spoken language for any

length of time, as in speeches lectures reading, news broadcast and the like, the hearer must process long stretches of speech without interruption –the stream of speech will go on whether or not the hearer comprehends.

Dialogues involve two or more speakers and can be subdivided into those exchanges that promote social relationship (interpersonal) and those which for the purpose is to convey propositional or factual information (transactional) .In each case participants can have a good deal of shared knowledge (background information schemata .

1.5-1.Notion of Spoken Language

As teachers contemplate designing lessons and techniques for teaching listening skill or that which containing listening components in them, a number of special characteristics of spoken language need to be taken into consideration.

In other words, they can make the listening process difficult .The

following eight characters of spoken language are taken from different sources (Dunkel 1991;Richars 1983;Ur 1984).

1-Clustering

In spoken language, due to mummery limitations and predisposition for checking or clustering .We break down the speech into smaller groups of words.

In teaching listening comprehension therefore you need to help students to pick out manageable clusters of words.

2-Redundancy

Spoken language, unlike most written languages has a good deal of redundancy .The next time you are in a conversation notice the rephrasing, the repetition: the elaborations and the little insertion of ''I mean'' and you know. Such redundancy helps the hearer to precede meaning by offering more time and extra information.

3-Reduced forms

While spoken language code indeed contains a good deal of redundancy, it also has many reduced forms .Reduction can be phonologically */ Dje et yet?/*for '' *Did you eat yet?* ''Morphologically (contractions like '*'I'll''* syntactic elliptical forms like *''When will you be back?'' ''Tomorrow maybe ''*or pragmatic (phone rings in a house, child yells, '*'Mum phone!''* This reduction pose significant difficulties especially for classroom learners may have initially been exposed to the full forms of English language.

4-Performance variables

In spoken language accept from planned discourse (speeches, lectures etc.), hesitations, false starts pauses and corrections are common .Native listeners are conditioned from young ages to weed out such performance variables whereas they can easily interfere in comprehension in second language learners.

5. Colloquial language

Learners who have been exposed to standard written English and/or text or text book language .Idioms, slangs, reduced forms and shared cultural knowledge are all manifested at some points in conversations. Colloquialism appears in both monologues and dialogues.

6. Rate of delivery

Virtually, every language learner thinks that native speakers speak too fast! Actually as Jack Richards (1983) points out, the number of pauses used by a

speaker is too crucial to comprehension than sheer speed .Learners eventually need to be able to comprehend language delivered at a variety of speed and at times delivered with few pauses .

7-Stress, Rhythm and Intonation

The prosodic of English language are very significant for comprehension. Because English is a stress -timed language ,English speech can be a terror for some learners as mouth falls out of syllables come spilling out of between stress points .Intonation patterns are also significant not just interpreting straightforward elements such as questions statements and emphasis but for understanding more subtle messages like sarcasm, endearment insult solicitation and praise, etc.

8-Interaction

Unless a language learners objective is exclusively to master some specialized skills like morning radio broadcasts or attending lectures. Interaction will play a large role in listening comprehension .Conversation is especially subject to all the rules of interaction negotiation clarification attending signals turn-taking and topic nomination maintenance and termination .

1.5.2. Devices of Spoken Language

Listening is broadly considered one of the most significant human skills, and a regular human action. It refers to the way of communication which includes the oral production and articulation of words. Therefore, many researchers were motivated to examine the processes that are involved. In this respect, the following functions depict the elements that are included in teaching listening to foreign language learners. All of these units, or levels of language, must function together when FL learners speak English:

Text: It refers to stretches of language of an undetermined length.
A spoken text is composed mainly of utterances.

Text: It may not be a fully grammatical sentence, though it would certainly be understood in context.

Clause: It refers to two or more words that contain a verb marked for tense and a grammatical subject.

 Independent clauses are complete sentences that can stand alone, whereas dependent clauses cannot.

 Phrase: In contrast, a phrase is two or more words that function as a unit but do not have a subject or a verb marked for tense.

 Word: It is called a free morpheme i.e.; a unit of language that can stand on its own and convey meaning. In contrast, bound morphemes are always connected to words. These include prefixes, such as un-; pre-.., as well as suffixes, such as -tion, -s,-ed.

Phoneme: It is a unit of sound that distinguishes meaning. Phonemes can be either consonants or vowels.

 Syllable: The structure of syllables is referred to as being either open (ending with a vowel) or closed (ending with a consonant). Consonants and vowels are called segmental /phonemes. A spoken syllable may consist of only one phoneme.

Syllable: It is a smaller unit relates to how and where in the mouth a sound is produced when we speak. Stress, rhythm and intonation represent the supra-segmental phonemes.

   Making use of the linguistic components of English which is part of EFL learner's communicative competence .Thus the ideal of language communication competence can face different obstacles which need to be overwhelmed.

1.6. Overcoming the Listening Skill Difficulties

   In teaching the listening skill we must be careful not to go to extremes, either by being concerned too exclusively with theories without thinking about their

application to teaching, or by obstinately following frozen routines-opening the textbook and explaining new words, playing the tape recorder, and asking/answering questions. It is essential for a teacher to have an overall understanding of what listening is, why it is difficult for foreign-language learners, and what some solutions may be.

The Message Content Many learners find it more difficult to listen to a taped message than to read the same message on a piece of paper, since the listening passage comes into the ear in the twinkling of an eye. The listening material may deal with almost any area of life. It might include street gossip, proverbs, new products, and situations unfamiliar to the student.

Messages On the radio or recorded on tape cannot be listened to at a slower speed. Even in conversation it is impossible to ask the speaker to repeat something as many times as the interlocutor might like. Linguistic Features. Liaison (the linking of words in speech when the second word begins with a vowel, e.g., an orange /ˈɒrɪndʒ/ and elision (leaving out a sound or sounds, e.g., suppose may be pronounced /səˈpəʊz/ in rapid speech) are common phenomena that make it difficult for students to distinguish or recognize individual words in the stream of speech.

The Speaker Lanir (2011:7) points out that "in ordinary conversation or even in much extempore speech-making or lecturing we actually say a good deal more than would appear to be necessary in order to convey our message. Redundant utterances may take the form of repetitions, false starts, re-phrasings, self-corrections, elaborations, tautologies, and apparently meaningless additions such as I mean or you know." This redundancy is a natural feature of speech and may be either a help or a hindrance, depending on the students' level. It may make it more difficult for beginners to understand what the speaker is saying.

The Listener Foreign-language students are not familiar enough with clichés and collocations in English to predict a missing word or phrase. This is a major problem for students. Lack of socio-cultural, factual, and contextual knowledge of the target language can present an obstacle to comprehension because language is used to express its culture Hancock (2009).

Physical Setting Noise, including both background noises on the recording and environmental noises, can take the listener's mind off the content of the listening passage. Listening material on tape or radio lacks visual and aural environmental clues. Not seeing the speaker's body language and facial expressions makes it more difficult for the listener to understand the speaker's meaning.

1.6.1. Micro-skills of Listening skill

Adapted from Brown,(2001) and Hunt (2003) in their articles about teaching listening skills, provided a comprehensive taxonomy of aural comprehension involved in conversational discourse .Such lists are very useful in helping teachers to break down just what it is that learners need to actually perform as they acquire effective listening micro-skills.

It is worth noting, that these micro skills apply to conversational discourse .Less interactive forms of discourse, such as listening to monologues like academic lectures, include furthermore micro skills. Examples of micro skills in each area are provided below

• Retain chunks of language in short-term memory

• Discriminate between the distinctive sounds of English

• Recognize reduced forms of words.

• Process speech at different rates of delivery.

• Process speech containing pauses, errors, corrections, and other performance variables.

• Recognize grammatical word classes (e.g., nouns and verbs), systems (e.g.,tense, agreement, and pluralization), patterns, rules, and elliptical forms.

• Recognize cohesive devices in spoken discourse

• Recognize the communicative functions of utterances, according to situations.

1.6.2. Types of Listening Classroom Performance

With literally hundreds of techniques available to teaching listening comprehension skills, it will be helpful to think in terms of different kinds of classroom *listening* performance which students do in a listening situation.

. Reactive

Sometimes you want a learner simply to listen to a surface structure of an utterance for the sole purpose of repeating it back to you .While this kind of listening performance requires meaningful processing, it nevertheless may be a legitimate, even though a minor aspect of interaction, communicative classroom practice .***This role of listener as merely ''a tape recorder ''   is very limited because the listener is not generating the meaning***. . Nunan (1999 p. 18)

.extensive

Techniques whose only purpose is to focus on components (phonemes, words, intonation, discourse markers etc) of discourse may be considered to be intensive –as opposed to extensive –in their requirements that students single out certain elements of spoken language .They include the bottom-up skills that are important at all levels or proficiency .Examples of intensive listening performance include these: The teacher asks the students to listen to a sentence

or a long stretch of discourse and to notice a specific element, such as intonation, stress, a contraction, a grammatical structure, etc.

.Responsive

A significant proportion of classroom listening activity consists of short stretches of teacher language designed to elicit immediate responses .The students' task in such listening is to process the teacher talk immediately and to fashion an appropriate reply .

. Selective

In longer stretches of discourse such as monologues of a couple of minutes or considerably longer, the task of the student is not to process everything that was said, but rather to scan the materials selectively for certain information .Such activity requires field independence on the part of the learner .

.Interactive

Finally there is   listening performance that can include the five !all above types as learner actively participate in the discussions , conversation ,debates ,role playing and other pair and group work .

1.6.3. Principles for Designing Listening Techniques

Several decades of research and practice in teaching listening comprehension have yielded some practical principles for designing techniques that include aural comprehension .These principles as declared by Randall J.Lund (1990) are summarized like this.

1-In an interactive four-skill curriculum make sure as a teacher that you don't over look the techniques that specially develop listening comprehension competence.
2-Use techniques which are intrinsically motivating

Appeal to listeners' personal interest and goals .Since background information schemata is an important factor in listening, take into full account the experiences, the goals, and your students to design the lessons.

3- Utilize authentic language and materials: Authentic language and real-life world tasks enable students to see the relevance of the classroom activity to long –term communication goals.

4-Carefully consider the listener's responses.

Comprehension is not externally observable .We cannot peer into a listener's brain from a little window and observe what is stored there after someone has said something. We can only infer that certain things have been comprehended through students' overt (verbal or nonverbal) responses to speech.

1.7. Listening skill and Communicative Competence

In many cases, listening should lead naturally to speaking; there is*"a natural link between speaking and listening"and therefore within communicative competence* Brown (2000, p.275). Therefore teacher should pay attention to this impasse and not hesitate to incorporate these two skills in teaching.

The approach of communication in the near or further future could foreshadow its transgression from the planetary level, perimeter where it is maximally realized nowadays, given the chances that it is the essence of any contact and learning situation .This is the reason why, a scientific authority such as Hedge 2000:68) wonders: *"what do they teach in schools and universities about communication,so that the phenomenon would be known with its components and the way it functions",*

There are several models of communicative competence such as the frame work of Canale & Swain, (1980), in which they included the following components.

- Grammatical Competence

Brown states that grammatical competence «encompasses knowledge of lexical items and rules of morphology, syntax, sentence grammar, semantics and phonology" (Brown, 2007; in Canale and swain, 1980: 29).In other words; the students' ability to produce accurately structured comprehensible utterances.

-Linguistic competence

It refers to the knowledge of lexical items and of rules of grammar, semantics, and phonology. (Canale & Swain, 1980: 29) in Brown (2007: 219).

- Sociolinguistic competence

It refers to the knowledge of the socio-cultural rules of the language and of discourse and the ability to use language appropriately in various contexts. It entails register (i.e.; degrees of formality and informality), appropriate lexical choice, and style shift. (Hedge, 2000:50). This means to use socio cultural messages in meaningful ways.

- Strategic competence

It refers to the verbal and non-verbal communication strategies to compensate for gaps in one's second/foreign language skills. For Canale and Swain strategic competence it is "how to cope in an authentic communicative situation and how to keep the communicative channel open" (Canale and Swain, 1980; in Hedge 2000:53) in other words, the learners' ability to enhance the effectiveness of communication.

- Discourse competence

It refers to the ability to connect sentences in stretches of discourse and to make meaningful utterances. According to Brown (2007) discourses competence is *"the ability to connect sentences …and to form meaningful whole out of a*

series utterances" Brown (2007, p.220) *In* other words; the speaker's ability to shape and communicate purposefully using cohesion and coherence.

So, discourse competence then, is to know how to interpret the larger context and how to construct longer stretches of language so that the parts make up a coherent whole. Discourse competence asks: How are words, phrases and sentences put together to create conversations, speeches, email messages, newspaper articles. All these competences are attained through the listening skill competence which will be discussed in the following chapter.

1.8. Conclusion

From the literature review, we can figure out that the period noticed the beginning of a new age in the field of English language education. The concept of listening skill Education became a trend term throughout the world. However, the coming on of integrated teaching methods in the latest years has remarkably considered that listening is a crucial aspect of language teaching/learning though it is a difficult skill that requires the mastery of directorial strategy and of conventional communicative competence and procedure in order to be effective and successful in teaching this skill. As result learners, need to perform listening skill because it is significant to their academic future career and everyday life .Moreover, the current research provides information can show enormously effects of adapting and developing a pedagogical model that fits our own context.

Thus at the purpose to clarify some aspects of the listening skill, and its relation to teaching and learning. Then, the following chapter will deal with the assessment of listening as focal of the EFL listening and teaching -learning situation.

2.1. Introduction

Listening skill teaching –learning has attracted less interest than other skill in both theory and practice of language instruction. Assessing listening skill has also been neglected or confused with other skills in testing though it is one of the critical aspects in language acquisition and education. Subsequently, the following phase of this study work (Chapter 2) is meant to deal with some forms of assessing EFL language listening as scaling listening techniques, goals of assessing the listening skill and assessing the four language skills. This part of this work study is going to highlight some related aspects between teaching and assessing listening and attempts to provide some key-concepts underlying FL/L2 listening assessment as, approaches to assessment ,formative and summative assessment .

2.2. Definition of Assessment Assessment is a procedure of collecting data of learners' work in order to look for the best way to treat their weaknesses and to build remedial instructions to as it is asserted by (Sheppard, 2005) *'Assessment is a process of identifying and gathering information about learners, in order to seek ways of addressing needs and means of overcoming barriers to learning. Teachers need to have a clear understanding of different language tools including the strengths, weaknesses and appropriate use of each of the tools and processes, so that they can make informed judgments about how to use these tools with English language learners* ' (Sheppard, 2005,p.227).when ,exploring assessment collected informations,teachers can supply valuable feedback about the teaching and learning procedures. Teachers can react to such information by regulating their teaching and by preparing further education to meet their learners' identified needs. They can also use statistics to engage the students in an objective setting and self-assessment found on the feedback. Crooks (2002) argues that the objectives of the assessment is to give a clear picture about the learners needs, their capacities and progress '*that the purpose*

of school- based assessment is to improve students' learning and to give feedback to parents and students. Assessment provides teachers with information regarding the learning needs of the students so as to provide a clear and up-to date picture of students' current capabilities, attitudes' and progress.' Crooks (2002, p.47) in this idea Brown & Hirschfield (2008) add that learners are regularly assessed in schools for the task of producing for them a responsible of their weaknesses or strengths. Assessment is then a state of inferring students' performance, and facts which can be gathered through any large number of returns. The rationale of assessment is in general to develop teaching and learning.

2.2.1. FL/L2 listening assessment

In many countries around the world, FL/L2 educational leaders are reviewing and rethinking its assessment practices. They are exploring on-line assessment platforms as well as building teachers' assessment literacy and working to enhance the feedback provided to teachers and students in the teaching, learning and assessment cycle**.**

   In this objective, learners, periodically take some form of summative assessment to determine their level of listening development for purposes of promotion or certification.

In this basis E. Lorna (2003) notes that: **"*Over time, by using classroom listening assessment, students move forward in their learning when they can use personal knowledge to construct meaning, have skills of self-monitoring to realize that they don't understand something, and have ways of deciding what to do next.''** (E. Lorna, 2003, p. 47).

2.2.2. Assessing the Four Language Skills

When talking about assessing language ability, we usually refer to one or more of the four skills, such as assessing reading or listening comprehension. Practice of describing language ability, which comprises four language skills; speaking, writing, reading and listening seems to be highly abstract in nature, though the distinction is present in both language instruction and assessment.

These skills are further grouped into two receptive (reading and listening) and two productive (speaking and writing) skills according to the mode of language production. Two of the skills, reading and writing are described as written skills, and two, speaking and listening as oral skills according to the channel of language. This distinction as Weigle 2002 suggests ***the possibility of isolating language ability elements and dealing with them separately. Still, this categorization is employed in both language instruction and assessment for describing cognition and mode of language production*** (Weigle, 2002: 14-15). Measurement usually results in a score, according to which inferences can be made about the candidate's language ability.

2.3. Scaling Listening Techniques

Sharpening and scaling our listening skills is relatively easy to begin working given that most of it is based on knowing what formulates good listening. Remember: listening is not a passive process, so all of the techniques below are active scaling techniques to assess whether to listen well or not, including the ones that are not visible to the speaker. Field, J. (2009) shared the following statistical techniques with teachers to serve as instructions both for teaching and assessing the listening skill.

1-Listen with an open mind and be ready to hear and consider all sides of an issue. This does not mean that we have to agree with what is being said, but rather that we must avoid defensiveness.

2. Listen to the entire message without judging or refuting Suppress the urge to let biases and prejudices prevent you from listening fully. We can only do one thing effectively at a time: listen, judge, or respond.

3-Determine the concepts and central ideas of the message .The best gauge to know whether you are listening or just hearing is whether or not you are actively looking for the central idea(s) of what is being said.

4-Learn to adapt to the speaker's appearance, personality, and delivery do not allow a stereotype–either negative or positive–to influence your listening.

5. Curb and overcome distractions, it takes very little to jerk our attention away from the work of listening. We start out in life as good listeners. Think about how much a baby learns within the first few years of his or her life. Yet babies don't attend classes, read textbooks, or go to seminars. They simply listen, and they do it so well that eventually they start behaving like little adults.

6. Attempt to find a connection to or personal interest in the speaker's topic.

2.4.Goals of Assessing the Listening Skill

Assessment is an important part of learning and teaching. The goal of classroom assessment is, first of all, to provide learners, teachers, and parents with feedback on learner progress in listening development. A second goal, for more formal contexts, is to assign a mark or a level to learner listening performance for purposes of awarding credits, placement, or promotion. Finally, on a larger scale, assessment provides program administrators and school jurisdictions with information on the success of listening instruction in their language programs.

2.5. Approaches to Assessment: Formative and Summative

Formative assessment gives details of continuing assessment and inspection in the classroom .So in this vision , D.William (2010) points out *'At the center of all this research is one underlying idea: Formative assessment is a constantly occurring process, a verb, a series of events in action, not a single tool or a static noun.'* (D.William, 2010, p.24). Teachers employ formative part of assessment to pick up teaching method whereas learners exploit it to check their progress during the teaching and learning progression.

To check the learners' capacities in a learning situation, another tool is applied which is a decision of the listening skill after a teaching point is accomplished   *". On the other hand, summative assessment is a judgment of learner listening ability after an instructional phase is complete, or a global judgment by an educational jurisdiction on the effectiveness of an instructional program.* "(ibid).

2.5.1. Dynamic Listening Assessment

Active assessment outlooks teaching-learning actions and assessment procedure as interconnected features in this context Chamot (2006) clarifies that '*Dynamic assessment views learning and assessment as inextricably linked, so that there is no distinction between them. It is grounded in socio-cultural theory* Chamot (2006 ,p.25). In this standard, learning turns into memorized and accessible for performance later as the result of negotiation with a teacher or another proficient target language speaker. During active listening assessment teachers play the role of a mediator by offering cultural and linguistic items to guide learners to comprehension in this sense Ableeva, (2008) argues, *Dynamic listening follows a pattern similar to an intensive interview process. Mediation involves leading questions, hints, and prompts as learners work through their understanding of a text. The mediator may also provide linguistic and cultural*

explanations,' (Ableeva 2008, p.85) in this process, learning and assessment are intertwined and cannot be separated to serve different purposes in both teaching and learning situations.

2.5.2. Formative vs. summative assessment:

According to their purpose and objective assessment can be divided into two distinct varieties .Two kinds of assessment - formative and summative- are discussed in literature as Crooks (2002) explains this: '*Assessment of learning (often described as summative assessment) aims to provide a well founded, clear and up-to-date picture of a student's current capabilities or attitudes, progress over time or further growth needs and potential. Assessment for learning (often described as formative assessment) is focused on enhancing student development, and often involves relatively unstructured interactions between student and student or teacher and student rather than a planned formal assessment event* (Crooks p. 241). Both features provide some renovation to teaching and learning.

2.5.3. Summative Assessment of Listening

Furthermore, at the heart of EFL learning-teaching summative assessment is meant to resolve unplanned items as Vandergrift & Goh (2012) ,state **:"*They are given periodically to determine at a particular point in time what students know and do not know.*"**

In this section, the researcher briefly discusses some types of formative and summative assessment tools familiar to most learners and teachers: quizzes, achievement tests, proficiency tests, and large-scale standardized tests.

. Quizzes

Quizzes can supply both summative and formative functions in language assessment. They usually stand on a certain quantity of current unit or course

objectives. The second (L2) or foreign language (FL) listening quizzes which are regularly done in class can be a distinction of the listening practice. For example, a comprehension exercise (or quiz).

. Achievement Tests

At the end of a course unit, learners often write a teacher-developed achievement test to assess what they know with regard to the objectives of that particular unit. In a four skills course, such a test will usually include a section where learners listen to one or more texts and complete a comprehension task, such as answering multiple-choice and/or open ended questions, transferring information to a table, choosing a picture, ordering a set of pictures, etc.

. Proficiency Tests

Listening proficiency tests are designed to assess global listening competence. They may be "in-house" measurement instruments developed and validated for a particular university or school jurisdiction, or they may be large-scale standardized tests. They are always summative since the goal is to provide information to the teacher, institution or school jurisdiction with regard to admission, placement, or certification.

. Large-Scale Standardized Tests

At certain points in their educational trajectory, learners may take large-scale standardized test to certify their proficiency level for purposes of placement, job qualifications, or study in the target language. Large scale tests such as TOEFL or IELTS are usually required for admission to university by non-native applicants. These tests are often standardized so that results can be interpreted on a common scale.

2.6.Choosing Formative and Summative Assessment Tools for Listening

In their discussion of principles of language assessment, Brown and Abey (2010) ask some fundamental questions about the quality of an assessment tool and identify five "cardinal" criteria. In relation to this we examine some examples of both formative and summative assessment, and then discuss some issues related to each approach in light of five important criteria for considering the use of an assessment tool: (1) validity; (2) reliability; (3) authenticity ;(4) wash back; and (5) practicality.

3.2.8.1. Validity

Discussing the aspect of validity is in fact multifaceted .It refers to the extent to which a test evaluates what it intends to assess. A test of L2 preliminary levels listening should measure comprehension ability only. It should not, for example, be a test of hearing, prior knowledge about a topic, other variables such as spelling in dictation, or reading long multiple-choice questions. In order to see how test validity is recognized, this would present other facet of validity: as content validity, construct validity, empirical validity, and face validity.

1.2.8.1. **Content Validity** This item refers to the extent to which a test measures efficiently specific skills which it deposits to test. In other words the content of a test matches the teaching objectives.

1.2.8.2. **Construct Validity** This aspect of validity is set on the extent to which the items in the test reflect the construct the test is founded.

1.2.8.3. **Empirical Validity** This feature assesses the validity of a test by comparing the test with another or more criterion procedures.

1.2.8.4. **Face Validity** The measure face validity refers to the extent to which it appears to evaluate knowledge or capacities it maintains to evaluate.

2.6.1. Validity in Formative and Summative Assessments

As noted earlier, listening performance can be best carried out throughout real authentic language tasks that are appropriate to the age, language level, and life experience of the learners. In view of that, Buck (2001) argues:**" *authentic language tasks should   reflect the purpose for listening to the text"*** Buck (2001, p.15-42) that is to say, listeners to understand the information in the text which was created for this purpose .Validity in this sense is the assessment of authentic listening comprehension-skill which is best accomplished through tasks that evaluate the development of real-life listening skills. To meet the criterion of validity, formative assessment instruments should target the specific objectives under instruction and teachers should initiate any necessary remedial instruction as soon as possible.

. Reliability The concept reliability in test building indicates the degree to which a test provides consistent results .A test is reliable when it offers the same results frequently within different setting.

Reliability is therefore concerned with the level to which one can rely on an assessment tool to provide consistent and dependable results. In other words, a reliable mechanism will provide similar results with a similar population under similar conditions.

2.6.2. Reliability in Formative and Summative Assessment

The implicit nature of listening requires learners to reflect on a range of invisible knowledge and talent. Claiming reliability is a challenge for formative assessment as a great deal of it .It is based on learner self-assessment or peer assessment. A single instrument or the performance of a single task is not enough to provide learners with an accurate picture of their strengths and weaknesses. Research (Ross, 2005)regards '***time spent on formative assessment can have positive impact on the listening outcomes on more summative measures'*** (Ross, 2005).Multi-method assessment increases reliability in both

formative and summative assessment .Brown and Abey w. (2010) discuss that learners, teachers, instrument administration, and the instrument itself are all factors that contribute to the reliability of assessment.

Learner-related factors, such as fatigue, illness, or stress, have an impact on the assessment of listening. As noted earlier, anxiety plays a significant role in listening performance due to the ephemeral nature of the acoustic signal. This dimension of reliability can be enhanced by frequent listening practice with similar texts in regular classroom learning, without the threat of assessment. Some techniques to help learners reduce anxiety are to be presented as regular classroom tasks.

Teacher-related factors this parameter include potential bias in scoring, since reliable correction requires consistent judgment on the part of the marker. Thus assessing listening for Learning becomes particularly pertinent for assessment methods and test items that is open-ended and subject to interpretation. The more high-stakes the test, the more important it is to have at least two scorers and to conduct periodic inter-rater reliability checks in order to ensure that scoring by all raters is consistent. An example is the scoring of free written recall protocols where learners write as much information as possible about what they understood, after listening to a passage.

Administration-related factors refer to the contextual factors that can affect test outcomes. These are particularly important for the assessment of listening, given that reliable results depend on the ability of all learners to hear the acoustic signal in the same way. In order to ensure this, there must be no distracting noises (e.g., ventilation, traffic outside) so that learners in all areas of the room can hear and see (in the case of video) equally well. In the case of multiple administrations of the same assessment, it is crucial that all groups hear the aural material in the same way and at the same time of the day, in addition to the factors already mentioned. In cases of live presentation (not recorded), it is

important to respect similar pauses, repetitions, and listening conditions for all groups.

Test-related factors refer to the capacity of the assessment items to correctly measure comprehension of what the learners hear. Ambiguous items, for example, reduce the reliability of the testing instrument. This is also true of items that require learners to draw on information outside a text or items that have more than one possible answer.

Authenticity   In assessment authenticity refers to the degree to which everyday language is used in the aim of reflecting in the texts and tasks assessed. Listening contents which have the characteristics of unplanned speech are closer to the oral language used in real-life speech.

2.6.3. Authenticity in Formative and Summative Assessment

Authenticity in formative assessment is likely to be superior because the tool based on a restricted amount of learning objectives and texts closely related to the context and theme of the unit. If the learning objectives for the unit focus on authentic real-life listening skills, the assessment will then meet this criterion as well. Since formative assessment is focused on one theme, all listening tasks will be related to a similar context.

On the other hand, authenticity in summative assessment can be a greater challenge because most tests will require learners to listen to texts representing a range of contexts. Such tests require listeners to constantly shift a context, which does not reflect real-life listening and can affect learner performance. Authenticity in summative evaluations can be increased or decreased by factors such as the speaker's accent and dialect.

Washback According to assessment effects, learners act differently and perform operations that would not happen unless the outcomes of testing change

their attitudes at this level **(**Alderson & Wall, (1993) assert ' ***The force of assessment on classroom instruction is referred to as and learner actions and attitudes, resulting in behaviors that they would not do if it were not for the tes***t 'Alderson & Wall,(1993,p.14). In the same reflection they assert:'' ***the more a test reflects classroom learning activities (i.e., real-life listening tasks), the more beneficial the washback effects and the potential for the test to shape learner attitudes toward the value of these listening tasks.''*(ibid, 15).**The opposite is also right the washback will be negatively affected : if for instance, the last exam in a course utilizes a dictation or a listening cloze activity to test listening comprehension,

2.6.4. Washback in Formative and Summative Assessment

The positive washback effects of formative assessment can promote learner's enthusiasm for learning. Becoming more aware of listening processes and understanding appropriate strategy uses alters learner attributions and builds learner self-efficacy for listening tasks and expectations for success. (Chamot et al., 1999) declare '***As learners attribute success to use of effective strategies, knowledge about how to listen will be strengthened, facilitating the likelihood of strategy transfer***' (Chamot et al., 1999). The built-in washback part of formative assessment can also decrease anxiety because assessment is a regular part of the learning process. Both washback and face validity are improved when assessment and learning are intertwined in formative washback.

On the other hand, washback in summative assessment requires specific attention by the teacher. It is rarely part of a summative approach to assessment. An extreme example is a mark without any explanation.

. Practicality

Time is the most vital aspect in this criterion of assessment. Practicality submits to the viability of using a definite assessment tool in the framework of a precise

classroom and course of instruction. Moreover, administration related factors, such as availability of tools and time, have an impact on the results of test and require to be taken into consideration by the teacher in the planning and selection of assessment instruments.

2.6.5.Practicality in Formative and Summative Assessment

Assessment of listening presents more complex practical challenges than assessment of reading or writing, by comparison. A significant practical factor in formative assessment is the amount of time required for administration of the tools and feedback to the learners.

2.6.6. Formative and Summative Assessment: Other Considerations

Formative and summative assessments have their resting subsistence in teaching and learning of listening. Shaping the suitable mix and selection of certain mechanisms will be set on the circumstances of a particular class and teacher. Some of the conditions involved in listening assessment have projected interest in research, offering direction for teachers to make strategic choices for assessment of listening in their teaching.

Tardily, the response plan has an important effect on listening test performance in both formative and summative assessment. In this view, Cheng (2004) determines that ***"learners completing multiple-choice cloze items outperformed learners who completed traditional multiple-choice items who, in turn, outperformed learners who completed open-ended questions."*** Addition, the position of questions also effect the listening test results as it is argued by Tsui & Fullilove, (1998) ' ***The placement of the comprehension question in relationship to the text, if both are presented orally, also has consequences. If the question comes after the text, listeners are more likely to respond incorrectly than if the question is given before the text*** (Tsui & Fullilove, 1998).

2.7. Types of Test items

There are different test items and Jeremy Harmer stated that test items and questions can be either direct or indirect .A Direct test item come in many forms as the following show: In test of listening, students can asked to do such things as give an oral presentation, do an information gap activity with one or more colleagues or take part in an interview.

In test of listening students can also be asked to transfer information they hear to some visual organize (a pie chart, graph, etc.)Or they can put pictures (or events in the right sequence or choose between deferent written summaries of what they hear.

a. Indirect test **item** Many sorts of testing formats have been designed which serve to play guiding roles in learning and teaching and assessment as it is set by Jeremy Harmer (2015).

'*There are many deferent kinds of indirect test items .For gap fills , students have to write word or words in blanks .For examples: Complete the following sentences with a word for each blank .There are other items as : multiple choice items , True /false , jumbled sentences tasks , sentence transformation , paraphrasing , matching tasks ..Etc*.' Jeremy Harmer (2015: 336).

Other ways are suggested by Jeremy Harmer to deal with the task of listening .He added: "*Strategies we might encourage our students to use include:*

- thinking about the topic of the listening before it begins and activate what they already know about it

- identifying what the typical issues associated with a topic might be

- when the listening is a dialogue, thinking about what people typically say in such situation

- predicting the kind of vocabulary, they are likely to hear

- taking notes of the key words while listening to aid memory

On the contrary, some argue that the strategy cannot be trained. However, in an echo of their discussion, some people, such as Willy et al. (2010) *suggest that there is no evidence to prove the efficacy of strategy training* (2010:55).They argues, instead, for the importance of extensive listening.

2.4.1. Top-down Listening

In the same extent, it is suitable to base on top-down to more develop listening skill strategies as Michael et al. offer in their book on active listening '*they offer top-down as one of the five frames of listening'* . Michael et al. (2013) .Thus top-down helps the listener to understand the main message of what he is listening to for identifying the gist of information he needs which the key of successful listening .But how can learner approach this task ?

In his book practice to English Language Teaching Jeremy Harmer suggests the following:

Using Prediction Students are anxious when listening activities take place .One of our jobs is to try to put them in at their ease. This will be greatly helped if we give them a chance to predict what they are going to hear, so that a) they can get 'in the mood ' for it and b) so they can activate their schemata (that is their background knowledge of the topic ,the type of language event they are going to hear , and the language that is associated with it).

Getting the general idea   One of the ways of increasing our students listening confidence is to ask them just to try to identify the general idea of what is being said –the main purpose of the communication. They should be able to do this (if we have selected the material correctly) without having to understand every single word.

Maintaining attention   Students need to maintain their focus as they listen ,even when the words are reaching past and they are struggling to keep up .One way of doing this is to give them interesting tasks to focus on while   they are listening .These may involve listening for the main purpose of what the speakers are saying

Multiple- listening If students are to improve their listening skill , they should have the opportunity to listen to the same thing as often is feasible each time they hear an audio extract again , and which the right guidance , they will almost certainly understand more , and their knowledge of how words and phrases combine into a coherent text will be enhanced .

Working together It is important to allow students to work together to discuss what they have just listen to , This interactive frame (Rost and Wilson 2013) *helps to lower student anxiety (Because 'a problem shared is a problem halved ')*. But it does more than that .When students discuss their interpretation of what they have heard, they end up understanding it better.

2.4.2. Bottom-up-listening Bottom-up processing happens when listeners concentrate on understanding individual words as a ways of understanding the whole.

One of the reasons that students find listening so difficult is because processing the words and sounds they are made of is very hard. Speech can be a real problem for learners who are not used to it .We need to help our students recognize different sounds, words and features of connected speech .We need them to be able to separate the words out in connected speech ,so that they know where they begin and end .

Dictation we can dictate sentences which have features that we want our students to get used to .They have to write down the sentences they hear . We will read the sentences as many time as the students need to hear them so that

they get maximum listening practice. They can then compare what they have written with their colleagues to enhance their understanding of the words and sounds.

Micro-listening whereas in top-down processing .We often want our student to hear long listening passages, it is also useful for them to listen to small phrases and elements that cause them problems in order to help them become better at bottom-up processing .The more they do this , the easier they will find it when encounter this elements in longer listening texts .

Audio 'concordances' and other helpful recordings we can use recoding software as Audacity to record short sentences and then by cutting and pasting, have them repeated again and again on the audio track. Students will then experience some kind of listening drill.

Narrow listening We can have our students listen to a number of short listening texts on the same topic or theme or on the same genre .The more they do this, the more they will hear the same words and phrases cropping up again and again.

Extensive Listening If students really want to get better at listening , they will need to listen to a lot of texts .We will not have time for them to do this in class , so clearly they need to do it on their own .This autonomous frame (Rost and Wilson 213) is extensive listening . There is no doubt, when students listen to increasing amount of English; they will understand enough of what they are hearing.

Listening responses One way of making students motivated (and, at the same time helping them to understand more about how they can become better listeners) is to ask them to fill in forms which we have repeated , asking them to list the topic , assess the level of difficulty and summarize the content of what they have listened to .We can as with extensive reading have them write a

comment on , for example a Facebook site we have created or in a listening record book .

Listening and reading One way of the ways of helping students is to get better at listening is to help them to read a written transcript of the text either before or during the listening experience .Apart from extensive reading , there is another stations in which combining reading and listening can be beneficial . Ron Martinez , Svenja Adolphs and Ronald Carter (2013) studied transcripts of university lectures in British universities in order to help students from non – English background understand discourse markers and other speech 'effects '.They suggest that '*students should study these transcripts ,too , so that by understanding how their lectures identify main points , change the subject , summarize , etc. They can become more efficient listeners. '*

2.4.3. **Live** Listening/**recorded listening**

There are many different sources of listening for language students. Principle among these are teachers .Teachers talk can take the form of chat and giving instructions or more formal speaking aloud .Students also listen to/and talk with each other if they are living in an English speaking –country , they have a chance to listen to language all around them and in classroom they make use of pre-recorded materials.

2.4.3.1. Live listening

A popular way of insuring genuine communication *live listening* .Where the teacher and or the visitor to the class talk to the students .This is an obvious advantages since it allows students to practice listening in face to face interactions and especially allows them to practice listening repair strategies such as using formulaic expressions (sorry? what was that? I didn't quite catch that), repeating up to the point where a communication breakdown occurred, using raising intonation.

Students can also by their expressions or their demeanor , indicate if the speaker in going too fast or too slowly .Above all ,they can see who they are listening to and respond not just to the sound but to the person's voice , but also to all the set of prosodic and paralinguistic clues which can take the following forms.

Reading aloud is an effective activity is for the teacher to read aloud to the class, provided this is done with conviction and style .This allows the students to hear a clear version of a written text. It can be extremely enjoyable if the teacher is prepared to read with expression and passion .this allows them to hear and know how a speaker they know well (the teacher) would act in different conversational settings.

Story telling Teachers are ideally placed to tell stories and these provides excellent listening material .As a technique to attract attention and maintain listening and understanding, they be can asked to predict what is coming at any stage of the story. They can summarize it or retell it, because retelling stories is a powerful way of developing the language competence.

Interview and conversations One of the most effective and motivating listening activities is the live interview in person or via any video link(Skype) , mainly if the students interview each other questions they think them up .So , they become keen listeners to answer of their own questions .

We can have visitors or strangers to be interviewed or to talk with when possible.

Rebecca Norman, a teacher in Indian Himalayas, puts posters in backpackers of cofés asking tourists to visit her class. She found is enjoyable for both the students and visitors she says (Norman 2010).

2.4.3.2. Pre-recorded audio An efficient listening practice used by many teachers is the pre-recorded audio .It is very useful by the available recording means as (computer, mobile device, interactive whiteboards, or online).They utilize them when they want their students to practice listening. Whereas there some advantages and disadvantages as Jeremy Harmer (2015) affirms.

There are many ways in which pre-recorded audio is very useful for language students: As different voice, availability, repetition, transcription, special pronunciation materials and so on. Jeremy Harmer (2015: 336).

Different voice without the technique of pre-recorded audio the students will only hear the teacher's voice .They need to listen to more than this, and they are to feel more comfortable with spoken English.

Repetition The great advantage of pre-recorded audio materials versus live listening is that you can play it again and again.

Special pronunciation materials Students of foreign or second language can benefit from the huge variety of audio and video listening materials which are designed for this purpose as podcasts available on line.

Transcription when the listening is combined to reading this has an extremely beneficial effect on the listener improvement.

Disadvantages of pre-recorded audio The pre-recorded audio can be thought as unsatisfactory when being used in a classroom.

Acoustics In big classroom with poor acoustic it is sometimes difficult to ensure that all the students equally listen well.

All together In a large classroom every students has to listen in a certain speed rate and the audio recording is the only one which dictates the same speed.

Interaction   the interaction with the speaker is lacked by the pre-recording audio in the way it is available in face to face conversation.

Unnatural Having a group of students sitting around, all listening at the same time is more realistic than the pre-recorded audio and reflects typically the everyday listening behavior.

2.4.4. Using film video

In more practical and realistic teaching J Harmer (2015)   provides some instructions as possible solutions to the some listening skill deficiencies as follows

He asserted that as so far we have stated many means to aid students to listen effectively, we can also have our students watch (and listen) film clips online (on YouTube and Vimeo for example) and DVD .

He added that there are many good reasons for encouraging students to watch while they listen first place, they get to see "language in use" which allows them to see a rage of paralinguistic behavior, as they can see how intonation matches facial expressions and what gestures accompany certain phrases (e.g chugged shoulders, when someone says "*I don't know* "), and pick up a range of cross-cultural clues. Film allows students entry into a whole range of other communication worlds , they see how different people stand when they talk to each other as the unspoken rules of behavior in social and business situations and easier to see in a film than to describe in a book or hear on an audio track.

2. 4.4.1.Listening (and film) sequences

In a specialized practical procedure Jeremy Harmer suggests the following activities .He exactly stated: 'In the following examples, the listening activities is specified, the skills which are involved are detailed and the way that the listening text can be used within the lesson is explained'

2.8. How to prepare students before tests

Students are often highly motivated in exam classes because they have a clear goal to aim for .We can use their enthusiasm to help them prepare for achievement and proficiency test. We will give students experience with indirect test item that they are likely to meet. We will also give them strategies for dealing with multiple choice questions .We will discuss with our students general exam skills, such as how to prepare, how to use process speaking techniques and listening strategies when doing an exam. To use their enthusiasm to help them for achievements and proficiency tests and Jeremy Harmer provides some techniques for this objective.

- We will give the students experience with the indirect test items that they are likely to meet .We will also give them strategies to deal with any type of questions in multiple choice questions for instance, they should find the most obvious distracters (the choices that are wrong) eliminate them and , then focus on the possibilities that remain and try to work out what is being tested .

- We will discuss with our students the general exam skills , such as how to prepare ,how to progress listening techniques when listening and how to get exam timing right .-We will let students do Mock Exams (not real) in a real time , so that they get used to exam timing management ect.

- We have to be careful of the exam washback (where teachers only are in the test) .Preparing students for the exam doesn't mean we have to teach for the exam all the time .If we do this, we may damage the motivation that our students bring to their lessons.

- Students can do direct tasks which are similar to ones they will meet in the test, but we can also get them involved in any other activities and materials that will help them to improve their English.

- We can get the students to role-play oral interviews (one student plays the examiner).

- Students can try to write their own exam items and give them to their classmen.

This will give them a good idea of what is involved.

- Students can give each other sections of test to do or they can work in pairs and groups to discuss how to do them.

2.9. Conclusion

This chapter has tried to provide a theoretical clarification and analysis of assessment as part of teaching/learning situation. This description has embraced to present more complex practical challenges of assessment within the EFL settings for the learner's language listening proficiency. In addition, it showed the different levels of assessment and criteria. This chapter also examined the teaching /learning situation as related to listening assessment and provided both teachers and learners with models of test items as well as how to prepare students for listening tests as a significant part of assessment and teaching /learning . Teachers should supply the most effective procedures and successful classroom practice for their foreign language students. Committing this process, teachers should consider that they are not just offering information to their students, but they should engage in recreation of different roles in the classroom. It is up to them to make their learners motivated or not in both learning –teaching and assessment conditions.

CHAPTER Three: ELT Situation and Data   Analysis

1.Introduction

In this phase of this research study, we are going to present a relative picture of the position of English in the Algerian curricula and the challenging present for its users mainly to find some pedagogical ways to develop the listening skill and help therefore our EFL classes to overcome the listening difficulties and find remedial perspectives to our learners' low achievements in listening /oral assessment.

This research, work then, aims at investigating to identify teaching procedures to develop listening skill for first year EFL university students. This contextual analysis is followed by a thorough investigation into the teaching and learning of the EFL listening skill throughout the first level of (University). It would shed light on the causes of the low proficiency output and would guide efforts towards improvement.

3.1. The status of English in Algeria

Accordingly, English language has gained prominence all over the world. So forth, since the independence in 1962, Algeria has made efforts to set up an educational system adapted to the requirements of the population. Considering the historical connection with France, Algeria has always looked at the French language as a cultural imperative until late in the seventies. After the Arabization policy of 1971 and the socioeconomic changes taking place worldwide, the use of English as a communicating mean started to gain more space within globalized Algeria. Consequently, disparities in the use of French started to fade away at the cross-roads leaving more space to the teaching of English as a second foreign language.

Moreover, the introduction of the Bologna Process and the European Credit Transfer System in Higher Education has necessitated some innovations in the design and development of new curricula adapted to the socioeconomic market.

Algeria is facing the challenges of the new century with the hope to catch up with the demands of globalization and the knowledge economy.

In fact, Algeria absorbed a profound colonial impact on its linguistic situation and was not prepared for Arabisation as Benmousset (2003) states:

"In Algeria however, the promotion of language-in-education policy through the large- scale Arabisation process has not been carried out with great seriousness of intend and commitment." Benmousset (2003,p.104)

Therefore, the inconsistencies between the use of French as a medium and as a tool started to compete with English which was hitherto placed at a third position. From second foreign language, to first foreign language, to the language of Knowledge and science, English has gained steps forward in the Algerian educational scene.

In addition, the predominance of instruction through standard Arabic and the low subject matter coefficient as well as limited teaching time and resources allocated to French and English language teaching (respectively first and second foreign languages) led the younger generations to encounter real learning problems in both foreign languages. This is clearly felt at university level, where the majority of new entrants display serious deficiencies in both speaking and listening. Miliani (2001: 14) explains that the language problems our learners face are namely due to the neglect of the Algerian socio-linguistic reality in language planning stating that:

Language (foreign and national planning), as well as teaching have always responded to considerations or policies imbued with partisanship far from the socio-linguistic reality of the country. Miliani (2001,p. 14)

Algeria has carried on and maintained the teaching of foreign languages. As already mentioned, French was still used as the language of instruction while

Spanish, German and English were taught as foreign languages with no difference in status.

Therefore, much value has been given to the teaching of EFL, and thus English has become a compulsory subject matter in the curriculum all over the country. It is clearly stated in the national Charter (1976) that English is ***a means to facilitate a constant communication with the world, to have access to modern sciences, modern technologies and to encourage creativity in its universal dimension.***

To sum up, ELT in the Algerian pre-university educational system consists of two levels: the Middle School and the Secondary School keeping in mind that in 1993/1994 there was an experimental attempt to teach English as a first foreign language (FL1) in the fourth year of the primary school in place of French. However, this experiment was confined to few regions, and ended in failure because neither the sociolinguistic background, nor the human or material resources were available for the success of this enterprise.

3.2. Teaching English in Algeria   It is not exactly fixed when ELT was initiate in Algerian school, but some existing textbooks show that it is dated back to 1930s and 1940s. The content of these teaching guides focus on grammar teaching and translating tasks(Grammar -Translation Method) .This method was altered by oral-structural activity approach in the late 1960s which was replaced by the communicative approach in the 1980s.The competency -based approach was introduced in 2013 and it is accessible till now. By the mid of the year 2000, Algeria has started a series of changes with the aim to improve the structure of the educational system.

On the other hand, learning a second culture has not such ethnocentric overtones. There are many examples in life where it becomes necessary to learn a practice even if one does not approve of it, and then abandon the customs

when circumstances have changed. English, in the Algerian case, came to meet those needs. As it has been stated by Miliani (2000) [8],

"In *a situation where the French language has lost much of its ground in the socio - cultural and educational environments of the country; the introduction of English is   being heralded as the magic solution to all possible ills including economic, technological and education ones". (p.13)*

In fact, English has gained its status as the language of science and technology after a long renovation; when it has been defined as second foreign language in the beginning of the 90s, and as a first foreign language after the 2000 reform.

3.3. **ELT at University** It may be said that the pedagogical interaction among teachers and learners and the learning processes and outcomes has been effected by the swift growth of the Algerian university and its initial orientation towards a mass institution. The increasing number of new Baccalaureat holders directly infects the university .The new applicant need pedagogical concern and more facilities (sufficient pedagogical time, adequate classes, educationally developed teachers).So, new entrant encounter real problems (social,linguistic ,and material).

 Though the English language in Algeria is witnessing an increased interest for economic reasons i.e. international exchanges, banks, national and foreign companies, it is only learned at school and at university for further studies, job requirements, visits abroad etc..

During the post colonial ,learners who wanted to get specialized in English language enroll in the English Department faculty of Letters for the degree of"Licence de Lettres Anglaises" which is a BA degree.

At the beginning of the nineties and the mid of 80s the situation has changed ;when the Ministry of National Education became involved in the design of new teaching methods based on the communicative approach. So by the introduction of computing in Algeria permitted a new system for the registration of university entrants . The Baccalaureat holders were oriented to the English sections for a "Licence" degree by computer on the basis of the scores obtained in this examination, the choices they made and the Baccalaureat option. The objectives became more instrumental than integrative or cultural Bouhadiba (2000).

Concerning the university teaching team, it consisted of Algerian teachers who are locally formed. A new system is newly introduced in the 2000s which is the LMD i.e(Master, Licence ,Doctorate) As far as the English section is concerned, the LMD system was introduced at the University   . The time spent for the "Licence" was reduced to three years. Priority is given to literature students as well i.e. students from Letters and Foreign Languages who enrolled following the aforementioned system for registration i.e. the computer orientation based on students scores in the Baccalaureate examination and their choices. It should be pointed out that the majority of EFL students come from "Lettres et Langues Etrangères" (i.e. letters and foreign languages), and "Lettres et Philosophie" (i.e. letters and philosophy).

Hence the LMD, the motives are more instrumental than integrative or cultural. The first year aims also at consolidating the basis of the language already acquired at the previous levels of education. The modules students are concerned with, deal mainly with the teaching of the language oriented skills i.e. grammar, written production, oral production and discourse comprehension. In addition, other modules like linguistics, phonetics, literary studies, Anglo-Saxon culture and civilization, research methodology, information and communication technologies (ICT), teaching English as a foreign language (TEFL) are studied. Students also receive a course of general culture in Arabic.

However, the Algerian English degree student is still found to be lacking in foreign language competence. **Bouhadiba** (2000: 104) explains that this is due to two factors:

☐ No adequate responsive educational or pedagogical programmes have been suggested this far. The „Licence‟ curriculum dates back to the 1980s (perhaps prior to this date) and no substantial change has been brought about in spite of the drastic changes in the social-economic environment.

☐ The teacher lacks qualified ELT professionalism despite new ELT methodologies and approaches that proliferate in the market. The teaching is often done hastily with no suitable teaching material or adequately trained instructors.

Finally, it should be reminded, that the Algerian learner of English can rarely have the opportunity to practice the language outside the classroom. In fact, direct contact with the language does not exist except through networks via satellite television or the internet and through the written literature available in university libraries and some bookshops.

Consequently, except for the possibility of mailing through the internet, the Algerian learner of English has a unidirectional type of contact with the foreign

language which is not sufficiently motivating for him to learn English successfully**.**

3. 3.1. Teaching EFL to 1st -Year LMD students

After independence, the Algerian universities went on through different changes. Its spectacular changes were intended to meet the needs of the Algerian society, and have been noticeable by various reforms. Since then, the contribution of the University to national development has become more than crucial.

Consequently and as its increasing value in the global level, English is educated in all Universities of Algeria either in English departments or as ESP teaching in other departments. Similarly, to deal with this current global age and English language new position, the LMD system has been practical.

It seems appropriate to go through the objectives of this newly adopted system and introduce the three constituent elements of the system. The LMD system is composed of the Licence degree, the equivalence of the BA (Bachelor Degree), with 6 semesters (three years of study) and then a Master degree for two years (4 semesters) and finally, the Doctorate degree for three years of research (6 semesters).

Concerning the curriculum, each teacher is provided with specific pedagogical guidelines for each module, and it is up to him to sketch out the content of the modular course according to his students' needs and difficulties encountered. First-year English syllabus seems mostly to be based on a fundamental skill-based programme, i.e., the focus is on the language skills.

As far as the teaching of oral production mainly listening skill is concerned, it holds an important place in the teaching syllabus. However, the oral production is being taught for just three hours per week until the second- year of instruction. Surprisingly, it is integrated with listening skill neither during the third year nor in first year of the Master degree.

Regarding listening skill, which is one of the most obvious features of a person's speech? Nevertheless, it is rarely taught as a separate module beyond the initial introduction to the language's sound system in the early stages of instruction, mainly; in oral production and phonetics. Nonetheless, the objectives of the phonetic module are generally stated in the official documents of the Ministry of Higher Education and Scientific Research as:

- To teach EFL students elementary concepts in phonetics and phonology,

- Application through exercises and pronunciation.

-Hence, it focuses on preparing students develop a certain level of fluency to speak and understand English.

3.3.2. First-Year LMD' EFL Objectives

In the year 2004-2005, Algeria has joined the policy and principles of the Bologna Process by adopting the LMD principles (Licence, Master, and Doctorate). The philosophy of teaching under the new architecture stipulated that more space is given to the learners' output and mobility. Continuous education and training became a tremendous imperative for all successful learning using Information and Communication Technology.

On the other hand, globalization has led to a considerable shift in the aims and objectives of teaching that had to meet the changing demands of the socioeconomic market. As a matter fact, new methods in language teaching and linguistics have shaped the new curricula as far as English teaching and learning

are concerned. In this step of research study, we shall try to give an evaluation of the Algerian linguistic situation of language teaching and the future perspectives for further investigation. Some of the Bologna Process set in Europe in the year 1999.suggested that the traditional programs and curricula have been replaced by new offers of formation adapted to the unique needs of the country. At the level of linguistics, new methods were based on the philosophy of mobility and personal formation.

At the level of Higher Education, the Algerian Ministry has assigned special commissions to evaluate the Licence and Master's offers. That latter had to rely on the innovative methods of the linguistic competence. In order to render the

LMD architecture more beneficial, a number of measures have to be adopted at the level of curriculum design and integration. Success would rely on the following perspectives:

1. Planning and evaluation of the students' needs as well as those liaised to the socioeconomic market,

2. Developing multimedia at the level of oral expression and vocabulary,

3. Encouraging student enhancement with mobility,

4. Creating cooperation between universities who share the same objectives and interests.

5. Create listening cells and audits in order to register students' propositions.

6. Prepare students for vocational education through the choice of English.

3.4. Data collection

The present research is meant to reflect "teachers and students" actual experience, thoughts, feelings and opinion which recounting about the effect of

classroom   communication on developing listening skill, in view of the fact that the teachers and the learners are the main variables of this study.

Therefore the present chapter is set to deal with some purposes. As primary it presents the research design undertaken in this study. Second, it deals with the research sample population, research instruments and results analysis .The interpretation of the results is a conclusion to offer some insights into perceptions and attitudes of the participants with reference to the listening skill. Its initial aim is to identify and mark the core factors effecting students' low achievement in listening skill, trying to come close to their expression feelings and thoughts towards learning the target skill and the   techniques related to develop it.

The research procedures of data collection are discussed and the analysis of the results will be reported in this chapter. Data analysis is used in this case-study so as to obtain information about the data issues associated with the relevant research questions and objectives.

3.4.1. Research Design

The researcher used descriptive survey design. According to Cohen and Manion (2002) a typical survey style gathers data at a particular point in time with the intention of describing the nature of existing condition or identifying conditions against which the condition can be compared or determined, and the relationship which exists between specific events.

The design was chosen because of its strengths as it involves gathering information from the sampled university classes, direct quotation from the respondents and other sources, and it allowed for the use of multiple sources of data collection, that is triangulation.

This design was chosen because it seems adequate in obtaining quantitative data with regard to the teaching techniques that enhance listening in the development of English language skill when teaching EFL classes. To obtain qualitative data, the research involved asking teachers how to teach in their actual practices in the classroom and what would they propose as efficient procedures to assist their students to overcome the listening difficulties.

In supporting this view, the current research was not only used as fact findings about the phenomena but also helped formulate principles of knowledge and the solution to significant problems that contribute to the knowledge of integrating and developing English language listening skill when teaching.

Thus, the present research study plans to ask both EFL learners and teachers through a questionnaire. Therefore their insights and opinions are very central to investigate on the declared hypothesis, and the most suitable instrument to investigate that is throughout addressing a questionnaire to both learners and teachers. The learners' questionnaire attempts at searching whether the learners give significance and an importance to associations that happen inside the classroom in developing their listening skill through participating with their classmates or/and teachers .

The teachers" questionnaire is proposed to examine the teachers" points of view about guiding communication; attracting attention and designing techniques as a pedagogical way to enhance the learners" listening skill.

3.4.2. The Sample Population

A researcher faces many serious tasks in conducting a research study as recruiting an appropriate sample; any research has to be based on precedent evidence or a present opinion. A sample may be defined as a *subset* of a population; in this line of thought Dörnyei (2007:96) establishes the difference between sample and population as: "***the sample is the group of participants***

whom the researcher actually examines in an empirical investigation and the population is the group of people whom the study is about". Dörnyei (2007,p.96)

On the contrary, it is not very easy for them to assess how representative of the sample which they have drawn out to be   (Morrison 1993:140).

Another essential variable is *generalizability*, for instance, if a researcher tries to get generalizable scores, next it is all his charge to make an argument about the *representativeness* of his sample. Similarly, it is major to think about the setting too, i.e., a study conducted at a University setting may not be generalizable to a private language school setting and vice versa.

3.4.3. The research Sample Population

The sample population in this research study is a group of thirty (30) learners who were chosen to respond to the questionnaire among the total number of the first year License students' population (30) at the University of Ain-Temouchant. The choice of the stated sample is based on the concern that first year License students have not yet experienced the notion of oral expression and oral testing in the precedent years. In the expectations, they will consequently identify the significance of interaction in picking up knowledge and developing the listening skill.

3.4.4. The research Instruments

The questionnaire was meant to as the main tool for gathering data on the topic of research. Brown (2001:6) defined ***'any written instrument that present respondent with of questions of statement to which they are either by answer or selection among existing answers'*** Brown et al.2003,p:3) The questionnaires are widely used mostly and administer with the comparison with the other tools and can be summarized as follows:

- Questionnaires are easy to administer, easy to record and to analyses - Questions   are standardized to guarantees objectivity

-In spite of their advantages, the questionnaire, how some have some drawbacks such as:-Unwillingness and lack of motivation to answer the questionnaire

-After getting the respondents answers the researcher would find unanswered questions which would certainly affect the result and interpretation

-Questionnaires are standardized which would not allow an explanation of the question which may be misinterpreted

So far , two questionnaires are to used in this research study ; one is administered to the teachers as practitioners and interpreters of the theories of CLT and TEFL and another is set to be directed to the learners .

3.4.4.1. Teachers' questionnaire

A questionnaire is printed forms for data collection which include questions to which the subject needs to respond, often anonymous. The questionnaire was divided into four sections ordering to develop the language skill (listening). Section one sought data of the English language teachers' opinion or/and experience, section two, English language teachers' skills/knowledge development, section three, resources used to identify and develop pedagogical procedures and section four teaching techniques and activities in assessing language listening skill. This instrument involved the use of written items in which the respondents individually answered in written; it helped the researcher to collect as much as possible the information within the shortest time possible and which were set to investigate to develop the target skill. Data on the development of the English language listening skill were collected using both structured and non-structured questionnaire that also targeted the English language teachers in the sampled university. Thirty (30) English language

teachers were intended to answer the questionnaire, but seeing that most of them did not completely answer the questions or did not return them at all according to their personal conditions. We have collected (15) answers which are statistically calculated as 30 to generalize to case.

3.4.4.3. Learners' Questionnaire

Researchers often use learners' questionnaires because they are very useful to give a precise resume about the learners' level and which they describe freely .It also can illustrate and assess the students' language skills and the difficulties they encounter.

In the same sense, **Jordan** (1997:33) asserts that: "***surveys of students' language schools age and skills use as well as difficulties can be also taken under list of questions given directly to the students***".

This research study constitutes of the learners ' questionnaire which is set to objectively represent the outline of learners' obstacles in order to develop the listening skill in EFL first year License classes   , at the department of foreign languages . This learner' questionnaire   focuses on describing the problems which the students encounter in   the listening skill. The students' questionnaire has been planned straight to the students of first year in the department of English. It consists of nineteen (19) questions which are meant to answer the questions according to the scale provided.

3.5. Results Analysis

This phase presents the study data, analysis its interpretation and discussion. Responses from the instruments were coded, stored and analyzed quantitatively using computerized system.

Data were presented in frequencies, tables, percentages, pie-charts for all categories of the respondents. Qualitative data were interpreted, and discussed.

Specific data was collected for each objective and analyzed using SPSS (Statistical Package for Social Sciences) as briefly discussed below.

On teaching techniques that enhance the pedagogical procedures used in the development of English language listening skill data was collected using both structured and unstructured questionnaires (Appendix A). that also targeted the English language teachers in the sampled university.

3.5.1. Teachers' Questionnaires Analysis

The present phase of this research study is proposed to the examination of the data collected from the teachers" questionnaire. We required considering the extent to which EFL classes at university carry out and realize their listening skill tasks to have a better understanding and gaining their listening competency.

After a certain time provided to the sampled teachers to give the following responses which represent a crucial part of the study which is describing the state of teaching the listening skill in EFL classes.

The first category is based on teachers' personal opinion and/or experience to indicate the extent to which they agree with the following statements:

- *Question :a) I feel I am more proficient in teaching speaking (or other skills) than in teaching listening.*

The question reveals that teachers feel proficient in teaching speaking and /or other skills than in teaching listening .The answers were nearly equal as it demonstrated in (table   3.1) which show that 26.66% of most the sampled population either agree, strongly agree or disagree.

Suggestions	StronglyAgre	Agree	Disagree	StronglyDisagre	Unde
Frequency	**08**	**08**	**08**	**06**	**00**
Percentage	**26.66%**	**26.66%**	**26.66%**	**20%**	**00%**

Table. 3.1 .Teachers' reaction about their proficiency in teaching other skills than listening.

- ***Question b***): *I think that listening is not an easy skill to teach because of segmental and supra-segmental features of sound such as, accent, intonation, and stress, pause...*

 At the purpose to come across out whether the English listening skill is or is not easy to teach because the sound systems features are difficult; so in this sense this question was set to show the results marked in table3.2 .This shows that great number of the respondents

46.66 % agree about this and think that English listening proficiency is not easy skill to teach because the sound features are complex.

Suggestions	Strongly Agree	Agree	Disagre	StronglyDisagr	Undecided
Frequency	**04**	**16**	**04**	**03**	**03**
Percentage	**13.33%**	**53.33%**	**13.33%**	**10%**	**10%**

Table3.2. Some of the difficulties encounter to teach the listening skill

Question c) *I thinks that the listening skill develops according to the complexity of the text and the topic.*

To search whether the listening skill develops according to the complexity of the text and the topic, this item is meant to suit this aim .The data shown in

table and figure 3.3 which indicates some of the factors to develop the listening skill .Where most of the respondents 53.33% agree that the complexity of the text and topic effects to enhance the listening skill.

Suggestions	Stro Agree	Agree	Disagree	Stron Disagree	Undecided
Frequency	02	16	08	01	03
Percentage	06.66%	53.3%	26.66%	03.33%	10%

Table3.3   some of the factors encounter to develop the listening skill

Question d): Teacher should use the appropriate pedagogical principles to design the listening course/lecture.

 The question aim at approaching teachers of English to utilize the appropriate pedagogical principles to develop and assess listening skill .The answers to such question were as showed in the following table 3.4 which shows that about eighty per cent 80.00% among the sampled teachers agree about this however only about30% think the contrary.

Suggestion	StronglyAgree	Agree	Disagree	StronglyDisagree	Undecide
Frequency	12	12	04	01	01
Percentage	40%	40%	10%	03.33%	03.33%

Table3.4. Teachers' opinions about using some pedagogical ways to develop the listening skill

The second category of questions This item is devoted to collect data about the teachers' reaction and attitude towards two main points which have a great impact on the listening skill practice and evaluation.

 2. Based on their own opinion, how they'd rank their knowledge

 This item seemed to be significant as it supplied with information about teachers formation, learning or using English outside the classroom. The results reported in table 3.10 showed that almost all the respondents were in the same point of view as when ranking information about English language teaching and learning .As far collecting knowledge about the listening skill , how to teach and assess it and how to help learners to be interested and motivated to listen in the listening course as the other listening in general .As a result 53.33 % among the teachers would rank their knowledge about listening skill in English language a knowledge about how to teach it and assess it as well is also illustrated in tables3.5 .

a) Knowledge about the listening skill in English language.
a) To know about the teachers ' Knowledge about the listening skill in English language , they gave answers which can be seen in the table below :

Suggestion	Excellent	Good	Fair	Poor	Verypoor
Number	02	16	12	00	00
Percentage	06.66%	53.33%	40.%	00.00%	00.00%

Table3.5. Teachers' own opinions to rank knowledge to develop the listening skill.

b) Knowledge of how to teach and assess listening.

When the teachers were asked about their knowledge about, how to teach and assess listening skill, they gave answers which can be illustrated in the table below:

Suggestion	Excellent	Good	Fair	Poor	Very poor
Number	02	16	12	00	00
Percentage	06.66%	53.33%	40.%	00.00%	00.00%

Table3.6. Teachers' own opinions to rank knowledge to teach and assess the listening skill

c) Knowledge about students' motivation/attitude towards the   listening course.

In this item teachers were asked about their knowledge about students' motivation/attitude towards the   listening   course. On this line teachers gave responses as in table 3.7; that their knowledge about students' motivation/attitude towards listening   course, is fair at a rate of 53.33.% .

Suggestions	Excellent	Good	Fair	Poor	Very poor
	02	06	16	04	02
	06.66%	20%	53.33%	13.33%	06.66%

Table 3.7. Teachers' own opinions to rank knowledge about students' motivation to develop the listening skill

Question D): *Could you give your personal view of the listening skill in the Algerian EFL classroom*?

For the aim to elicit information about the teachers as practitioners to give their personal opinion of the listening skill in the Algerian EFL classes, they provided a set of different views that some can be summarized as follow:

1-Since it is considered as a covert skill, listening skill stands as an impediment to learning.

2-The use of inadequate materials and some recurrent technical problems do impede a good teaching of the skill.

3- The listening course is neglected by other teachers.

4-The syllabus design is a major difficulty for teachers.

5-The listening skill is poor in the Algerian EFL classes due to the lack of materials. Other reported speeches will considered as interviews (qualitative) information which will appear as proposed models of teaching approaches.

The above question planned to know whether teachers of English think that the listening skill is a passive skill or not, table 3.8 confirmed that 86.66% of the respondents who assured that listening are not a passive skill. On the contrast, 20% they replayed that they consider it as a passive skill and gave explanations that it is so when the students felt anxious and not motivated for the main reasons of being afraid of making errors.

Suggestions	Number	Percentage
Suggestion A= yes	06	20%
Suggestion B=No	26	86.66%

Table3.8. Teachers' own opinions about whether the listening skill is a passive skill

Question g)*: How often do you assess the listening skill?*

In this item teachers were asked how often; they assess the listening skill. On this line teachers gave responses as in table 3.9; that they usually assess the listening skill at a percentage of 16.66%   , they often test it at a level of 10.00% .Where as the majority of them 73.33% of them rarely assess it.

Suggestions	Usually	Often	Rarely	Never
Frequency	05	03	22	00
Percentage	16.66%	10%	73.33%	00%

Table3.9. Teachers' own opinions about how often they assess the listening skill

Question h): *How do you examine your learner' proficiency in the listening skill?*

To test whether the teachers assess listening skill and if so how they examine listeners? By using students' recordings or by assessing it with the speaking skill .The interviewed samples gave different responses as it is shown in table 3.10 and 3.11. So 06 among them tick for using the students recordings while 24 assess it with speaking skill

A)   Using   the   learners' 06 recordings

B) Assessing it with the speaking skill 24

Suggestions	Number	Percentage
Suggestion A	06	20%55
Suggestion B	24	80.00%

 Table 3.10. Teachers' own opinions about how to assess the listening skill

Question I)*: Is assessing listening skill included in the Algerian educational Curricula?*

The data existing in table 3.11 shows that over 26.66% of the teachers, quite think that assessing listening skill exists in the Algerian curricula to be used in English and complete efforts to perform these kinds of tasks, whereas 73.33% of them think that assessing the listening skill is not included in the Algerian curricula .

Suggestions	Frequency	Percentage
Yes	08	26.66%
No	22	73.33%

Table 3.11. Teachers' own responds about the listening skill assessment in the Algerian curricula

3.5.2. Learners' Questionnaires Analysis

 The first item is: I *like the listening materials that arose my interests on learning*).

The learners have to choose between (1) strongly   disagree (2) disagree (3) neutral (4) agree (5) strongly agree.

After ,being questioned in order to express their opinion about their attitudes towards the listening materials which arose their interest on learning , they gave the following answers which are shown in table and **Pie-Chart 3.1**   .This indicates the major number of the population 33.33% and 23.33% agree and like the listening materials that arose their interest to learning .
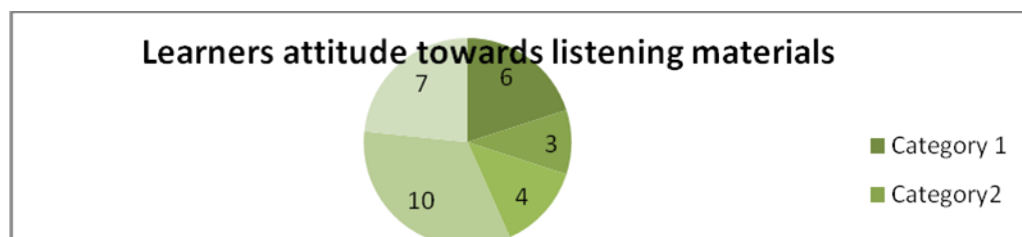
Pie-Chart 3.1. Learners attitude towards listening materials

The second item is (*2. I think that the person who is competent in English listening can succeed academically and professionally.*) The answers were (2.3(1) -3(2) –2(3)-14(4) 5(5)) which means that three (3) students strongly disagree, three (3) .

This item was set to illustrate the students' vision about the role of the listening skill competency in the students' academic and professional future. The results as they are shown in table and the **Pie-Chart** 3.2 which exemplify that the majority of the sample (46.66% and 16.66%) agree that role of the listening skill is crucial for their future .
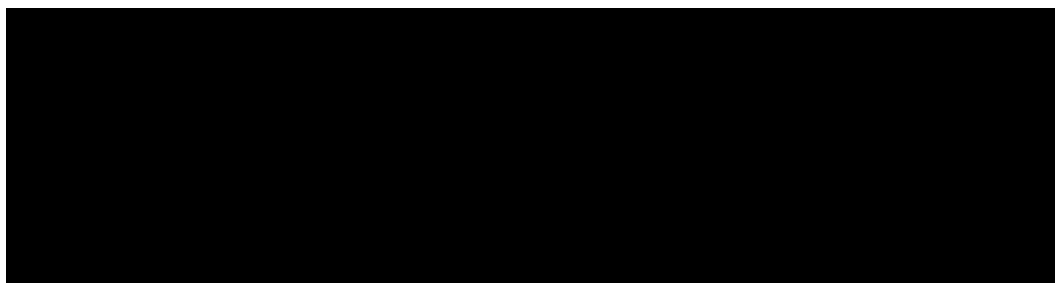
Pie-Chart 3.2 .Students' attitudes towards listening competency

The third item is *: In order to improve my English listening skill, I'd like often to spend much time practicing it .*

The results were (3-4(1) -3(2) -4(3) -8(4)-11(5)) which equal that

four (4) students among thirty (30) strongly disagree, three (3) students disagree, four (4) were neutral, but eight (8) agree and eleven (11) strongly agree.

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The question was meant to demonstrate the students' awareness towards practicing the listening skill to improve their competency .The scores as shown in the table and **Pie-Chart** 3.3   decodes that most of the questioned students with percentage of 36.66% and 26.66 agree to do more practice to improve their listening skill.
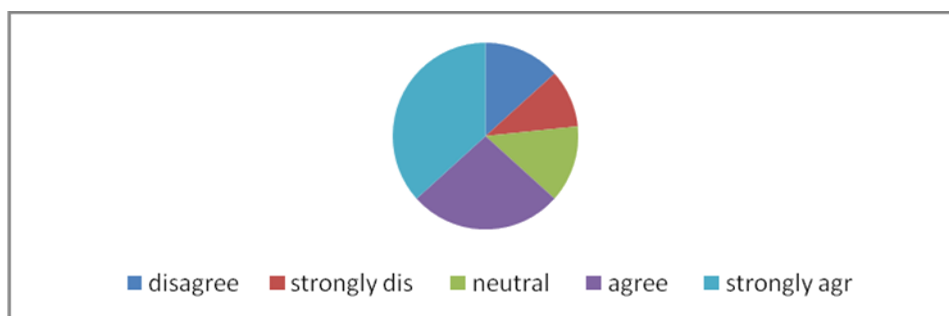
Pie-Chart 3.3. Students' attitudes towards listening competency practice

The fourth item is : *I often feel bored and uncomfortable when learning English listening skill.*

The score was (4-6(1)-11(2)-6(3)- 4(4)-3(5)) which reflects that six (6) students strongly disagree , eleven(11) among the sample disagree , six(6) were neutral ,but only four(4) disagree and only three(3) strongly disagree .

The issue was drawn to interpret the students' feelings of boredom when learning the listening skill .The whole of their answers as presented in the table 3.20 and as it illustrated in **Pie-Chart** 3.4 **.**will show that the great number of the population about 36.66% strongly disagree that they feel uncomfortable or depressed while learning listening skill courses. This determines that students like learning listening skill.
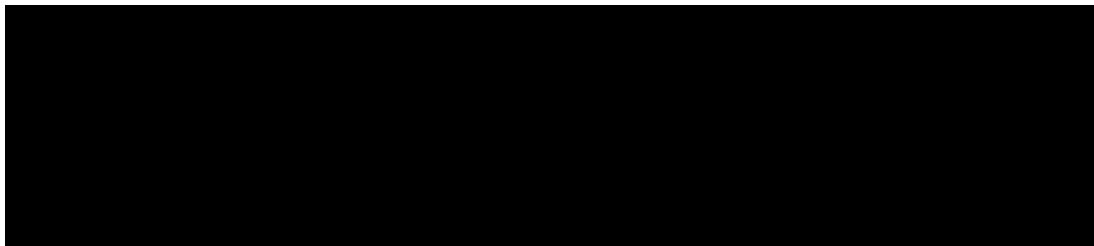
Pie-Chart 3.4. Students' attitudes towards   listening skill competency practice

 The fifth item is: *I always notice the materials and activities concerning English listening skill; for example, English program in the radio, English listening materials and tapes, CDs, and various English listening comprehension examinations.)*

   The results were (5-3(1)-6(2) -10(3)-5(4)-6(5)) which means that only three(3) strongly disagree ,six(6) disagree , ten (10) were neutral whereas five (5) strongly agree and six disagree .

   This question aims to illustrate the students' awareness toward the extensive listening materials. The results as drawn in the table and **Pie-Chart** 3.5 demonstrate that the majority of the students seem neutral at a percentage of 33.33% (neutral) between choosing the autonomous extensive listening materials or decline it and disagree.
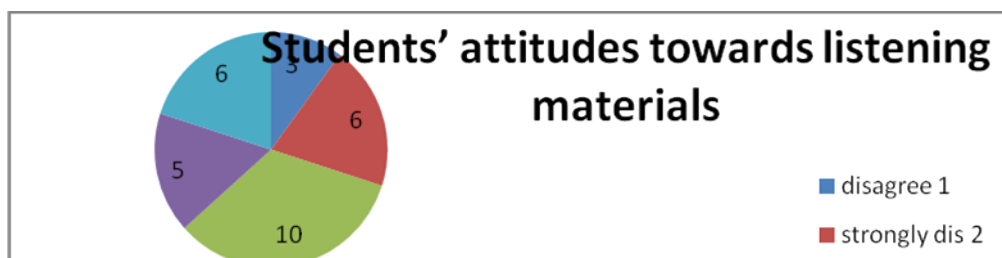
Pie-Chart 3. 5. Students' attitudes towards listening materials

The sixth item i**s**: *I think that English listening skill will not be helpful to me in the future.*)

The item aims at designing the students opinion whether the listening skill is not helpful to them in the future   The score was (6.4(1)-11(2)-7(3) - 2(4) - 06(5)) which includes that four (4) students strongly disagree, eleven (11) disagree, seven (7) were neutral but only two (2) disagree and six (6) strongly disagree.

The responses explain that major number illustrated in the table and figure 36.66% who disagree that the listening skill is not helpful in their future however few of them who agree about this issue. This result is drawn in the table 3.22 and **Pie-Chart** 3.6 means that the learners think that listening is valuable for their career.
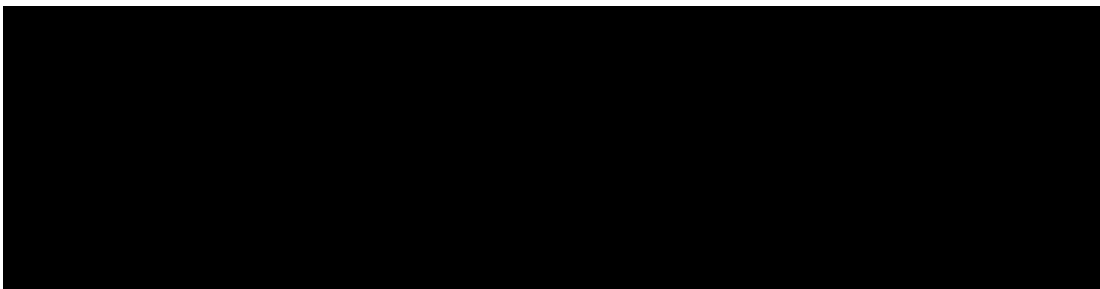
Pie-Chart 3.6. Students' attitudes towards listening skill in the future

The seventh item is: *I like to be aware with the culture and customs of other countries, and I often feel excited about getting new knowledge and information in English listening skill.)*

The answers were (7-3(1)-1(2)-10(3)-9(4)-7(5)) which means that only four (4) students strongly disagree and agree, ten (10) were neutral, but sixteen agree and strongly agree.

The question was set to expose the students' awareness towards the speaking culture and its role to enhance the listening skill .The answers provided in the

table and **Pie-Chart** 3.7 demonstrate that most of the respondents which is 30.% who agree that the English speaking culture can be a motivation to develop listening skill competency .
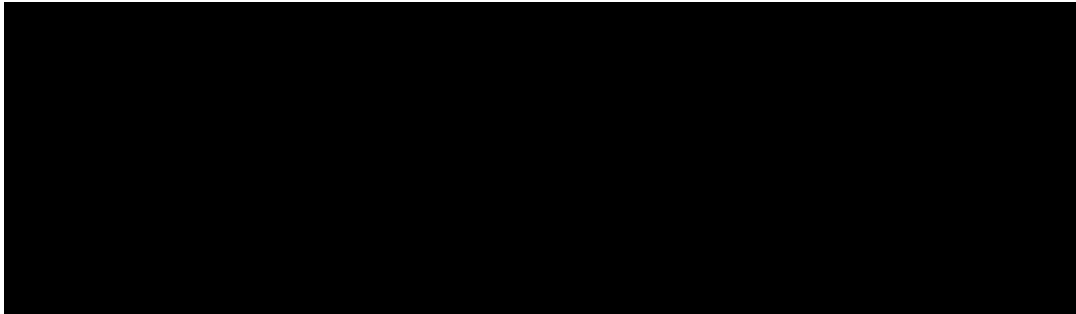
Pie-Chart 3.7. Students' attitudes towards getting new cultural knowledge

 The eight item is *: I am often unable to concentrate on the content of the materials when practicing English listening skill.*

   The score was (8-5(1)-6(2)-5(3) -8(4)-5(5)) which indicate that five (5) students strongly disagree, six (6) disagree, five neutral, but eight agree and five (5) strongly disagree.

   The issue was provided to depict the students' concentration on the content and the materials when practicing English listening skill .The scores scripted in the table and **Pie-Chart** 3. 8 show that most of the respondents in a percentage of more than 26.66% agree that they are unable to concentrate on the content and material when practicing the listening skill.
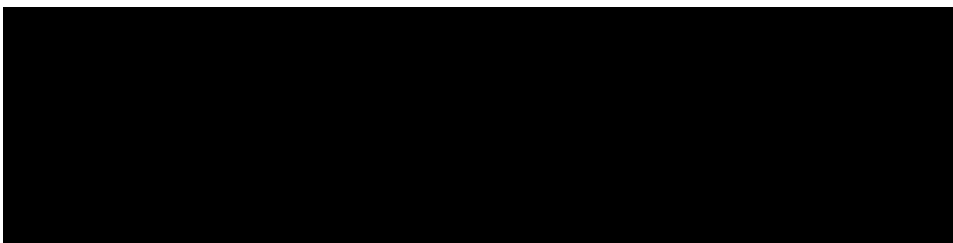
Pie-Chart 3.8.Students' concentration towards listening materials.

The ninth item is : *I attend English listening skill classes seriously because I want to develop my listening skills and competence in order that I can use it in future.*)

The learners' responds were (9-2(1)-3(2)- 7(3) -9(4)-7(5)) which point to that only five(5) students disagree and strongly disagree , seven were neutral while nine agree .

The item portray whether the students attend the listening skill classes to develop their listening skill and competency in order to use it in the future .The answers provided in the table and drawn in **Pie-Chart** 3. 9 illustrate that most of the respondents in a percentage of more than 30% agree to develop their listening skill and competency so they are attending the listening skill lectures for this aim.
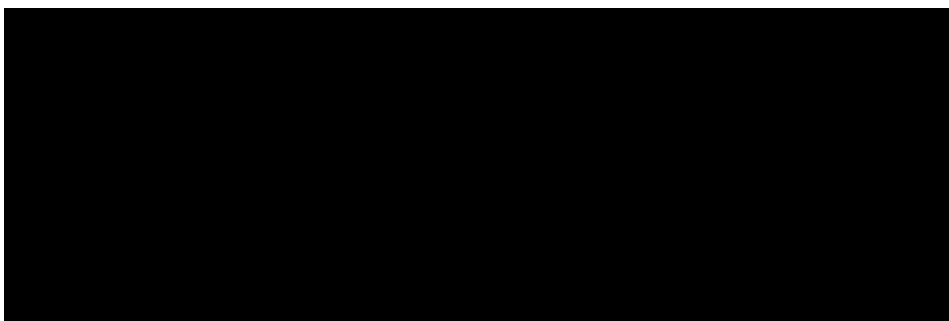
Pie-Chart 3.9. Students' concentration towards listening lectures

The item number ten (10) is: *I often actively show my skills in English listening and speaking in class, and I know I can perform very well.*)

The answers were (10-4(1)-3(2)-5(3)-13(4)-11(5)) which show that seven (7) of the students disagree that they often actively show their skills in English listening in class where as sixteen (16) among them which is 53.33per cent agree that they often actively show their skills in English listening in class while five (5) among them keep neutral.

The question was set to draw the students' attitude to show their skills in English listening and speaking in class and whether they know that they can perform very well .The respondents provided a large agreement illustrated in the table and **Pie-Chart** 3.10 .It draws that these students agree in point of 43.33% that they often actively show their skills in English listening and speaking. While only 13.33% who disagree about the issue.
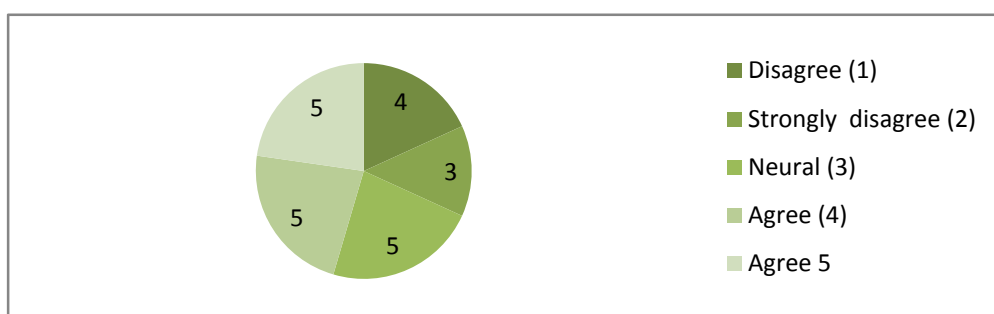
Pie-Chart 3.10. Students' attitude to listening skill performance

3.6. Interpretation of the Results Emanating from the findings discussed above, the following are the conclusions:

(a) That the English language teachers were professionally qualified and had long teaching experiences and therefore expected that these teachers were well versed with the development of English language listening skill, and be able to adequately utilize teaching techniques and procedures which would enhance integration in the development of English language target skill in the EFL classes.

(b) That these teachers of English were mature teachers of English language in terms of age with a bank of experience to ensure English language teachers under their mentorship employ appropriate teaching techniques to integrate and develop English language skills appropriately.

c) That the English language teachers sampled for the study had both adequate educational background and teaching experience.

d) Speaking and listening skills were found to pose challenges to integrate and in most cases were ignored and confused in construction and assessment by the English language teachers and learners in their teaching /learning .

e) Teaching techniques enhancing the development of four language skills, mainly the crucial listening skill in the EFL classroom were inadequately incorporated in the teaching processes. The teaching processes lacked activities and pedagogical procedures for integrating the four language skills, rendering the process an unimportant position and taking them for granted but basing mostly on the listening skill.

f) English language teachers continue to use predominantly expository techniques while learners centered methods such as group work, dramatization, simulation games, discussions, role play and many others are not being used in the teaching/learning of integrated syllabus and through new technology .

3.7. Conclusion

The above step is a report to the real situation of the ELT in Algeria ,the tangible state of the English teaching at the Algerian University and the actual setting of the situation of the target situation of teaching and learning the listening skill .The stated before chapter is also meant to collect the data from the designed sample research instrument and sampled population to give more sufficient react to the declared research questions and hypotheses and then to gain some responds and results .Thus to continue to give more evidence to the collected data ,an interpretation to the results is agreed to highlight the next step which will give some resolutions and suggest an ample proposal in the coming chapter .

CHAPTER FOUR: Suggestions and Recommendation

4.1.Introduction

To sum up researches in the domain of L2/FLT language have found that listening skill is one of the major factors reflecting the language learning teaching. It is also one of the most complex and the most important in English achievement though it has been neglected for many years. It would be difficult to disagree with Amos Paran when he says that '' ***many students find listening more difficult than many teachers realize '' (20***12: 456).

Spoken text sometimes seems to go by so fast for our student that if they stop for a moment to try to understand a word or some of the words that are flashing past , they try to find it very difficult to catch up as the conversation changes ahead .(Jeremy Harmer 2015:131).

However, it is more possible to EFL teachers to exercise some pedagogical procedures overcome the listening skill as Jeremy Harmer states:

    "***Being able to listen effectively is vitally important. Without this skill, our student cannot take part in conversations, listen to the radio, speak on the telephone, watch movies in English and attend presentation and lecture. Our job therefore is to help our learners become better listeners by helping them overcome the difficulties they face"***. (Jeremy Harmer 2015:336).

4.2. Skills and Strategies

Teachers in practical listening courses find themselves nearly forced to follow some limited and less beneficial techniques and strategies which were drawn in official programs in this context Siegel addresses that in some listening course, students are asked to listen to spoken texts and then, as with reading texts, answer comprehension questions. (Siegel 2014:29). As well as it is advisable to consider how teachers can use the usual comprehension questions in a creative way, they need to think to other ways as follows:

It is discussed that the listening skill can be transmitted like in F1 in EFL 'We all listen like this in our mother tongue and there is no reason to think that we are not able to transfer these skills to the task of listening in a foreign language .However, it is clear when people listen foreign languages, they do come up against difficulties, they don't normally experience (See 4.1.2) Jeremy Harmer (2015: 336).

Other ways are suggested by Jeremy Harmer to deal with the task of listening .He added: *"Strategies we might encourage our students to use include:- thinking about the topic of the listening before it begins and activate what they already know about it -identifying what the typical issues associated with a topic might be -when the listening is a dialogue, thinking about what people typically say in such situation*

-Predicting the kind of vocabulary, they are likely to hear -taking notes of the key words while listening to aid memory ''* Jeremy Harmer (2015: 336).

4.2.1. Top-down Listening

In the same extent, it is suitable to base on top-down to more develop the listening skill strategies as Michael Rost and JJ Wilson offer in their book on active listening; they offer top-down as one of the five frames of listening (Rost and Wilson 2013) .Thus top-down helps the listener to understand the main message of what he is listening to for identifying the gist of information he needs which the key of successful listening .But how can learner approach this task ?

In his book practice to English Language Teaching Jeremy Harmer suggests the following:

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Using Prediction

Students are anxious when listening activities take place .One of our jobs is to try to put them in at their ease. This will be greatly helped if we give them a chance to predict what they are going to hear.

Getting the general idea

One of the ways of increasing our students listening confidence is to ask them just to try to identify the general idea of what is being said –the main purpose is the communication.

Maintaining attention Students need to maintain their focus as they listen; even when the words are reaching past and they are struggling to keep up .One way of doing this is to give them interesting tasks to focus on while   they   are listening.

Multiple- listening

If students are to improve their listening skill , they should have the opportunity to listen to the same thing as often is feasible each time they hear an audio extract again. Working together It is important to allow students to work together to discuss what they have just listen to, this interactive frame (Rost and Wilson 2013) helps to lower student anxiety (Because 'a problem shared is a problem halved ').

4.2.2. Bottom-up-listening

Bottom-up processing happens when listeners concentrate on understanding individual words as a ways of understanding the whole. One of the reasons that students find listening so difficult is because processing the words and sounds they are made of is very hard. Speech can be a real problem for learners who are not used to it .We need to help our students recognize different sounds, words

and features of connected speech .We need them to be able to separate the words out in connected speech ,so that they know where they begin and end .

Dictation

We can dictate sentences which have features that we want our students to get used to .They have to write down the sentences they hear. We will read the sentences as many time as the students need to hear them so that they get maximum listening practice, to enhance their understanding of the words and sounds.

Micro-listening

Whereas in top-down processing (See 4.1.1) we often want our student to hear long listening passages, it is also useful for them to listen to small phrases and elements that cause them problems in order to help them become better at bottom-up processing .The more they do this, the easier they will find it when encounter this elements in longer listening texts.

Audio 'concordances' and other helpful recordings .We can use recoding software as Audacity to record short sentences and then by cutting and pasting, having them repeated again and again on the audio track. Students will then experience some kind of listening drill.

Narrow listening

We can have our students listen to a number of short listening texts on the same topic or theme or on the same genre .The more they do this, the more they will hear the same words and phrases cropping up again and again.

4.3. Extensive Listening

To get better at listening, students will need to listen to a lot of texts. So clearly they need to do it on their own .This autonomous frame (Rost and Wilson 2013) is extensive listening stated that . "***There is no doubt, when students listen to increasing amount of English; they will understand enough of what they are hearing".*** (Rost and Wilson 2013).

Listening responses

One way of making students motivated (and, become better listeners) is to ask them to fill in forms which we have repeated, asking them to list the topic, assess the level of difficulty and summarize the content of what they have listened to .We can as with extensive reading have them write a comment on, for example a Face book site we have created or in a listening record book .

4.4. Live Listening/recorded listening

Teachers talk can take the form of chat and giving instructions or more formal speaking aloud .Students also listen to/and talk with each other if they are living in an English speaking –country , they have a chance to listen to language all around them and in classroom they make use of pre-recorded materials.

4.4.1. Live listening

A popular way of insuring genuine communication *live listening* .Where the teacher and or the visitor to the class talk to the students .This is an obvious advantages since it allows students to practice listening in face to face interactions, repeating up to the point where a communication breakdown occurred, using intonations. Interview and conversations One of the most effective and motivating listening activities is the live interview in person or via any video link (Skype .face book…

4.4.2. Pre-recorded audio

An efficient listening practice used by many teachers is the pre-recorded audio .It is very useful by the available recording means as (computer, mobile device, interactive whiteboards, or online). There are many ways in which pre-recorded audio is very useful for language student's .As different voice, availability, repetition, transcription, and special pronunciation materials and so forth. Repetition The great advantage of pre-recorded audio materials versus live listening is that you can play it again and again. Special pronunciation materials Students of foreign or second language can benefit from the huge variety of audio and video listening materials which are designed for this purpose as podcasts available on line. Transcription when the listening is combined to reading this has an extremely beneficial effect on the listener improvement. Disadvantages of pre-recorded audio the pre-recorded audio can be thought as unsatisfactory when being used in a classroom. Acoustics In big classroom with poor acoustic it is sometimes difficult to ensure that all the students equally listen well.

4.5. Using film video

In more practical and realistic teaching J Harmer provides some instructions as possible solutions to the some listening skill deficiencies as follows

He asserted that as so far we have stated many means to aid students to listen effectively, we can also have our students watch (and listen) film clips online (on YouTube and Vimeo for example) and DVD .

4.5.1. Listening (and film) sequences

In a specialized practical procedure Jeremy Harmer suggests the following activities .He exactly stated: 'In the following examples, the listening activities

is specified, the skills which are involved are detailed and the way that the listening text can be used within the lesson is explained'

Where possible teachers can bring visitors into the class to talk to the class or be interviewed by them (See 4.3.1) Although the students may be especially interested in visitors if they are native speakers of the language or and are at least from somewhere else; there is no reason why they should not include any competent English speakers 'Brief the visitor about the students' level of language they use , should not speak to the students in a very unnatural way .Tell them that they should probably not go off into lengthy explanation and that they want to consider speaking especially clearly .

- Take the visitor into the classroom without telling the students
- Get the students working in pair or in group
- Have them interview the visitor
- Prompt the students to ask follow up questions
- When the visitor has gone, get the students tell you what they found.
- The students can ,if we wish use their notes and write a short report (a biographical peace about the visitor for example –a profile page for a magazine)

4.5.2. Make listening tasks funny!

Face book/Twitter -- Picture quizzes Opens in a new tab or window. Why not create your own multiple-answer questions such as the ones they may see in the exam in the form of a picture or cartoon. If you share them on Facebook and/or Twitter, your students can reply to them and, after a while (in the evening or the following day), you can post the correct answer. Teaching and learning for exams needn't be boring. If you vary the activities and teach through games and social networks, your students will feel relaxed and be more motivated to learn a foreign language. They will forget they are learning English just to take an

exam! Don't be dull, make it fun! It is worth to use Skype or any video link to invite class visitors' interviews.

4.6. Designing listening assessment tasks

4.6.1. Designing assessment tasks: intensive listening

Once we stated the importance of listening, we will provide a set of tasks including some decision to elicit performance and how to expect the test-taker to respond.

Recognizing Phonological and Morphological Elements

A crucial part of intensive listening at this level is the assessment of recognizing the phonological and morphogical elements of language. A classical way of testing, gives a stimulus and asks the test-taker to identify it among the others as in the following cases as H.Douglas Brown provided. *(H .Douglas Brown 2003:125).*

Phonemic pair, consonants;

*Test-takers hear: He's from California. Test-takers hear: **a**. He's from California **b**.She from California.*

Phonemic pair, vowels:

Test-takers hear   :   Is he living?   Test-takers read :

  ***a**.Is he's leaving? **b**. Is he living?*

He also remarked that in the above cases, minimal phonemic distinctions are target .If you are testing the recognition of morphology, you can use the same format.

Morphological pairs ''ed''ending

Test-takers hear: I missed you very much.

*Test-takers read: **a**-I missed you very much. **b**- I miss you very much.*

He also added that hearing the past morpheme in this sentence challenges even advanced learners, even if no context is provided. Stressed and unstressed words can also be tested in the same rubric .In the following example the reduced form' contraction' of *cannot* is tested.

Test-takers hear: *My girlfriend can't go to the party.*

Test-takers read: *a- My girlfriend can't go to the party. **b**- My girlfriend can't go to the party.*

He remarked that because they are decontexualized these kinds of tests leave something to be desired in their authenticity .But they are a better step to items which provide one-word stimulus.

One –word stimulus

Test-takers hear : *vine*   -   Test-takers read *:   **a**-vine **b**- wine*

Paraphrase recognition

The next step up of the scale of listening comprehension micro skills is words, phrases, and sentences winch are frequently assessed by providing stimulus sentence and asking the test-takers to choose the correct paraphrase among a number of choices

Test-takers hear: Hallow, my name's Keiko .I come from Japan.

*Test-takers read: **a**-Keiko is comfortable in Japan. **b**- Keiko is Japanese.**C**- Keiko likes Japan . **d**- Keiko comes from Japan.*

In the above tasks the idiomatic "come from " is the phrase being tested .To add a little context a conversation can be useful stimulus task in which test-takers have to choose the correct paraphrase.

Dialogue paraphrase

Test-takers hear :Man: Hi,Maria , my name's George .

Maria :Hi,nice to meet you George .Are you American?Man: No , Iam Canadian. **Test-takers read :**   *a-   Man is American. B-Maria is Canadian. C-Man lives in United Stated .D-George comes from Canada.*

Dictation

Dictation is another quality of assessing listening skill. In dictation the test-taker hear the aural passage ; generally 50 to 100 words , recited three times : first at a normal speed , then with long pauses between phrases or words , during which the test-takers write the words which they hear and at last at a normal speed to let some corrections and revision .   Here is a sample of dictation.

Communicative stimulus –Response Tasks

This is another kind of extensive listening assessment task in which the test-takers is presented with a set of real life stimulus in a form of monologue, dialogue and authentic conversations. Then, he is asked to answer to a set of questions.

Authentic Listening tasks In reality the field of language assessment has précised some characteristics of the types of tests when assessing listening skill. Authenticity and communication are among the integrity of listening assessment to mirror the real world of listening and not totally cofound it with speaking. In the same line Buck stated:

"Every test requires some components of communicative language ability and no test covers them all. Similarly, with the notion of authenticity, every task shares some characteristics with target-language tasks, and no test is completely authentic." (Buck 2001:92) .So, any of the stated rubric of intensive selective, responsive or quasi-extensive communicative can be used to assess listening, skill and has a certain authenticity .Here are some other possibilities.

1. Note –taking In the academic world, classroom lectures often use this technique to suit their listening to teachers explanations.

2. Interpretive task One of the intensive tasks states before is paraphrasing a story, a conversation and a dialogue. An interpretive task can be another tool to longer stretched discourse as song's lyrics, news reports, weather report , sport ,recited poetry, radio ,video or audio links etc.

To conclude , testing any language skill has to take much consideration the examinees .To assess the receptive skill of listening teachers should pay attention to the test-takers knowledge and reactions as Jeremy Harmer stated that " ***testing listening skill need to avoid making excessive demands on the students general and specialist knowledge . he added that students shouldn't be tested on their ability to understand technical information rather than understanding English .Because skill testing is always an integrative mix ,he provided the following list in which the candidates abilities are assessed*** '.(Jeremy Harmer 2015:416).

Mostly listening -Completing charts with facts and figures from a listening text. -Identifying which of the number of objects (pictured on the test paper) is being described. -Identifying who (out of two or three speakers) says what. -Identifying whether speakers are enthusiastic, encouraged, in disagreement or amused.

-Following directions on a map and identifying the correct house or place. - Listening to a sentence and then writing it as accurately as possible (Dictation) - Filling in the messing words of the text.

4.6.2. Designing Assessment Task: Responsive Listening

A question and answer can provide some interactivity in this lower-end listening tasks.

The test-takers response is the appropriate answer to a question.

Appropriate Response to a question

Test-takers hear :   *How much time do you take to do yourhome-work?* Test-takers read *:   (a) in about an hour . (b) an hour . (c) in $ 10. (d) Yes, I did .*

The objective of the above item is recognition of wh-question how much and its appropriate response.Distractors are often chosen to represent common learner errors: a) responding to how much vs how much long ; (b) confusing how much in reference to time vs to the most frequently used of money .(c) confusing wh-questions with Yes/No questions . All these items can be offered in open-ended in which test-takers write or speak the response.

4.6.3. Designing Assessment Tasks: Selective Listening

A third type of listening performance is selective listening in which test-taker have to listen a limited quantity of aural input and must discern within it some information .

Listening –Cloze

Listening-Cloze task sometimes called cloze dictation or partial dictation .In which the test-takers are asked to listen to a story, a monologue or conversation and simultaneously are asked to read a text in which words or phrases have been deleted.

Information Transfer

Selective listening can be accessed through an information transfer techniques in which test-takers must transfer aural information into visual representation in a forms such as labeling a diagram, identifying an element in a picture, completing a form , or showing a route in a map .

At this scale of linguistic complexity, simple picture-cued items are sometimes efficient rubrics for assessing certain selective information as the following item.

Information Transfer: Multiple –Picture-cued Selection

Information transfer: Single-pictured –cued verbal –multiple-choice

Test-takers see: a photograph of a woman in a laboratory, sitting with no glasses, squirting through a microscope with her right eye and her left eye closed. Test-takers hear: (***a****) She's speaking in a microscope. (**b**) She's putting on her glasses. (**c**) She's both eyes opened. (d) She's using a microscope.*

Information transfer: Chart-filling

Test-taker hear :

Now you will hear information about Lucy's daily schedule .The information will be given twice .The first time just listen carefully .The second time, there will be a pause after each sentence. Fill in Lucy's blank schedule with the correct information.

Sentence repetition The task of simply repeating a sentence or partial sentence or sentences repetition

is also used as assessment of listening skill .

4.7. Recommendations

The conclusions drawn from the findings of this study have prompted the following recommendations: Teachers should offer students a range of activities which incorporate and promote implicit and explicit process; these would improve development of the four language skills in the learners.

1) English language Teachers' Preparation and Professional Development

a) Pre- service and in-service teacher education should provide sound grounding in structure of English language as well as features of the four language skills and the teaching of these skills.

b) Constant monitoring and evaluation, coupled with frequent in-service courses, workshops and seminars through quality assurance office should become a common feature in the teaching of English language since it is the central means of ensuring the teaching techniques that enhance integration in the development of language skills in universities and schools English course.

c) Participatory teaching methods, teaching techniques and approaches should be adopted by the Algerian EFL classes so as update the current English course on the identification of pedagogical procedures in the hope of the development and assessment of the English language listening skill.

d) Teachers should explore and use a variety of techniques that enhance listening and development of skills and lay emphasis on teaching that enhance linguistic and communicative competent in all the four language (especially speaking and listening) skills by exposing students to a variety of activities and tasks in these skills.

4.8.   Implementation

There are potential implications of the results of the current study for the context of developing tests items as well as for the context of learning and teaching the skill of listening comprehension.

This reflects another quality of the present research study: its usefulness and applicability to practical situations. In this chapter I will draw on the results of the present study and reflect on issues related to test development and pedagogical considerations.

Implications for the development of listening skill teaching/learning and assessment and the test development context, there are a few issues and principles that seem to surface on the basis of the results in the study.

However, as a general consideration, in a context where a test- takers' L2/FL ability as a whole is targeted, the basis for the development of a separate test of listening comprehension should build on the principle that there is a need for a separate test of listening comprehension.

In many contexts, it may be profitable to integrate the assessment of listening comprehension with the assessment of (an) other skill(s), like speaking or writing for example.

The consequences of this assumption include the idea that the test of listening comprehension needs to include elements that belong to the listening comprehension construct, as limited as possible but at the same time as covering as possible.

4.8.1 Pedagogical implications

The findings derived from the interviews in this study show that teachers in general share similar opinions towards what constitutes effective procedures to helping EFL learners deal with their listening comprehension difficulties (i.e.,

Text factor and Processing factor), which primarily reflect a bottom-up orientation. Specifically, vocabulary instruction, topic preparation, slowing down the rate of speech mechanically and repeated listening are deemed to be effective approaches to facilitating learner comprehension of the EFL spoken text.

What is worth noting is that although empirical studies in general support the benefits of the above-mentioned procedures in facilitating EFL listening skill, there is also evidence that weak listeners, hampered by deficiency in their linguistic knowledge, particularly lexical gaps, need a combination of different forms of listening support to achieve comprehension.

In terms of helping listeners develop better processing skills when engaged in LEF listening events, pronunciation instruction, focused activity to familiarize learners with the intonation patterns of English, repeated listening, dictation, aural-written verification after multiple-listening are believed to be useful in the classroom.

4.8.2 Preferred Procedures to Coping with listening Text-Related Variables

Approaches suggested by teachers to solving listening text-related difficulties can be divided into the following three categories: **vocabulary** instruction, **topic** preparation, **speech** rate reduction and **repeated** listening.

Vocabulary instruction

Recognizing the negative effect exerted by unknown lexical terms on FL/ L2 listening comprehension, all the interviewees mentioned that offering instruction on the new/key words in the listening materials would augment their students' comprehension of the FL spoken text. Oftentimes, these teachers would either directly teach on the difficult lexical terms during pre-listening activities or ask

students to preview the unfamiliar words before attending lessons. The following excerpt is typical of such practices:

"I often teach my students some words and phrases that they might feel difficult before playing the material for them … I will talk about some words—words that might be difficult for the majority of the students. So when listening to the passage, students' comprehension would not be impeded by these terms." (interviewee teacher)

The effect of vocabulary instruction on language learners' listening

comprehension has been investigated by a number of researchers (e.g., Berne, 1995et al. One clear finding from previous research is that vocabulary teaching during pre-listening activities has a positive psychological impact on learners (Chang & Read, 2006, 2007); however, its effect on enhancing learner listening comprehension is limited and in some cases counterproductive, especially when lower-proficiency students are concerned (Berne, 1995; Chang, 2006). For instance, Chang and Read (2007) found that after being exposed to the key words found in the listening materials, lower-proficiency students' attention was often drawn to local cues involving those pre-taught words and consequently failed to catch the overall picture of the spoken text.

The available empirical evidence then seems to suggest that greater care should be taken regarding the selection of pre-taught words and the optimal time to make the words accessible to students. Accordingly, pre-lesson vocabulary preparation, in contrast to in-class vocabulary instruction, seems to be a better choice as it not only allows students more time to familiarize themselves with the vocabulary included in the listening material but also leave more time directly allocated for the listening activities (Field, 2008).

Topic preparation

According to Field (2008), establishing a context of the listening materials in the classroom setting serves as an important means to compensate for the limitations associated with the use of audio materials in typical listening lessons where visual cues available in real-life encounters are absent. Some interviewee teachers in this study, when they are asked about their knowledge how to teach listening showed awareness of the facilitative role played by knowledge of the content subject and discussed how they provided such information to their students before exposing them to the spoken text. Below is a typical example: ***"I often tell my students what is going to be discussed in the coming week, and they are encouraged to search for relevant information. With such preparation, I think the listening texts will be easier to comprehend."(Interviewee teacher)***

Earlier studies looking into the relationship between topic preparation and FL/L2 listening performance confirm a positive link between topic-orientation in advance and the comprehension results (Markham & Latham, 1987; Long, 1990). However, a more recent study done by Chang (2006) reveals that there exists a linguistic threshold for FL listeners to attain before they can utilize the available background knowledge for better comprehension, especially when L2/FL listeners aim to comprehend and extract the details of the listening passage. This finding indicates that for lower-proficiency students, other forms of listening support should probably be combined with providing contextual knowledge to enhance their listening comprehension.

 Reducing the speech rate and repeated listening were two important means emphasized by the teachers interviewed in the current study, as discussed below.

Slowing down the material mechanically

Firmly believing that fast speed was a major cause of FL/ L2 listening

comprehension breakdown, especially for lower-proficiency students, the teachers described how the advances of new technology enabled them to promote their students' listening comprehension by reducing the speech rate of the listening material. Typical is the following observation:

"Now we have the digital equipment to adjust the speed of the listening materials. For the same piece of listening material, we can have slower and faster versions by using this equipment. Starting from a slower version can help listeners follow the text and thus enhance their comprehension." *(Interwiewee Teacher)*

The teachers' choice of reducing the speed of the listening passage to aid learner comprehension encouragingly corresponds with the numerous research findings(Griffiths, 1992; et al. *which support a negative association between fast speed and listening comprehension* (Griffiths, 1992; et al. For lower proficiency learners, the faster the speed the more difficult it becomes for them to comprehend spoken text. Thus, slowing down the speed is one way teachers can do to make the materials more comprehensible.

Repeated listening

Repetition was especially stressed by all teachers as an effective as well as common strategy employed in their L2 listening lessons. According to interviewee teachers, repeated listening to the input material could help make the information more comprehensible to the learners. Usually, the repetition took place in conjunction with paused play, especially when the sentences were long. The following description is typical of such a practice:

" I just ask my students to listen to the materials many times, maybe three times. If they still fail to understand… I play the tape paragraph by paragraph and sometimes even sentence by sentence. Although some listening passages are quite difficult to understand, chances are that students understand some

parts… So when they listen again, they can focus on the other parts that they fail to understand earlier. " (Interviewee Teacher)

Repetition has always been an important strategy in second and Fl language learning and teaching since it provides more processing time and clarifies the relationship of syntactic forms (Hatch, 1983). Field (2008), for instance, points out that replaying the recording not only allows attention to be given to the forms of language, but also enables the learner to build increasingly on the information that is extracted.

4.8.3. Preferred Procedures to Coping with Processing Factor

As mentioned above, processing variables constitute another major source of FL listening problems. Difficulties related to word segmentation and recognition skills as well as attention were especially stressed by the participants in this study.

During the interviews, the teachers elaborated on five approaches, namely pronunciation instruction, focused activities on phonetic variations, aural-written verification, repeated listening and dictation to enhance their students' word discrimination skills, the development of which was deemed essential to tackle the attention/working memory problems commonly associated with FL listening.

Pronunciation instruction

Incorrect pronunciation is widely considered a factor that contributes too many FL listeners' inability to recognize known words. Interviewee teachers in this study believed that oftentimes students could not recognize the spoken form of certain words because they pronounced those words in a substantially different manner from the speakers in the listening passage. The instructional activity suggested by teachers to address this problem was to integrate the process of

listening practice, pronunciation practice, reading (aloud) and teacher correction and below is one example:

"***Sometimes I ask my students to read short text involving words that***

Algerian students often pronounce wrongly and then correct their

pronunciation. Students can then realize that their pronunciation is incorrect. I often remind them to imitate the speaker while listening… I ask them to imitate the speakers after listening. *" (*Interviewee teacher)

Focused practice on phonetic variations

The importance of familiarizing students with English phonetic variations was especially highlighted by the interviewee teachers, who believed such speech phenomena to be effective procedures to teaching Listening: Algerian EFL learners.

The major reasons contributing to students' failure is to recognize some known words in the listening materials. The common strategy adopted by teachers was to sensitize students to such phenomena, as was illustrated by the following remarks:

*''I often point out the phenomena involving phonetic variations such as assimilation for my students. To raise their awareness, I would highlight the parts by having them carry out repeated listening. ''(*Interviewee teacher)

However, it was pointed out by a few teachers that all of the spoken texts included in the textbook used in most Algerian classrooms were prepared passages generally read out by Algerian students or teachers or rarely recorded from native English speakers with predetermined scripts, which limited the occurrence of phonetic variations. They thus suggested the need to supplement authentic listening materials abundant with these speech features of English for focused practice. The following practice is :

''To familiarize my students with these phonetic phenomena, I sometimes expose them to focused practice. I think this can help my students to recognize these phenomena more easily. However, since we have to cover the content of the program, we don't have much time for such practice.'' (interviewee teacher)

According to Brown (1995), word recognition problems are often related to the way English sounds are squashed closely together or stretched in speech. The influence of neighboring words in fast speech can be so great as to make an individual word unrecognizable (Cauldwell, 1996).

In addition, FL/L2 listeners tend to segment on the basis of their L1 segmentation procedures (Cutler, 2001); as a result, the learners whose L1 is based on different rhythms and tones are likely to have greater problems in this respect.

If this assumption is correct, Algerian EFL learners appear to operate under an unfavorable English language learning circumstance in that Arabic , as a mother tongue language, is rhythmically very different from English,

English learners with Algerian background might not have been used to hearing speech in which some syllables are given more stress than others; rather, they might expect to hear every word, including the words that the speakers deliberately produce with less emphasis (Goh, 1999).

Thus, instructional activities that sensitize the students to segmentation cues, as suggested by the interviewee teachers in this study, can be devised to help learners recognize lexical boundaries in normal speech. With repeated practice, learners can develop fluency and automaticity in this important aspect of listening.

Aural-written verification

Resorting to transcripts of the listening materials was advocated by some of the Interviewees' teacher as a necessary step to help learners comprehend aural text.

Typically, these teachers would direct students' attention to the difficult parts that they failed to decipher earlier. These teachers believed that noticing the Discrepancies between what students heard and what was actually said would be extremely helpful in familiarizing them with the sound system of the target language. The following statement is representative of such a view:

"I would ask my students to listen to the material many times, carry out some group discussions about what they have heard...If students still fail to understand, I will show them the transcripts of the materials. Focusing on the difficult parts involving phonetic variations is especially useful to familiarize students' ear to English sound. "(interviewee teacher)

The use of transcript advocated by teacher interviewees has been confirmed empirically by Mareschal (2007), who found that aural-written verification practice was particularly valuable for the low-proficiency group to develop their auditory discrimination and for high-proficiency students to refine word recognition skills.

Taking a pedagogical angle, Field (2008) also maintains that checking against written transcript after several hearings of the listening materials is a valuable activity in that it allows learners, on an individual basis, to clarify sections of the recording which they have not so far succeeded in decoding.

 Moreover, such practice can enable learners to notice, for instance, the presence of the weak forms of function words which they would otherwise have missed.

Dictation

Dictation is an activity in which the learners receive some spoken input, hold this in their working memory, and then write what they heard. This writing is affected by the learner's listening skills, command of the target language, and ability to retain what they have heard in their memory (Field, 2008). Although often associated with more traditional teaching methods (Oller & Streiff, 1975), **dictation** remains a valuable teaching technique, and variations on dictation such as running dictation are very popular with learners and teachers (Field, 2008; Nation & Newton, 2009; Wilson, 2003).

Empirical evidence has been provided in support of the effect of dictation in enhancing FL/L2 listening comprehension ability. For instance, Kiany and Shiramiry (2002) found that frequent dictation had a significant effect on the listening comprehension ability of their EFL learners. They contend that dictation

a) compelled the subjects to listen more attentively to decode the foreign speech,

b) helped strengthen learner memory, and

c) familiarized students with native speaker English.

The majority of the teachers in the present study held a similar view regarding **dictation**. They believed that the use of dictation could promote students' consciousness about their gaps in perception. One example is as follows:

"Doing dictation is helpful for students to grasp the main idea of the

listening passage and the details in particular since students have to focus on every word being said… they can be more aware of the parts that they fail to catch." (interviewee teacher)

Repeated listening

Teachers in this study viewed repeated listening as an effective means to help their students deal with text-related variables such as fast speed and syntactically complex sentences. Here, repeated listening was suggested by the teachers as an important method to familiarize students with the intonation patterns of English, which they believed could facilitate their automatic processing of the aural information as the speech signal unfolds in time. The following comment represents such an opinion:

"I think repeated listening is very important. During the process, students can be more familiar with English phonetic rules and phonetic variations. After some time, students can listen more quickly and accurately. So I think repeated listening is very important." (interviewee teacher)

Strategy-based instruction

The feasibility of teaching listening strategies to students as a way of enhancing their overall listening comprehension ability was also brought up by several teachers during the interviews. Interestingly, only the teacher participants who had had overseas training experience anchored their discussion of the pros and cons of strategy-instruction in the latest theory in applied linguistics, whereas the other five either demonstrated scanty knowledge of what listening strategies were or wrongly equated listening strategies with test-taking strategies. The following discussion focused on the views expressed by the teachers who had received formal training on teaching listening strategies and thus had clearer understanding of what listening strategies referred to.

Among the interviewee teachers, a recent graduate of a teacher training programme abroad, believed in the power of teaching strategies and was eager to try it out in her own teaching context:

"I used to feel that it would take quite a long time of practice for language learners to improve their listening comprehension skill. Sometimes, the

process was so slow that students tended to give up before tangible progress could be seen. As the teaching of listening strategies has the potential to speed up the process, I do want to have a try after I come back teaching. "
(interviewee teacher)

4.9. Conclusion

To sum up, teachers should be aware of their students' major EFL listening skill problems, teachers interviewed in this study suggest solutions to these problems that highlight the development of students' bottom-up processing competence, with the underlying rationale that EFL learners, who have limited access to target language use in daily life, need to achieve a level of automaticity that facilitates more fluent and faster processing of spoken language. Once this level of automaticity is achieved, we can expect our EFL listeners to be "... more capable of dealing with unusual topics, meanings and words" (Field, 2009, p. 14). Although this study focuses on a specific group of students and teachers, its findings have implications for wider contexts, particularly in those situations where students mainly learn a language through formal classroom instruction and have limited access to authentic language use.

As far as the pedagogical implications and applications of the results of this study are concerned, what seems alarming is the gap between what the nature of the listening (as it was conceived in chapter1) and what a practical context (and the construct as it presents itself through the National teaching Curriculum and by means which are suggested in practical teaching and assessment tasks) would seem to suggest as being useful listening skill practice in class.

The teaching should cover strategies for monitoring one's performance and staying focused, as well as compensating tactics when the comprehension fails or is not sufficient. Informed guessing and elimination, information transfer and

other suggested tasks are essential strategies for solving test tasks, so these should be practiced in class.

All these strategies are essential ingredients in the real-life language use context as well, but with a slightly different focus: the language itself more than the assessment instrument.

GENERAL CONCLUSION

Generally the necessity to carry out this research study lounges in the researcher's remarks as an experienced teacher who attempted to review some of the factors effecting the students' low achievements in listening skill .Thus, the researcher made a brief investigation; and suggested some questions and hypothesis to find out the causes buried behind this problem; he portrayed a four chaptered thesis. It is found on the theoretical side of the listening skill in pedagogy, its assessment, the Algerian ELT setting, the data gathering and the suggestions and recommendations to conform to the study question. Therefore, it is the duty of teachers to share that knowledge with them. To look for the most valuable pedagogical way to teach listening skill is for teachers to arrange themselves, creating an environment which encourage listening. Teachers can create such an environment by positive interaction, actively listening to all students and responding in an open and appropriate manner. Teachers should avoid responding either condescendingly or sarcastically. As much as possible, they should minimize distractions and interruptions. An emphasis on listening comprehension as well as the application of listening strategies will help students to decode English input and to achieve greater success in English learning. We must shift our listening classroom from a teacher-centered classroom to a student-based one.

To improve students' listening ability, teachers should base their teaching on theoretical principles. And because of the limitations in resources and teacher training, both students' and teachers' resources should take the responsibility of guiding teachers throughout their teaching, which should inform teachers of relevant theories, and offer suggestions on what activities should be carried out in listening classes and how to train students in various listening strategies.

GENERAL CONCLUSION

English listening competence is a complex skill that needs conscious development. It can be best developed with practice when students reflect on the process of listening without the threat of evaluation.

Furthermore to more assess the research questions some instruments to gather information and collect the important data and the situation of the ELT to set the appropriate forms of the implications and suggested resolution to the research problematic.

Therefore, there cannot be any doubts about the fact that this type of input and suggested teaching and assessment tasks should be recommended for class (or for an independent learner) on the present target level.

The type of tasks combined with this input should be as varied as possible, in order to have the effect of interaction and in order to develop purposeful strategies.

This reach study has shed new light on the causes of low achievement in listening English and contributes data to the researchers and teachers and students. Considering all these significant aspects that underlie the difficulties of listening skill, have a real impact on the learners' achievement, this research study has arranged on the teacher's roles to reduce them and increase real listening tasks and designing assessment tasks to the learners by encouraging oral interaction between students and individually by extensive and intensive listening to develop the listening skill in the target language.

To bring this work to a seal, the final shutting can't be fixed in any way since the research in the domain is going on. So, other views and resolutions will be held to give more advance and development to the target situation of ELT in general and to the teaching and learning of listening skill in particular. We come to the above suggestions and views hopping that they will give other drive to further research and pave the way to future investigation.

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APPENDICES

Appendix I: .... Teachers 'Questionnaire

The following questionnaire represents one part of a research work that aims at describing the state of the teaching as far as the teaching of listening comprehension in an EFL class. It will take you about 20 minutes to complete the questionnaire. Your identity will remain strictly confidential and the results will be used only for academic purposes.

1. Based on your personal opinion and/or experience

Please indicate the extent to which you agree with the following statements:(note: an explanation is needed for some statements)

a) I feel I am more proficient in teaching speaking (or other skills) than in teaching listening.

Strongly Agre	e Agree	Disagree	Strongly Disagree	Undecided

b) I think that listening is not an easy skill to teach because of segmental and supra-segmental features of sound such as ,accent , intonation, stress, pause...

Strongly Agre	e Agree	Disagree	Strongly Disagree	Undecided

c) I think that the listening skill develops according to the complexity of the text and the topic.

Strongly Agre	e Agree	Disagree	Strongly Disagree	Undecided

d) Some EFL learners are reluctant to participate in listening lecture because they lack vocabulary

Strongly Agre	e Agree	Disagree	Strongly Disagree	Undecided

e) I think that students' proficiency in English does not improve because they are afraid of making mistakes .

Strongly Agre	e Agree	Disagree	Strongly Disagree	Undecided

f) Teacher should use the appropriate pedagogical principles to design the listening course/lecture .

Strongly Agre	e Agree	Disagree	Strongly Disagree	Undecided

g) I think that teaching listening is based more on learners' motivation .

Strongly Agre	e Agree	Disagree	Strongly Disagree	Undecided

h) I think that learners' background is among the basis of developing EFL listening skill .

Strongly Agre	e Agree	Disagree	Strongly Disagree	Undecided

I) I think that students will be able to pick up new language items as teachers use visual aids when teaching listening .

Strongly Agre	e Agree	Disagree	Strongly Disagree	Undecided

2. Based on your own opinion, how would you rank your

a) Knowledge about the listening skill in English language.

Excellent	Good	Fair	Poor	Very poor

b) Knowledge of how to teach listening .

Excellent	Good	Fair	Poor	Very poor

c) Knowledge about students' motivation/attitude towards the   listening course.

Excellent	Good	Fair	Poor	Very poor

d) Could you give your personal view of the listening skill in the Algerian EFL classroom?

....

....

e)What are your most important objectives when teaching listening to 1st year students ?

....

....

f) Do you think that listening is a passive skill ?

....

g)How often do you assess the listening   skill ?

Always	Usually	Often	Rarely	Never

h) How do you examine your learner' proficiency in the listening skill ?

A) Using the learners' recordings

B) Assessing it with the speaking skill

i) Is assessing listening skill included in the Algerian educational curricula?

APPENDICES

3.Based on the content of the speaker's message) How often do you teach your students the following listening skill : Always Usually Often Rarely Never

1-Use background knowledge

Always	Usually	Often	Rarely	Never

2- How to take notes

Always	Usually	Often	Rarely	Never

3- .Infer speaker's attitude

Always	Usually	Often	Rarely	Never

4-.Extract relevant details

Always	Usually	Often	Rarely	Never

5 - Listening   with a purpose

Always	Usually	Often	Rarely	Never

6-.Infer implicit information

Always	Usually	Often	Rarely	Never

7- Concentrate & minimize distractions

Always	Usually	Often	Rarely	Never

APPENDICES

8- Get the main idea.

Always	Usually	Often	Rarely	Never

9-Infer how the speaker   organized their   ideas

Always	Usually	Often	Rarely	Never

10-.Evaluate the speaker's ideas and arguments

Thank you for your cooperation

APPENDICES

On Listening English skill

The following statements are about your own attitudes, concepts, or situations of learning English listening skill. Please circle the scales in terms of how well the statements reflect your actual experience, thoughts, and feelings when you are learning listening comprehension.

Directions: Please respond to the following questions using the scale provided:

(1) Strongly disagree (2) disagree (3) neutral (4) agree (5) strongly agree

1. I like English listening materials that can arouse my interest in learning.

    1   2   3   4   5

2. I think that the person who is competent in English listening can succeed academically and professionally.

    1   2   3   4   5

3. In order to improve my English listening skill, I often spend time practicing it.

    1   2   3   4   5

4. I often feel bored and uncomfortable when learning English listening skill.

    1   2   3   4   5

5. I always notice the materials and activities concerning English listening skill; for example, English program in the radio, English listening materials and tapes, CDs, and various English listening comprehension examinations.

    1   2   3   4   5

6. I think that English listening skill will not be helpful to me in the future.

    1   2   3   4   5

7. I like to be aware with the culture and customs of other countries, and I often feel excited about getting new knowledge and information in English listening skill.

    1   2   3   4   5

8. I am often unable to concentrate on the content of the materials when practicing English listening skill.

    1   2   3   4   5

9. I attend English listening skill classes seriously because I want to develop my listening skills and competence in order that I can use it in future.

    1   2   3   4   5

10. I often actively show my skills in English listening and speaking in class, and I know I can perform very well.

    1   2   3   4   5

11. I have a sense of achievement when I perform better than others in English listening   comprehension class.

1   2   3   4   5

12. Because my English is poor, I do not like to attend English listening comprehension classes.

1   2   3   4   5

13. My purpose of developing my skill in English listening comprehension is to get good grades in tests   .

1   2   3   4   5

14. When I can easily and smoothly understand English by listening, I feel satisfied and have a great confidence.

1   2   3   4   5

15. After finishing taking English listening courses, I will not listen to the relevant materials anymore.

1   2   3   4   5

16. I would like to learn English listening comprehension well because I want to make friends with English speakers and hope to be able to go abroad for advanced study in the future.

1   2   3   4   5

17. I do not appreciate the way my teachers assess my listening skill

APPENDICES

18. I would like my teachers and education officials to give more consideration to listening skill evaluation

19. I would like to devote more time and effort to perform the listening skill in the course /lecture and in listening testing

Thank you for your cooperation

CHAPTER ONE: Theoretical Background on Listening Skill

1.1 Introduction

In general, listening skill has historically received only minimal treatment in the teaching of English as a Second Language (ESL) or foreign language (EFL), but it is, in fact, one of the most important skills a second language (L2) and foreign language (EFL) learner must master to succeed in academic studies.

1.2. The Nature of Listening Skill In spite of the numerous research studies and efforts to win recognition for the field, consensus on a definition of listening has not yet been reached and listening is defined and explained by many researchers from different angles

Moreover, Listening is an invisible mental process, making it difficult to describe. Listeners must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intention

Thus ,listening is more than a simply hearing or perceiving aural stimuli and it is more than mere comprehension as it was defined in the 1950s.In addition, Wolvin and Coakley (1985:74) (Rost, 2002)defines listening, in its broadest sense, as a process of receiving what the speaker actually says (receptive orientation); constructing and representing meaning (constructive orientation); negotiating meaning with the speaker and responding (collaborative orientation); and, creating meaning through involvement, imagination and empathy (transformative orientation). Listening is a complex, active process of interpretation in which listeners matches what they hear with what they already know.

Besides, O'Malley et al proposed the following*: "Listening comprehension is an active and conscious process in which the listener*

constructs meaning by using cues from contextual information and from existing knowledge, while relying upon multiple strategic resources to fulfill the task requirements." **(1989:434).**

This definition seems to be extensive and inclusive of several aspects or elements involved in the listening comprehension process. It also involves the idea of an active and conscious process. This means that a listener is active, conscious and aware of what he is listening to. Besides, he builds expectations and predictions on the basis of contextual and world knowledge by using different strategies. Yet, one element seems to be lacking, which is schema.

Byrnes said that: "***Schema-based understanding, i.e., information stored in long-term memory as frames or scripts which directs the comprehension process.***" (1984:319).

In order to understand the meaning of schema, we will deal briefly with schema theory in listening comprehension. For example, Rumelhart (1980:34) provides a good explanation of this theory:

"A schema theory is basically a theory about knowledge. It is a theory about how knowledge is represented and about how this representation facilitates the use of the knowledge in particular ways. According to schema theories, all knowledge is packaged into units. These units are the schemata."

So, on the basis of these definitions, we can say that listening comprehension in second language L2 or foreign language FL) involves exposure to them but with comprehension based on several factors such as schemata, active processing, etc. In other words, discourse knowledge, contextual hints, and world knowledge are necessary in listening skill/ comprehension. (Rost, 2002) defines listening, in its broadest sense, as a process of receiving what the speaker actually says (receptive orientation); constructing and representing meaning (constructive orientation); negotiating meaning with the speaker and

responding (collaborative orientation); and, creating meaning through involvement, imagination and empathy (transformative orientation). Listening is a complex, active processes of interpretation in which listeners match what they hear with what they already know.

1.3. Listening Skill in Pedagogical Research The ever-growing need for good communication skills in English has created a huge demand for English teaching around the world. Therefore, millions of people today want to improve their command of English or to ensure that their children achieve a good command of English. And opportunities to learn English are provided in many different ways such as through formal instruction, travel, and study abroad, as well as through the media and the Internet pedagogical and autonomous listening tasks.

The most innovative methods of language teaching that have emerged in the last decade, in which listening was sought as an associate of reading, while recently listening has been distinguished as a skill in its own right as it follows.

1.3. 1. The Grammar Translation Method The grammar translation method of foreign language teaching is one of the most traditional methods dating back to the late nineteenth and early twentieth century. It appeared as opposed to the classical method of Latin and Greek. (Brown, 2000: 18). The main focus of this method is "grammatical rules as the basis for translating from the second to the native language".

1.3.2. The Direct Method The direct method is a new method which appeared, since many problems had faced the grammar translation method which started to encounter foreign language learners. This method started to be known and practiced at the turn of the twentieth century. (Harmer, 2001: 21). The main premise of this method is that second language should be taught and learnt in the same way as in the first language.

1.3.3. The Audio_ Lingual Method The Audio-lingual method was influenced by Behaviourism and it's stressed the habit formation as the main process of learning (Harmer, 2001:79).Some behaviours of learners could be trained through a system of reinforcement, the correct behaviours would receive positive feedback 'reward' in the other hand the incorrect behaviour would receive negative feedback.

1.3.4. Total Physical Response The total physical response is a language teaching method which focuses on physical action in teaching the foreign language. It appeared in 1977 by its founder James Asher

1.3.5. Suggestopedia Suggestopedia is a method of teaching that was produced by the Bulgarian psychologist educator Georgi Lozanov. This method emphasizes that: "*the human brain could process great quantities of material if given the right condition for learning, among which are a state of relaxation and giving over the control to the teacher*" .(Brown, 2000:27).

1.3.6 The Silent Way The silent way method was established by Caled Gattegno. This method is quite similar to suggestopedia; it emphasizes the cognitive aspect then the affective one.

1.3.7. The Natural Approach It is a theory of second language acquisition proposed by Krashan and Terrell 1983, the main concern of this approach is on the comprehensible input which means that the teacher should provide comprehensible input to the learners so the acquisition can take place.

1.3.7. Communicative Language Teaching At the beginning of the 1970s language researchers have come to conclude that communicative competence and not only the grammatical one should be the goal of language teaching .So rather than insisting on grammar and vocabulary, teachers should develop the communicative competence.

1.**3.8. Competency-Based Approach** Although CBE has its roots in experimentalism, it is the latest educational approach, and is claimed by the extravagant to be the panacea of educational issues. Others who are driven by economic rationalism see it as the reform agenda that will lift the workforce to productivity levels of internationally competitive standards.

Integrated Approach According to Flowerdew & Miller, a final learning approach that is worth mentioning is the Integrated Approach (Flowerdew & Miller, 2005). Teachers of today recognize readily the need to actively teach strategies for developing accuracy in listening comprehension. The goal is to make students able to listen for and identify main ideas as well as details, to develop their critical listening and thinking skills, and to enable them to manipulate the language and show that they comprehend and can use what they have heard.

1.4. An Interactive Model for the Listening Skill Listening skill is not a one way street. It is not merely a process of a unidirectional receiving of audible symbols .One facet –the first step –of listening comprehension/skill is a psychometric of receiving the sound waves through the ear and transferring nerves impulses to the brain .But that is just the beginning of what is clearly an interactive as the brain acts on the imputes and bringing a number of different cognitive and effective mechanisms.

1.5. Types of Spoken language   It should be clear the forgoing that listening comprehension/skill is an interactive process .After the initial reception of sound, we human beings perform other major operation on that set of sound waves. .In conversation settings, of course further interaction takes immediately after the listening stage as the hearer becomes speaker in a response of spoken transactions as McCarthy (2002.1) suggests several types of speech that are probably among the most frequent.

1.5-1.Notion of Spoken Language   As teachers contemplate designing lessons and techniques for teaching listening skill or that which containing listening components in them, a number of special characteristics of spoken language need to be taken into consideration.

1.5.2 Device of Spoken Language Listening is broadly considered one of the most significant human skills, and a regular human action. It refers to the way of verbal language communication that includes the oral production and articulation of words. Therefore, many researchers were motivating to examine the processes that are involved. In this respect, the following functions depict the elements that are included in teaching listening to foreign language learners.

1.6. Overcoming the Listening Skill Difficulties In teaching listening skill we must be careful not to go to extremes, either by being concerned too exclusively with theories without thinking about their application to teaching, or by obstinately following frozen routines-opening the textbook and explaining new words, playing the tape recorder, and asking/answering questions. It is essential for a teacher to have an overall understanding of what listening is, why it is difficult for foreign-language learners, and what some solutions may be.

1.6.1. Micro-skills of Listening skill/ Comprehension Adapted from Brown,(2001) and Hunt (2003) in their articles about teaching listening skills, provided a comprehensive taxonomy of aural comprehension involved in conversational discourse .Such lists are very useful in helping teachers to break down just what it is that learners need to actually perform as they acquire an effective listening micro-skills.

1.6.2. Types of Listening Classroom Performance With literally hundreds of techniques available to teaching listening comprehension skills, it will be helpful to think in terms of different kinds of several kinds of *listening* performance that is what students do in a listening technique.

1.6.3. Principles for Designing Listening Techniques Several decades of research and practice in teaching listening comprehension have yielded some practical principles for designing techniques that include aural comprehension.

1.7. Listening skill and Communicative Competence In many cases, listening should lead naturally into speaking; there is"a natural link between speaking and listening"and therefore within communicative competence (Brown, 2000:275). That teacher should pay attention to and not hesitate to incorporate these two skills in teaching.

CHAPTER TWO: Scaling and Assessing Listening

2.1. Introduction Assessment is one of the critical aspects in language teaching /learning as well as acquisition language in general. Subsequently, the following phase of this study work (Chapter 2) is meant to deal with some forms of assessing EFL language listening as scaling listening techniques ,goals of assessing the listening skill, assessing the four language skills, FL/L2 listening assessment, approaches to assessment: formative and summative ,formative assessment and summative assessment ,formative assessment of listening, dynamic of listening assessment.

2.2. Scaling Listening Techniques Sharpening and scaling our listening skills is relatively easy to begin working given that most of it is based on knowing what formulates good listening and what doesn't. Remember: listening is not a passive process, so all of the techniques below are active scaling techniques to assess whether to listen well or not, including the ones that are not visible to the speaker.

2.3. Goals of Assessing the Listening Skill Assessment is an important part of learning and teaching. The goal of classroom assessment is, first of all, to provide learners, teachers, and parents with feedback on learner progress in listening development.

2.3.1. Assessing the Four Language Skills When talking about assessing language ability, we usually refer to one or more of the four skills, such as assessing reading or listening comprehension. Practice of describing language ability, which is comprises four language skills; speaking, writing, reading and listening.

2.3. 2.FL/L2 listening assessment In many countries around the world, FL/L2 educational leaders are reviewing and rethinking its assessment practices. They are exploring on-line assessment platforms as well as building teachers' assessment literacy and working to enhance the feedback provided to teachers and students in the teaching, learning and assessment cycle**.**

2.3.3. Approaches to Assessment: Formative and Summative Formative assessment describes ongoing assessment and observation in the classroom.

1.3.5. Formative Assessment of Listening Several types of formative assessment instruments can be used to monitor development of listening skills and provide feedback to learners and teachers

2.3.6. Dynamic Listening Assessment Dynamic assessment views learning and assessment as inextricably linked, so that there is no distinction between them.

1.3.7. Summative Assessment of Listening Furthermore, at the heart of EFL learning/teaching summative assessment is meant to resolve designed items.

2.3. 8.Choosing Formative and Summative Assessment Tools for Listening In their discussion of principles of language assessment, Brown and Abey (2010) ask some fundamental questions about the quality of an assessment tool and identify five "cardinal" criteria as: Validity, Reliability, Authenticity, washback and Practicality.

2.4. Types of Test items There are different test items and Jeremy Harmer stated that test items and questions can be either direct or indirect.

2.4.1. How to prepare students before tests Students are often highly motivated in exam classes because they have a clear goal to aim for .We can use their enthusiasm to help them prepare for achievement and proficiency test.

CHAPTER THREE: ELT Situation and Data Analysis

Introduction In this phase of this research study, we are going to present a relative picture of the position of English in the Algerian curricula and the challenging present for its users mainly to find some pedagogical ways to develop the listening skill.

3.1. The status of English in Algeria Accordingly, English language has gained prominence all over the world. So forth, since the independence in 1962, Algeria has made efforts to set up an educational system adapted to the requirements of the population.

3.2. Teaching English in Algeria By the mid of the year 2000, Algeria has started a series of changes with the aim to improve the structure of the educational system.

3.3. ELT at University Though the English language in Algeria is witnessing an increased interest for economic reasons i.e. international exchanges, banks, national and foreign companies, it is only learned at school and at university for further studies, job requirements, visits abroad etc..

3. 3.1. Teaching EFL to 1st -Year LMD students As its increasing value in the global level, English is educated in all Universities of Algeria either in English departments or as ESP teaching in other departments. Similarly, to deal with this current global age and English language new position, the LMD system has been practical.

3.3.2. First-Year LMD' EFL Objectives In the year 2004-2005, Algeria has joined the policy and principles of the Bologna Process by adopting the LMD

principles (Licence, Master, and Doctorate). The philosophy of teaching under the new architecture stipulated that more space is given to the learners' output and mobility.

3.4. Data collection The present research is meant to reflect "teachers and students" actual experience, thoughts, feelings and opinion which recounting about the effect of classroom communication on developing the listening skill, in view of the fact that the teachers and the learners are the main variables of this study.   This design was chosen because it seems adequate in obtaining quantitative data with regard to the teaching techniques that enhance listening in the development of English language skill when teaching EFL classes. It also involved asking teachers how teach in their actual practices in the classroom.It has used tables and pie-charts which are also meant to collect the data from the designed sample research instrument and sampled population to give more sufficient react to the declared research questions and hypotheses and then to gain some responds and results.

 CHAPTER FOUR: Suggestions and Recommendation

4-Introduction To sum up researches in the domain of L2/FLT language have found that listening skill is one of the major factors reflecting the language learning teaching. It is also one of the most complex and the most important in English achievement though it has been neglected for many years.

In his book practice to English Language Teaching Jeremy Harmer suggests the following: Using   Prediction ,Top   –down   Listening   Bottom-up Listening,Extensive Listening, Live Listening /recorded Listening, Live Listening,Pre-recorded audio, Using film and Video,Listening (and film) sequences,Designing listening assessment tasks, Designing assessment tasks: intensive   listening,Designing   Assessment   Tasks: Responsive ListeningDesigning Assessment Tasks: Selective Listening .

4.6. Recommendations The conclusions drawn from the findings of this study have prompted the following recommendations: Teachers should offer students a range of activities which incorporate and promote implicit and explicit process; these would improve development of the four language skills in the learners. 1) English language Teachers' Preparation and Professional Development

a) Pre- service and in-service teacher education should provide sound grounding in structure of English language as well as features of the four language skills and the teaching of these skills.**b**) Constant monitoring and evaluation, coupled with frequent in-service courses, workshops and seminars through quality assurance office should become a common feature in the teaching of English language since it is the central means of ensuring the teaching techniques that enhance integration in the development of language skills in universities and schools English course.**c**) Participatory teaching methods, teaching techniques and approaches should be adopted by the Algerian EFL classes so as update the current English course on the identification of pedagogical procedures in the hope of the development and assessment of the English language listening skill. **d**) Teachers should explore and use a variety of techniques that enhance listening and development of skills and lay emphasis on teaching that enhance linguistic and communicative competent in all the four language (especially speaking and listening) skills by exposing students to a variety of activities and tasks in these skills.

4.8. Conclusion To sum up, teachers should be aware of their students' major EFL listening skill problems, teachers interviewed in this study suggest solutions to these problems that highlight the development of students' bottom-up processing competence, with the underlying rationale that EFL learners, who have limited access to target language use in daily life, need to achieve a level of automaticity that facilitates more fluent and faster processing of spoken language.