

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



University of Tlemcen
Faculty of Letters and Languages
Department of English



**INVESTIGATING LISTENING STRATEGIES AND DIFFICULTIES
AMONG FIRST YEAR EFL STUDENTS
AT TLEMCEN UNIVERSITY**

*Dissertation Submitted to the Department of English as a Partial Fulfillment of the
Requirements for the Master Degree in Language Studies*

Presented by:

Ms. BENRAHMOUNE Ikram

Supervised by:

Dr. BENSFAFA Abdelkader

Board of Examiners

Dr. BOUKLIKHA Wassila	'MCA' Chairwoman	(University of Tlemcen)
Dr. BENSFAFA Abdelkader	'MCA' Supervisor	(University of Tlemcen)
Mrs. DRICI Farida	'MAA' Examiner	(University of Tlemcen)

Academic Year: 2017- 2018

DEDICATIONS

I lovingly dedicate this dissertation to:

My mother, symbol of affection.

My father, symbol of sacrifice.

My brothers and sisters, symbol of help and support.

My teachers, symbol of light and knowledge.

My friends, symbol of solidarity.

ACKNOWLEDGEMENTS

First and foremost, I would like to thank my supervisor **Dr. BENSABA Abdelkader** for his guidance, pieces of advice and continuous support. Very special thank goes to the members of jury who have accepted to read my dissertation and offer their valuable comments.

My heartfelt gratitude also goes to Dr. BOUMEDIENNE Amina for her encouragement and invaluable help in this work.

I am also indebted to my friend BOUHAFS Soumia who was always with me and provided her help whenever it is needed.

I will not forget to thank first year English students and their teachers for their participation during data collection.

I express all my gratitude to all the persons who have supported and helped me in one way or another.

Abstract

The present research revolves around an assessment of EFL students' difficulties and the strategies they use when listening to their lecture, in English Department at Abou Bakr Belkaid University, Tlemcen. Different research instruments were administered to first year EFL students and some of their teachers. After analyzing the gathered data quantitatively and qualitatively, the main findings indicate that the listening is the most complex and difficult skill in comparison with the other skills. The results also indicate that first year EFL students encounter a number of difficulties; the teachers' pronunciation, the lack of knowledge related to the topic of listening, the length of the listening texts, and other difficulties which require them to use appropriate strategies to enhance their comprehension.

TABLE OF CONTENTS

Dedications.....	i
Acknowledgements.....	ii
Abstract.....	iii
Table of Contents.....	iv
List of Acronyms.....	vi
List of Tables.....	vii
List of Figures.....	viii
GENERAL INTRODUCTION.....	1
CHAPTER ONE: LITERATURE REVIEW OF LISTENING	
1.1. INTRODUCTION.....	5
1.2. LISTENING SKILL.....	5
1.2.1. Listening Vs Hearing.....	7
1.2.2. Listening Definition.....	8
1.2.3. Listening Types.....	9
1.2.4. Listening Functions.....	10
1.2.5. The Significance of Listening.....	12
1.3. LISTENING DIFFICULTIES.....	13
1.3.1. The Listener Factor.....	13
1.3.2. The Speaker Factor.....	14
1.3.3. The Text Factor.....	16
1.3.4. The Physical Setting.....	17

1.4. LISTENING STRATEGIES.....	17
 CHAPTER TWO: DATA ANALYSIS, INTERPRETATIONS AND	
SUGGESTIONS	
2.1. INTRODUCTION.....	22
2.2. RESEARCH DESIGN.....	22
2.3. SAMPLE POPULATION.....	22
2.3.1. Teachers’ Profile.....	22
2.3.1. Learners’ Profile.....	22
2.4. RESEARCH INSTRUMENTS.....	23
2.4.1. Students’ Questionnaire.....	23
2.4.2. Teachers’ Interview.....	24
2.5. DATA ANALYSIS.....	26
2.5.1. Students’ Questionnaire.....	26
2.5.2. Teachers’ Interview.....	30
2.6. RESULTS INTERPRETATION	31
2.7. SUGGESTIONS AND RECOMMENDATIONS.....	33
2.8. CONCLUSION.....	36
GENERAL CONCLUSION.....	38
BIBLIOGRAPHY.....	41
APPENDICES.....	47

LIST OF ACRONYMS

EFL: English as a Foreign Language

ESL: English as Second Language

NNS: Non Native Speaker

LIST OF TABLES

<u>Table.1.1.</u> Listening Comprehension Strategies	19
<u>Table.2.1.</u> The Learners' Preferable Skills	27
<u>Table.2.2.</u> First Year EFL Learners' Listening Difficulties	28
<u>Table.2.3.</u> The Listening Strategies used by First Year EFL Learner	29

LIST OF FIGURES

<u>Figure 1.1.</u> The Basic Stages of Listening Process and their Functions	7
<u>Figure.1.2.</u> Micro-Skills for Academic Listening	12
<u>Figure.2.1.</u> The Participants' Gender	26
<u>Figure.2.2.</u> The Listening Skill in Comparison with The Other Skills	27

GENERAL INTRODUCTION

Various investigations have been undertaken within the field of EFL education for the purpose of revealing the pedagogical issues that students face throughout their studies, the finding of those experiments have indicate that the learners' weaknesses are mainly due to learners and the ineffective strategies used.

The main concern of this study is to look for the main difficulties that first year EFL students face when listening to their lectures, and the listening strategies they use to enhance their comprehension.

For this purpose, the general research question guiding this investigation is:

What are the listening difficulties of first year EFL students and the strategies that they use in listening comprehension?

From this general question, a number of secondary research questions are derived:

- 1- What difficulties do first year EFL student generally encounter when listening to their lectures?
- 2- Do first year EFL students use any kind of listening strategies to overcome these difficulties?
- 3- What are the listening strategies used by first year EFL students?

These questions lead the investigator to formulate the following hypotheses:

- 1- The difficulties that first year EFL students encounter when listening to their lectures may be related to the vocabulary and the accent used by the teacher.
- 2- First year EFL learners may use some listening strategies to comprehend their lectures.
- 3- The listening strategies that first year may use are :
 - Note taking.
 - Summarizing.
 - Asking the teacher for more clarifications.
 - Using dictionaries.

To confirm or reject the above hypotheses, a case study was conducted in English Department at Tlemcen University.

The present research is divided into two chapters one is theoretical and the other one is practical.

The first one contains some notions concerning the listening skill. It begins with the difference between listening and hearing, followed by its types and functions, in addition to its significance among EFL learners. Then, it tackles the listening difficulties encountered by EFL students. Finally, the listening strategies are identified.

The second one is devoted to the description of the research design: the sample population, the research instruments, then the analysis of the data gathered, qualitatively and quantitatively, and it ends with suggestions and recommendations for EFL teachers to help their students to overcome the listening problems.

CHAPTER ONE

LITERATURE REVIEW OF LISTENING

1.1. INTRODUCTION

1.2. LISTENING SKILL

1.2.1. Listening Vs Hearing

1.2.2. Listening Definition

1.2.3. Listening Types

1.2.4. Listening Functions

1.2.5. The Significance of Listening

1.3. LISTENING DIFFICULTIES

1.3.1. The Listener Factor

1.3.2. The Speaker Factor

1.3.3. The Text Factor

1.3.4. The Physical Setting

1.4. LISTENING STRATEGIES

1.1. INTRODUCTION

The current chapter is intended to bring some notions regarding the listening skill. At the beginning, it covers the distinction between listening and hearing as sometimes they are used interchangeably followed by its different types, its functions, in addition to its importance among EFL learners. Then it discusses the difficulties encountered by EFL learners in developing their listening comprehension, finally, the listening strategies are identified.

1.2. LISTENING SKILL

We can identify four major skills: listening and understanding, speaking, reading and understanding and writing, (Harmer, 1983). Speaking and writing involve some kinds of production on the part of the language user, while listening and reading are receptive skills in that the language user is receiving spoken or written language. Listening, as we know, is the first language mode that we all acquire, so that, it is an important skill; it is the basis for the other three (speaking, reading and writing).

Listening involves making sense (having meaning) of the meaningful sounds of language. For Nunan (2001), listening is process that consists of six rapidly- occurring stages, namely, Hearing, Attending, Understanding, Remembering, Evaluating and Responding.

Hearing: is the first stage, it is linked to the response resulting from sound waves stimulating the sensory receptors of the ear. Nonetheless, one must insist that hearing is merely the reception of sound, i.e., it does not consist of paying attention.

Attention: is the second process; it entails that our brain focuses on a specific selection of the received sound.

Understanding: is the following stage which consists of the analysis of meaning of what had been heard, and comprehending symbols that had been seen. Analyzing the stimuli that had been perceived is necessary in the listening process. It is worth mentioning, that what is meant by stimuli is not solely words, it can consist of different sounds and noises, such as applause, or of sights. In order for the process of

understanding to be accurate, and resulting in successful interpersonal communication, one must be in the adequate context, because it is thickly bound to the meaning attached to these symbols as a function of our past associations and of the context within which they occur.

Before tackling the next stage, it is necessary to make a remark: as it has been mentioned previously, the background knowledge is essential and people have to take into account several points: general factual information, local factual information, socio-cultural knowledge and knowledge of context. With these factors, the information will be correctly received.

Remembering: is an important process because it entails a very specific details; the listener not only does he/ she receive and interpret the messages, they also add it to the mind's storage bank, which means that the information will be remembered in our mind.

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

Responding: is the final stage that provides feedback to the speaker, as to whether his/ her message had been accurately interpreted or not. This stage requires that the receiver complete the process through verbal or non verbal feedback, because the speaker has no other way to determine if a message has been received.

The figure below shows the basic stages of the listening process and their functions.

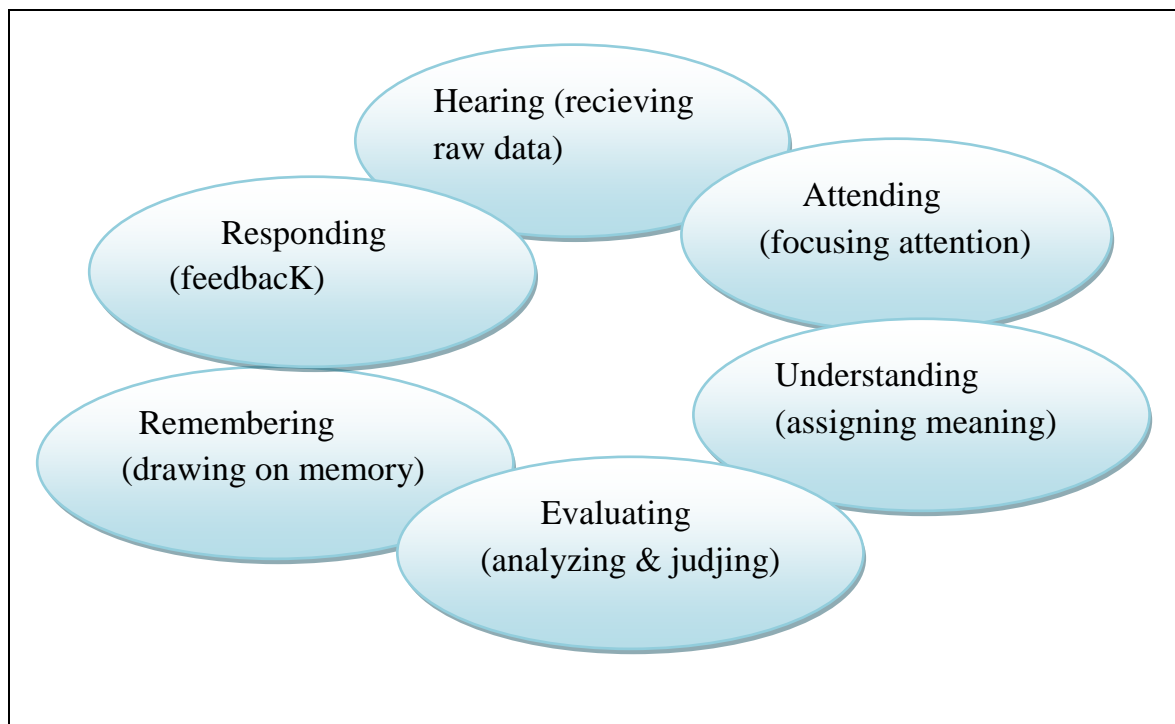


Figure.1.1. The Basic Stages of Listening process and their functions. (adopted from Nunan, 2001:23).

1.2.1. Listening Vs Hearing

Listening and hearing can be used interchangeably but they express distinct meanings. Hearing is one of the five senses , it happens every time ; it occurs even in sleep, when sound waves strike your ear drum and nerves transmit the vibrations to the brain, it is automatic **‘hearing is the basis of the language perception, and perception is the basis for listening.’ (Rost, 1994:9).** Consequently, you cannot stop hearing, but you can stop listening. Listening occurs after hearing, it refers to the decoding of sound waves in your brain into meaningful messages. Hence, listening and hearing are not synonymous; hearing occurs when your ears pick up sound waves transmitted by a speaker while listening involves making sense of what is being transmitted. **‘Although both hearing and listening involve sounds perception, the difference in terms reflects a degree of intention.’ (Rost, 2002: 27).**

1.2.2. Listening Definition

Listening is one of the four basic skills that we use when communicating orally. It is a complex and difficult skill, indeed it is not easy to define it, Witkin states that: **‘No one theory about what listening is.’ (1990:7)** , this means that there is no agreement on an exact definition, i.e., many definitions can be attributed to this skill. Listening definitions have changed according to the dominating interest area over time, or according to the research foci of individuals, because every listening definition has focused on a different aspects of this skill. (Rost 2002).

Listening is more than simply hearing or perceiving aural stimuli and it is more than mere comprehension. According to Howat & Dakin Listening is:

‘The ability to identify and understand what others are saying. This involves understanding a speakers’ accent or pronunciation, his grammar and his vocabulary, and grasping his meaning. An able listener is capable of doing these four things simultaneously.’

(1974:20)

Listening is vital mental capacity one of the principle means by which we understand and take part in the world around us. Rost, as he stated: **‘Listening is considered to be part of oracy, a capacity to formulate thought verbally and to communicate with others, so it is skill that underlines all verbal communication.’ (1994:7)**

In fact, Rost (1994) draws a particular list of sub-components when dealing with listening skill :

- a- Discriminating between sounds.
- b- Recognizing words.
- c- Identifying functions such as apologizing in conversation.

- d- Connecting linguistic cues to paralinguistic cues (stress and intonation) and to non linguistic cues (gestures and relevant objects in the situation) to construct meaning.
- e- Using background knowledge and context to confirm and predict meaning.
- f- Recalling important ideas and words.
- g- Giving appropriate feedback to the speaker.
- h- Reformulating what the speaker has said.

Students should use these sub-skills effectively to achieve process. In fact, **‘Successful listening involves an integration of these component skills. In this sense, listening is coordination of the component skills, not the individual skills themselves. These skills constitute a persons’ listening ability.’ (Rost, 1994:142).**

1.2.3. Listening Types

Each situation requires a type of listening, Stephen and Lucas (1998) categorized listening into four types, which are: appreciative listening, empathetic listening, comprehensive listening and critical listening.

Appreciative Listening

Stephen and Lucas come to define this type of listening to be: **‘listening for pleasure or enjoyment, as when we listen to music, to a comedy, or to entertaining speech.’ (1998: 57).**

In this context, the purpose behind its practice is to enjoy or to relax as in the example of listening to music, jock, movies, to a persons’ speech because you like his style.

Empathetic Listening

The listener is expected to understand the feeling and emotions of the speaker without making judgment or evaluation. In fact, this type of listening is used to help the speaker revealing his /her deep feelings.

‘Empathetic listening provides emotional support for the speaker, as when a psychiatrist listens to a patient or when we lend a sympathetic ear to a friend in distress.’ (Stephen and Lucas, 1998:58).

Comprehensive Listening

The listener is required to understand as much as possible from what she or he listen. In fact, in order to comprehend, the meaning demands having a lexicon of words, rules of grammar and syntax besides the visual component of communication, as in the example of listening to conferences, lecture or briefings...etc.

‘comprehensive listening is devoted for understanding the message of a speaker, as when we attend a classroom.’ (Stephen and Lucas, 1998:58)

Critical Listening

When the goal is to evaluate or analyze what is being said, at this level , we are getting into critical listening . According to Stephen and Lucas (1998) , this type of listening deserve much more time ; it is listening to evaluate a message for the purpose of accepting or rejecting it ,i.e., the listener is interested in understanding the message and making comments or judgments about it, such as listening to politicians and advocates .

1.2.4. Listening Functions

Brown and Yule (1983) classified listening functions or purposes as interactional and transactional. *Interactional listening* is to engage in social interaction, in contrast, *the purpose of transactional* is primarily to communicate information, it is common in academic listening; coherent and accurate communication of the message is required. In fact, to be a successful academic listener, Richards (1983) construct a taxonomy of micro-skills (listed in the figure below) needed for academic listening (listening to lectures).

1. Ability to identify scope and purposes of lecture.
2. Ability to identify topic of lecture and follow topic development.
3. Ability to identify relationships among units within discourse (e.g., major ideas, generalizations, hypotheses, supporting ideas, examples)
4. Ability to identify role of discourse markers in signaling structure of a lecture (e.g., conjunctions, adverbs).
5. Ability to infer relationships (e.g., cause, effect, conclusion).
6. Ability to recognize key lexical items related to subject/topic.
7. Ability to deduce meanings of words from context.
8. Ability to recognize markers of cohesion.
9. Ability to recognize function of intonation to signal information structure (e.g., pitch, volume).
10. Ability to detect attitude of speaker toward subject matter.
11. Ability to follow different modes of lecturing: spoken, audio, audio-visual.
12. Ability to follow lecture despite differences in accent and speed.
13. Familiarity with different styles of lecturing: formal, conversational, read, unplanned.
14. Familiarity with different registers: written versus colloquial.
15. Ability to recognize irrelevant matter: jokes, digressions, meanderings.
16. Ability to recognize function of non-verbal cues as markers of emphasis and attitude.
17. Knowledge of classroom conventions (e.g., turn taking, clarification requests).
18. Ability to recognize instructional / learner tasks (e.g., warnings, suggestions, recommendations, advice, instructions).

Figure.1.2. Micro-Skills for Academic Listening. (adopted from Richard 1983).

1.2.5. The Significance of Listening

Runkin (1926) conducted a study and found that the listening skill was the most dominant skill for the mode of human communication, it plays an important role in primary and secondary language acquisition.

In fact, listening skill was taken into the second and foreign language research field in the mid 20th century, and many researchers put listening as the focus of their studies in which it becomes the most essential skill in foreign language learning because of many reasons, among them the two following reasons can be mentioned : first, it internalizes the rules of language, and the second, because it facilitates the development of other language skills , (Vandergrift 2011).

According to Doff (1995), listening has a great impact in developing speaking, i.e., we cannot develop our speaking skill unless we develop our listening skill. In this sense, Renukadevi (2014) states that listening helps the language learners to acquire pronunciation, word stress, vocabulary and syntax and the comprehension of the message can be based solely on the tone of the voice, pitch and accent. Also, he states that studies show that while communicating, the communicator will gain the highest percentage (45%) of language competence from the listening skill.

Wolvin and Coakly (1991), asserted that it is evident that listening is more important for the learning process since it is used as primary medium of learning at all stages of education. In fact, Rivers (1981) and Oxford (1993) conducted a study that confirmed the primacy of listening and showed that the portion of verbal communication time spent by English learners was as follows: listening : 40-50%, speaking : 25-30% , reading: 11-16%, writing about 9%. This means that learners spend almost half their communication time listening and much of what learners know is acquired through listening.

In this concern, Devine states that **“Listening is the primary means by which incoming ideas and information are taken in.”(1982 :24)**. As Rost (1994) points out, listening is vital in foreign language instruction because it is process by which learners get input, and without understanding it at the right level, learning simply cannot get

any improvement. Listening is, thus, fundamental in language learning ; it is foundation of both : language acquisition and formal education, (Brown, 1987).

1.3. LISTENING DIFFICULTIES

Many researchers began to theorize and investigate the factors that affect EFL listening comprehension including: listeners' factors, speakers' factors , texts' factors and the physical setting.

1.3.1. The Listener Factor

Listeners have been stated as an important factor which can affect their own understanding from several aspects:

a- The lack of contextual knowledge :

Learners need to have some background knowledge concerning the topic in order to be able to make reliable interpretations or inferences from what they listen to, (Underwood, 1989). This view was also supported by Samuel (1984) when he stated that the lack of schemata can cause a problem in listening comprehension.

b- The lack of vocabulary :

The major problem of listening comprehension is because of the learners' vocabulary is too limited, this supported the view of Underwood (1989) which says that learners sometimes encounter an unknown concept for which they stop listening and think about the meaning of that concept, hence, they miss the next part of speech ; information. In this concern, Hung (1998) state that listening texts with known concepts are easier for learners to comprehend, though the topic is unknown for them.

c- Attention :

Another aspect stated by Underwood (1989) concerned concentration or attention level of the listeners, she comments that listeners should concentrate and pay attention on what they are listening to for long time, so that, they will not miss the important information from continuous flow of stimuli. In fact learners sometimes may easily lose their attention and feel tired during listening when they make a great effort to

catch every word they hear, and listener fatigue affect listening comprehension, (Barker, 1971; Underwood, 1989).

1.3.2. The Speaker Factor

The speakers of the listening text are also among the factors which influence learners' listening comprehension.

a- The speed of the speakers' speech

There is an evidence that suggest that the faster the speech, the more difficult is to understand, (Buck 2001). **‘Many English language learners believe that the greatest difficulty with listening comprehension is that the listener cannot control how quickly a speaker speaks.’ (Underwood, 1989:16).** Thompson (1995) points of view said that the speech rate is an important aspect in influencing listening comprehension and the high speed of speech may be assumed to make listening more difficult specially for lower level proficiency learners. This view was also supported by Rixon (1986) when he stated that the high speed of speech means that listeners are required to process information quickly as much as possible. This concern is in accordance with Gohs' study (2000), who found that learners quickly forget what they heard, possibly because of the limited capacity of their short term memory. Also, because of fast speech, EFL learners may fail to distinguish and recognize individual words because of the phonological representation intermediate between the acoustic input and words, (Brown 1993). This includes:

Intonation : Intonation or the pitch of voice, the tone of voice can be either low and high and the meaning of course changes accordingly and this can be confusing for English learner who may not be able to infer the exact meaning intended by the speaker. intonation is very important in being able to understand spoken language. (Nakic 1981).

Elision : refers to **‘ The omission of a consonant or vowel . ’ (Brown, 1990 : 66) .**
For example: Lost of mony → los v moni.

Assimilation : it is the process in which sounds belonging to one word can cause changes in sounds belonging to neighboring word , i.e., phonemes are realized differently when they occurring near other phonemes, sometimes sound become more likely the following sound this kind of assimilation is called progressive, If sound become likely the preceding one , it called regressive. In fact, it may occur within one word. For example:

- good bye → gub**̣** bai.
- Goods → gud**z**.

Linking: Linking refers to a sound which is introduced between linguistic units usually for ease pronunciation, the most common case is the use of linking /r/ , this latter may be justified by its presence in the spelling however intransitive /r/ is used to link between two vowels when there is no justification from the spelling , for example :

- The door- is closed.
- The idea (r) of...

Stress : Stress is relative force or the emphasis placed on the sound or syllable spoken in a word or phrase.

In one-syllable word such as : ‘dance’, we know which syllable which syllable is stressed because there is only one, while a word with more than one syllable is more complex ; students might stress the word (export) on the first syllable ‘EXport’ if they are using it as noun. But if, on the contrary, we stress the second syllable ‘exPORT’, the noun is now a verb, this can cause a problem for EFL listeners because they could not distinguish between the noun and the verb, (Harmer, 2005).

The purpose of the stress is to highlight words which carry the main information the speaker wants to convey.

Another problematic feature related to rapid speech is:

The Distortion of Word Boundaries: When the speech is fast, words and syllable boundaries often do not occur in the same place as in the equivalent of citation form or written form causes serious problem for EFL students. For example:

‘Why +choose vs white +shoes’ (Brown 1977:65).

The two utterances are very similar and this is very difficult for EFL students to process.

b- The speakers’ accent

Too many genres of accented speech would result in a significant reduction in listening comprehension, (Munro & Derwing 1998). The speakers accent may be unfamiliar for the learners or he or she may tend to say things only one time without paraphrasing or repeating which does not give a second chance for the learners to check the correctness of what they comprehend, (Rixon 1986). In this concern, Fan (1993) pointed out that usually EFL /ESL listeners are used their teachers’ accent or the standard variety of British or American English, so that, the teacher has to familiarize the learners’ both American and British accent.

1.3.3. The Text Factor

The text its self brings its own particular and potential area of difficulty from different aspect including:

a- The structure of the text

Vogely (1988) cited that the difficulty in listening comprehension is because of the structural components of the text. when the text is poorly organized ; incoherent and have inappropriate vocabulary it would be somehow difficult for the students to understand it, (Mendelsohn 1994).

b- The length of the listening text

When the text contains a lot of information, it is difficult for the learner to store everything in mind, exceptional listening ability and strategy required to comprehend, (Carroll, 1977). Another problem related to the length of listening text is : **‘the requirements to be able to concentrate on and understand long stretches of talk without the opportunity of engaging in the facilitating functions of interactive discourse, such as asking for a repetition and negotiating meaning ’** (Flowerdew, 1994:182). This idea goes in parallel with Byrnes’ point of view when he said : **‘...sometimes the length of time we are required to listen for, without participating, may cause memory problems or even fatigue, so that, in the end we simply no longer listen with understanding.’** (1988:13).

1.3.4. The Physical Setting

Sometimes, inconvenience classrooms influence learners listening comprehension ; In the large classrooms , learners who are sitting on the back rows may not hear the teacher as learners who are sitting in the front, and who prefer to stay next the windows are also affected by the noise which come from outside .The size of the classroom also makes difficult for the teacher to control and manage the all class or to get feedback from the students , so that, teachers should take all these conditions into consideration.

1.5. LISTENING STRATEGIES

Most scholars grouped the listening strategies into three main categories including cognitive, metacognitive and socio-affective strategies. The primary category has been defined as: **‘specific techniques or activities which contribute directly to the comprehension and recall of the listening input.’** (Rubin cited in Schwarts, 1998 :6). This means that it is mental activities used to manipulate the language and accomplish the task, it encompass strategies such as: note taking, inferencing, resourcing , elaboration. The second category concerns with learning how to plan, monitor and asses the gathered data from the listening part ,i.e., mental activities for directing language learning, so that, **‘Students without metacognitive approaches**

are essentially learners without direction and ability to review their progress accomplishments, and future learning direction.’ (O’Malley & Chamot, 1990 :99). In this sense, Wenden (1998) claims that learners who employ metacognitive strategies have the following advantages:

- 1- Learners become more strategic.
- 2- They will learn quickly and start to incorporate knowledge.
- 3- They will deal with all situations.
- 4- They will become more self confident to ask for help.
- 5- They start to notice and evaluate their progress.
- 6- They can deal with the obstacles that they might face while doing the task.
- 7- The strategy they use goes hand in hand with the learning activity to reflect changing conditions.

In fact, this strategy includes: selective attention, comprehension monitoring, advance organization and problem identification. While the last category (soio-affective) deals with the learners interaction with other to check their understanding (questioning for more clarifications and explanations) and to reduce their apprehension.

In this concern, Chamot exemplifies cognitive, metacognitive and socio-affective strategies as : ‘ **Use of prior knowledge ...to monitor a task in progress...and cooperating with peers on a language learning task. ’ (1995 :15).**

Strategy	Description
Metacognitive Advance Organization	Clarifying the objective of the lecture and / or proposing strategies for handling it.
Directed Attention	Attending to the main points of the lecture ignoring irrelevant distractions; maintaining attention while listening.

Selective Attention	Paying attention to details.
Comprehension Monitoring	Checking one's understanding
Problem Identification	Deciding what problems hinder comprehension.
Evaluation	Judging overall execution of the task and of one's strategy use.
Cognitive Inferencing	Using information within the spoken message to guess the meaning of unfamiliar language items, predict outcomes or fill in information.
Elaboration	Using content and formal schemata already stored in memory to predict outcomes or fill in missing information.
Note taking	Writing notes during the lecture listening.
Summarizing	Making a summary.
Resourcing	Using available reference resources of information, like books and articles.
Socio-affective Questioning for clarification	Asking for explanation, verification and rephrasing.
Cooperation	Learners working together.
Lowering Anxiety	Trying to relax.
Self-encouragement	Positive self-talk.

Table.1.1: Listening Comprehension Strategies (adopted from Flowerdew & Miller 2005 , Vandergrift 1997).

1.6. CONCLUSION

In this chapter, we have set an overall presentation of some theoretical aspects of the listening skill, we tried to show that listening is process and it is very important skill to master in second or foreign language classroom in order to gain language input, but it seems so difficult for EFL learners to deal with. So that, we tended to tackle the difficulties that EFL listeners encounter in their learning process as well as listening strategies that can enable them to cope with those difficulties. The next chapter will describe the methodology and procedures used in this investigation which consists of research instruments, data collection, data analysis and the solutions that are being suggested for EFL teachers to develop their students' level in listening comprehension.

CHAPTER TWO

DATA ANALYSIS, INTERPRETATIONS AND SUGGESTIONS

2.1. INTRODUCTION

2.2. RESEARCH DESIGN

2.3. SAMPLE POPULATION

2.3.1. Teachers' Profile

2.3.1. Learners' Profile

2.4. RESEARCH INSTRUMENTS

2.4.1. Students' Questionnaire

2.4.2. Teachers' Interview

2.5. DATA ANALYSIS

2.5.1. Students' Questionnaire

2.5.2. Teachers' Interview

2.6. INTERPRETATION OF THE MAIN RESULTS

2.7. SUGGESTIONS AND RECOMMENDATIONS

2.8. CONCLUSION

2.1. INTRODUCTION

The present chapter is devoted to the identification and the description of some components selected and used in this research work. At the beginning, it identifies the sample population who contributes in the construction of this work. Then, it tackles the research instruments used for data gathering and the procedures of each one. The gathered data are more likely to be analyzed qualitatively and quantitatively. Finally the suggestions and recommendations for EFL teachers are cited.

2.2. THE RESEARCH DESIGN

The present study aims to investigate and determine the difficulties that encounter EFL learners and the listening strategies they use to cope with these difficulties.

For this purpose, the case study of first year EFL students is carried out using a questionnaire for the students, and an interview with EFL teachers. The research instruments ask about the students' problems they face when listening to their lectures and the listening strategies they use to develop their comprehension.

2.3. THE SAMPLE POPULATION

The target population for this investigation is the first year English university students of Abou Bakr Belkaid of Tlemcen and their EFL teachers. The following section tends to provide a detailed description of these two groups.

2.3.1. Teachers' Profile

The five teachers to whom the interview was delivered, were selected as stratified sampling. They work in Abou Bakr Belkaid University of Tlemcen. Three of them are Doctors while the two others are Doctorate students. In fact, their teaching experience ranged from three to fifteen years.

2.3.2. Learners' Profile

The thirty informants were first year EFL students from English Department at Tlemcen University. Indeed, they were selected randomly in which all of them have an

equal chance to be chosen, they are mixed twenty four female and six male . The age of these students ranged from eighteen to twenty-one years old.

In fact, they have thirteen years of schooling during which standard Arabic has been the language of instruction for all aspects, ten years studying French; since the third year of primary school, and English for eight years; since first year in middle school.

2.4. THE REASEARCH INSTRUMENTNS

Concerning our research, the investigator have chosen two data gathering instruments: a questionnaire for the students and an interview for the teachers because they are less time consuming, besides both methods help the researcher to work with a big number of respondents in short period of time, (Wallacel 1998).

2.4.1. Students' Questionnaire

The questionnaire is one of the most useful instrument of data collection in EFL/ESL research since it provides a general view of the investigated problem which is difficult to obtain by other means, it allows the researcher to collect data that respondents are able to report about themselves such as: their opinions, difficulties, strategies, motivation and so on, it is, in fact, economical in terms of time and effort; easier to arrange.

In this context, Brown defined the questionnaire as: **‘any written instruments that present respondents with a series of questions or statements to which they are to reach either by writing out their answers or selecting them among existing answers.’ (2001:6)**

The researcher has administered the questionnaire to first year EFL students in English Department of Tlemcen University. In fact, the aim behind this questionnaire is to finding out the students' problems that they may face when listening in their learning environment, and deducing the main strategies they use to enhance their listening comprehension.

The questionnaire is divided into three rubrics:

Rubric one : Students' profile

The first rubric is about the students' general information; age , gender and the years of their learning English language .

Rubric two : Students' difficulties

This rubric comprises three questions:

- Question one is about the skill they prefer better.
- Question two explore the learners' self assessment in listening proficiency by evaluating their level.
- Question three asked the students to choose the main difficulties that they face when listening to their lectures, and giving them the opportunity to state other difficulties.

Rubric three: Students' listening strategies

The last rubric as a main part, includes one question in which the learners are asked to select the strategies they employ to understand their lectures, and giving them the opportunity to state other strategies.

2.4.2. Teachers' Interview

To give the research more worth, an interview, which is another type of data collection methods is designed for the teachers to provide their views through their experience as arguments for strengthening the work and proving the hypothesis.

In this respect, the interview refers to an oral face to face conversation between the researcher and the informants to discuss and get different points of view about the subject being investigated. According to Cohen et.al '**Interviews enable participants to discuss their interpretations of the world in which they live, and to express how they regard situations from their own point of view.**' (2005: 267).

The interview includes three types according to the degree of the structure: structured, semi-structured and unstructured interview.

The structured interview is characterized by a **‘tight control over the format of questions and answers.’ (Denscombe, 2007:175)**. It takes the form of an oral questionnaire, it requires all the respondents to answer the same questions which have the same wording, therefore, it follows the format of the questionnaire but it is administered.

The semi-structured involves an outline of the topic that will be discussed in which the researcher asks questions without following a specific order and wording and give the floor for the interviewee to develop his view freely. The unstructured is **‘more like a natural conversation.’ (Mackey and Gass, 2005: 173)**. It takes the form of general discussion in which there is no predetermined questions, the researcher explain the research topic to the respondent who has to provide his opinion about it.

In the present research work, the investigator has relied up a semi- structured interview because such type allows the researcher to digress probe for more information ,i.e., it gives him the freedom to add questions, therefore, it offers both sides either to deal with all aspects of the investigated problem or to keep the communication confined to the subject in-question.

In fact, the researcher got in touch with five oral expression teachers as selective sampling in the Department of English at Tlemcen University. It aims to ask them some questions to provide information concerning their students’ level in listening comprehension.

The interview includes five questions:

- Question one: the teachers were asked about their experience in teaching.
- Question two asked the teachers if their learners are aware of the major difficulties they encounter when listening to their lectures.
- Question three requires the teacher to state the students’ difficulties that they face in listening.

- Question four asked the teachers whether their students use any kind of the listening strategies that can help them to cope these problems, and ask them to mention these strategies.
- Question five asked the teacher to propose solution for their learners' problems in listening.

2.5. DATA ANALYSIS

In this section, the researcher will present the results of both students' questionnaire and teachers' interview quantitatively and qualitatively.

2.5.1. The Students' Questionnaire

1- Gender of the participants

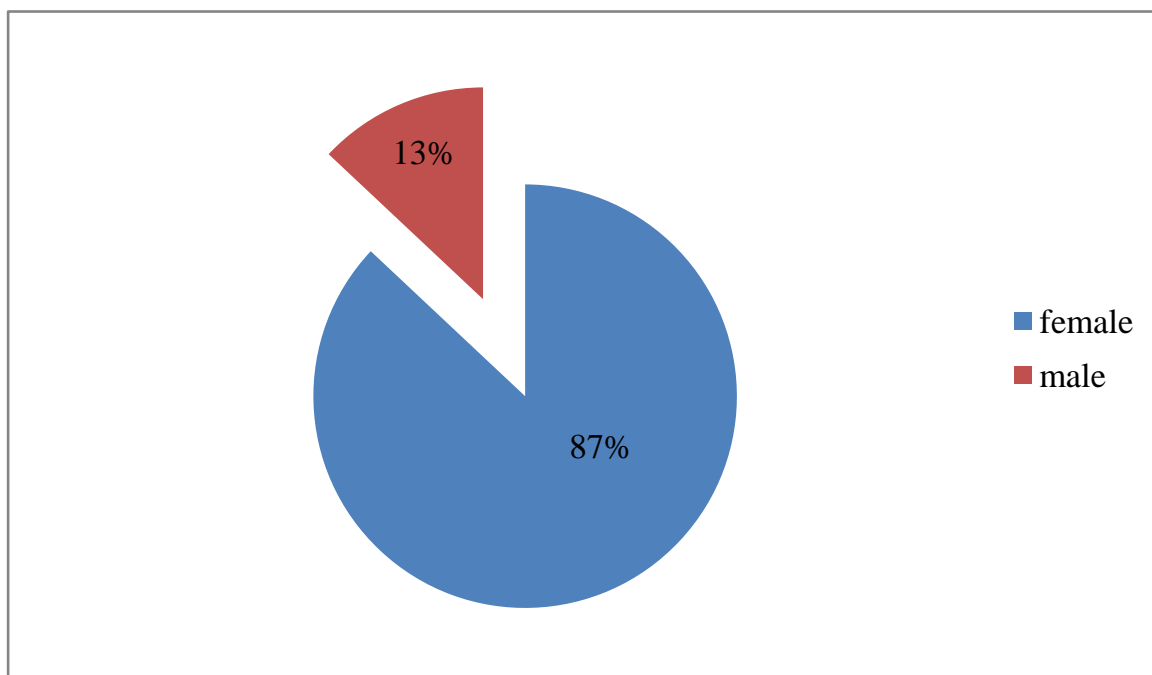


Figure.2.1. The Participants' Gender

2- The skill that students prefer

Sixteen of the students (53%) prefer the listening skill better than the others skills and eight students (27%) prefer the speaking skill, and only four students (13%) choose the reading skill while the two others (7%) like the writing skill.

The Skills	Absolute Frequencies	Relative Frequencies
Listening	16	53%
Speaking	8	27%
Reading	4	13%
Writting	2	7%

Table 2.1. The learners' preferable Skill

3- The students perceptions of the listening skill in comparison with the other skills.

More than half of the students (66%) find that listening is average when compared to the others skills, and eight students (27%) find that listening is difficult ,while only two (7%) find it easy.

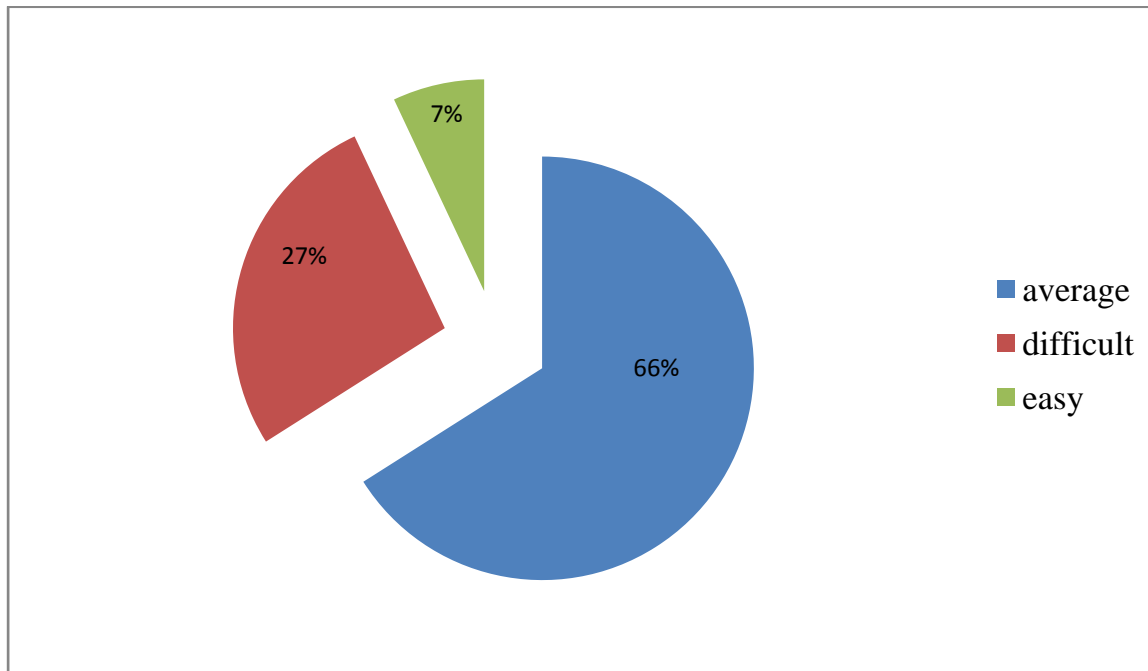


Figure 2.2. The Listening Skill in Comparison with the Other Skills.

4- The students' listening difficulties

More than half of the students (60%) think that the new vocabularies and the grammatical structures are the main problems encountered when listening. Nearly half of the students (47%) state that the lack of the knowledge related to the topic of listening is the main problem they face when listening, and forty per cent of them mention that the main difficulty in listening comprehension is the speed of the teachers' speech while twenty per cent of them view that the unfamiliarity with the teachers' accent is the problem and thirty per cent see that the length of the listening text is the main difficulty.

Concerning other difficulties, just one student has mentioned noise.

The Difficulties	Absolute Frequency	Relative Frequency
The teachers' speech is too fast.	12	40%
I am not familiar with the teachers' accent.	6	20%
The listening text is too long.	4	13%
The Lack of knowledge related to the topic of listening.	14	47%
New vocabulary and grammatical structure.	18	60%

Table.2.2. First Year EFL Learners' listening difficulties.

5- The students' listening strategies

The majority of the students (67%) view that paying attention to every detail is the most effective strategy they use to understand their lectures, (60%) of students ask their classmates for more clarifications (cooperations) , (53%) of them try to guess the meaning of the new concepts from the context (inferencing) and take notes , (47%) use the dictionary during the lecture , make extra reading outside the classroom for better

understanding (resourcing) and ask the teacher for more clarifications. (35%) try to connect what they hear to what they understand so that they will be able to check their understanding (comprehension monitoring). (20%) make the summary of the lecture, (13%) are aware of the points that they cannot comprehend (problem identification), try to connect how they complete the task of listening to and understanding the lecture, and try to predict what the teacher is going to say based their previous knowledge and only (7%) try to motivate and convince themselves that they can manage and understand the lecture (Self encouragement).

The Strategies	A.F	R.F
Before listening, i try to motivate and convince myself that i can manage and understand the lecture.	2	7%
I pay attention to every detail.	20	67%
When listening, i try to connect what i hear to what i understand so that i will be able to check my understanding.	10	34%
I am aware of the points that i cannot comprehend.	4	13%
I try to evaluate how i complete the task of listening to and understanding the lecture.	4	13%
I try to guess the meaning of the new concept from the context.	16	53%
I ask my classmates.	18	60%
I use the dictionary during the lecture.	14	47%
I try to predict what the teacher is going to say based on my previous knowledge.	4	13%
I take notes.	16	53%
I make the summary of the lecture.	6	20%
I make extra reading outside the classroom for better understanding.	14	47%
I ask the teacher for more clarifications	14	47%

Table 2.3. The Listening Strategies used by First Year EFL Learner

2.5.2. The Teachers' Interview

In this section, we will report the analysis of the teachers' interview qualitatively, and discuss the main results of the learners' difficulties and strategies they use to overcome these difficulties.

a- The difficulties that first EFL learners face in listening.

According to the results obtained from the interview, one teacher states that one of the main difficulties encountered by her students is the lack of the knowledge related to the topic discussed in the listening part of the lecture, while two other teachers argue that the students' main problems may be related to the use of highly sophisticated vocabulary and the pronunciation of the teacher that might be unclear and difficult for learners to understand specially if they are first year students. According to another teacher, the speed of speech is the major difficulty for first year EFL learners. Only one teacher among the five interviewed argued that her students do not face any problem in the listening task.

b- The strategies used by first year EFL students.

According to the teachers interviewed, students make use of a variety of strategies to overcome their problems in listening and these strategies differ from one learner to another according to the type of difficulty faced by each student. Some learners rely mainly on note taking and summarizing in addition to other strategies like asking their teachers for more clarifications, asking their classmates or using monolingual and bilingual dictionaries.

c- Suggestions to help first year EFL learners.

The teachers suggest some solutions to help the learners to overcome their listening difficulties like:

Training students to listen to native speakers in a regular way; Providing them with simple recordings and short stories to work with them both in the classroom and outside and providing them with different questions related to the recording to check

their degree of focus and understanding , this will help them to acquire both vocabulary and pronunciation.

Another important recommendation would be to teach EFL learners how to apply effectively the listening strategies that they already know and use and to teach them also other strategies that might be helpful for them and which they might not be aware of.

2.6. RESULTS INTERPRETATION

The results of the present study show that the majority of the first year EFL students prefer the listening skill, and they find that it is average when compared to other skills.

In fact, first year EFL students faced a number of difficulties when listening in their learning environment including: the new vocabularies and the grammatical structures used, the lack of the knowledge related to the topic of listening, the speed of the teachers' speech, the unfamiliarity with the teachers' accent and the length of the listening text, another difficulty that one student has stated is noise, this latter can take the listener mind off the content of the listening text. This means that the hypothesis which state that the difficulties that first EFL learners may be related to highly sophisticated vocabulary and the accent used by the teacher is valid.

According to both students' questionnaire and teachers' interview, first year EFL learners used a variety of strategies to cope with their problems in listening, and this confirm the hypothesis which says that first year EFL learners may use some kinds of listening strategies.

The listening strategies used by first year EFL learners differ from one student to another, i.e., each student has his own strategies including : paying attention to every detail, asking their teachers and classmates for more clarifications (cooperation), using dictionaries, taking notes, making summaries and extra reading outside the classroom...etc.

This shows that the hypothesis which states that students may use dictionaries, note taking and summarizing is valid.

EFL teachers offered some suggestions to help first year EFL students to overcome their listening difficulties such as: training the students to listen to native speakers intensively and extensively, i.e., inside and outside the classroom and to teach them how to apply effectively the listening strategies.

2.7. SUGGESTIONS & RECOMMENDATIONS

Based on the research findings and the results obtained, the researcher would like to suggest some solutions for EFL teachers to develop their learners' listening abilities.

The teachers have a great influence for students to be successful in learning English. In this concern, the students' achievement of the lecture is very important, to realize, it needs some of the skills and the strategies that the teacher should be aware of. These include:

Repeating and paraphrasing the main ideas, according to Brown and Atkins (2002), expressing the same idea in different way can trigger ideas and associations which assist comprehension. It also allows the learners to process information by giving him more time, (Chiang and Dunkel 1992).

Building a lexical base for lecture instruction: generating lists of key concepts for student to prepare prior to a lecture. Being familiar with such concepts will allow the listener to comprehend and make inferences during the lecture, (Rost 1994).

Another issue the teacher should take into consideration is that the lecture should not include large amount of information, for Book (1999), a good lecture includes two or three ideas with appropriate elaboration.

The teachers' speech should be modified and adjusted according to the learners' level by simplifying the vocabularies, using shorter sentences and the pronunciation can be made understood by using slower clear articulated speech.

The teacher should provide breaks for some minutes during the lecture at different times, so that, students can write information, update their notes and ask for more explanations and clarifications, (Flowerdew and Miller 1992).

Questioning: formulating types of questions that will lead to clarification (participation) and great comprehension.

Developing student' awareness of the listening strategies: what are they, how and when to use them.

Promoting cooperation among learners which is another strategy done by the teacher to organize his students into pair work and group work. In pair work, students can practice the language with each other, foretell the content of the text and compare the notes that they have taken with the ones they have listened to. In group work, student have a greater opportunities to increase their listening and speaking practice, (Harmer 2001).

In fact, Lynch (1994) summarized a list of recommendations which are widely cited in the literature relating to the lecture methodology for specific difficulties of NNS for which the lecture could be more effectively trained :

- a- Speak loudly, clearly and do not go too fast.
- b- Plan, prepare and structure every lecture.
- c- Make it understandable; explain, emphasize, repeat and summarize the main points and relate to current examples.
- d- Know your subject.
- e- Look at the audience.
- f- Be adequate, do not cover everything.
- g- Assemble materials to which students will not have easy access.
- h- Do not read from your handout.
- i- Being interesting and humorous but not too much.

So that learner' tasks in understanding lectures would be considerably eased if lectures clearly structured and delivered their talk.

The student should be provided with skeleton note containing the major points of information, so that, they would be able to concentrate on understanding the content of the lecture, (Dunkel 1988).

In order to develop and overcome the listening obstacles, the teacher should also encourage the learners and get them exposed to a variety of types of listening to the foreign language they use such as : songs ; motivate them to learn about the target culture, break routine , reduce stress , make learning enjoyable besides they are easily to remember (vocabulary). Conversations: help them to built up their linguistic

Competence and focus on the correct use of the English language. Stories: also motivate them alongside and news and announcements if they are more real life.

Underwood concluded that listening to authentic material provides: **'...a true representation of real, spontaneous speech... which will make them (listeners) more able to cope with 'real life' speech when they meet it outside the learning situation. ' (100:1989)**

In this concern, listening to the target language helps the learners to enrich their baggage,i.e., to acquire new vocabularies, and pronunciation which enable them to produce and formulate sentences, thus, raises the degree of the students' participation, as result, learners need as much exposure to English as possible.

2.8. CONCLUSION

This chapter was devoted to the description of the research design. It provides the description of the sample, the research instruments; the questionnaire and the interview. Then, it highlights the procedures of each research instrument in which the questionnaire was addressed to first year EFL students and the interview was conducted with their teachers. The gathered data are analyzed both quantitatively and qualitatively and the results showed that learners faced a number of difficulties when listening to their lectures and that they used some kinds of listening strategies. These results were related to the hypotheses put forward before. At the end, it tackled some solutions that are being suggested for EFL teachers, based on the results found.

GENERAL CONCLUSION

General Conclusion

EFL students encounter a lot of difficulties at different levels. This research was concerned with the difficulties that first year EFL learners face when listening to their lectures and looked whether they use some kinds of listening strategies to enhance their proficiency in this skill.

Three research questions put forward to investigate the above cited issue were:

- 1- What difficulties do first year EFL student generally encounter when listening to their lectures?
- 2- Do first year EFL students use any kind of listening strategies to overcome these difficulties?
- 3- What are the listening strategies used by first year EFL students?

The above questions led to formulate the following hypotheses:

- 1- The difficulties that first year EFL students encounter when listening to their lectures may be related to the vocabulary and the accent used by the teacher.
- 2- First year EFL learners may use some listening strategies to comprehend their lectures.
- 3- The listening strategies that first year may use are :
 - Note taking.
 - Summerizing.
 - Asking the teacher for more clarifications.
 - Using dictionaries.

This research work was divided into two chapters: The first, the literature review provided an overview of the listening skill. It discussed the factors influencing listening comprehension including: the listeners' factor, the speakers' factor, the texts' factor and the physical setting. It also discussed the listening strategies: cognitive, metacognitive and socio-affective. The second chapter was concerned with the practical part: describing the sample population, the research instruments and data collection. At the end, it offered some suggestions and recommendations for EFL teachers to help their students to overcome their problems in listening.

General Conclusion

In fact, the main results revealed that first year EFL learner encountered some difficulties related to the new vocabulary and the grammatical structures, the lack of the knowledge related to the topic of listening, the speed of the teachers' speech, the teachers' accent and the length of the listening text. It also showed that they used some kinds of listening strategies including ; paying attention to every detail, asking their teachers and classmates for more clarifications, using dictionaries, taking notes, making summaries and extra reading outside the classroom...etc.

Finally, it should be mentioned that the researcher has a limitation: the size of the sample which consists of thirty students was small in comparison with the whole population, so that, the result cannot be generalized.

BIBLIOGRAPHY

Bibliography

- Barker, L. (1971). *Listening Behavior*. New Jersey: Prentice Hall.
- Belarbi, A. (2007). *Developing The Listening Skill Through Cognitive Strategies The Case of EFL First-Year students at Abou Bakr Belkaid University*. Unpublished Magister dissertation, University of Tlemcen.
- Book, C. (1999). Lecturing. In A. Vangelisti, J. Daly, & G. Friedrich (Eds.), *Teaching Communication* (2nd ed., pp.333–347). Mahwah, NJ: Lawrence Erlbaum.
- Brown, G. & Yule, G. (1983). *Teaching the Spoken Language*. Cambridge: Cambridge University Press.
- Brown, G. (1990) *Listening to Spoken English* (2nd Ed.). Longman: New York.
- Brown, G. (1993). *Listening to Spoken English*. Longman : New York.
- Brown, J.D. (2001). *Using Surveys in Language Programs*. Cambridge, UK:Cambridge University Press.
- Brown, J.I. (1987). Listening-ubiquitous yet Obscure. *Journal of the International Listening Association*, MT, 3-14.
- Buck, G. (2001). *Assessing Listening* .Cambridge University Press.
- Byrne, D. (1988) *Teaching Oral English: Handbooks for Language Teachers*. New Edition. London: Longman
- Carroll, J. B. (1977). On learning from being told In M. C. Wittrock (Ed.), *Learning and Instruction* (2nd ed., pp. 496-512). Cambridge; Berkeley, CA: McCutchan.
- Chamot, A. U. (1995). Learning Strategies and Listening Comprehension. In D. J. Mendelsohn & J. Rubin (Eds.), *A guide for the teaching of Second Language Listening* (pp. 13-30). California: Dominic Press.
- Chiang,C.S., & Dunkel,P. (1992). The Effect of Speech Modification, Prior Knowledge, and Listening Proficiency on EFL Lecture Learning.*TESOL Quarterly*,26, 345-374.

Bibliography

- Cohen, L. Manion, L. & Morrison, K. (2005). *Research Methods in Education* (5th Ed.). London: Routledge Falmer.
- Devine, T.G. (1982). *Teaching Study Skills*. Boston, MA: Allyn & Bacon.
- Denscombe, M. (2007). *The Good Research Guide*. McGraw-Hill Education.
- Doff, A. (1995). *Teach English: a Training Course for Teachers*. Edinburgh Building: Cambridge University Press.
- Dunkel, P. (1988). The context of L1 and L2 students' lecture notes and its relation to test performance. *TESOL Quarterly*, 22, 2, 259-281.
- Flowerdew, J., & Miller, L. (1992). Student perceptions, problems and strategies in L2 lectures. *RELC Journal*, 23(2), 60–80.
- Flowerdew, J. (1994). Research of relevance to second language lecture comprehension: An overview. In J. Flowerdew (Ed.), *Academic Listening: Research Perspectives*. (7-29), Cambridge: Cambridge University Press.
- Flowerdew, J., & Miller, L. (2005) *Second language listening: Theory and practice*. Cambridge: Cambridge University Press.
- Goh, C. (2000). A cognitive perspective on language learners' listening comprehension problems. *System*, 28, 55-75.
- Harmer, J. (1983) *The Practice of English Language Teaching* . London: Longman
- Harmer, J. (2001). *The practice of English language teaching* (3rd Ed). London: Longman.
- Harmer, J. (2005). *The Practice of English Language Teaching*. (4th Ed). London : Logman.
- Howat, A. & Dakin, J. (1974) *Language Laboratory Materials* . Allen J.P.B., Allen S.P.B & S.P Corder. London :CUP.

Bibliography

- Khaldi , A. (2014). Researching Learners' Difficulties and Strategy Use in Lecture Comprehension. The Case of First-Year EFL LMD Students Attending Lectures of Linguistics at Abou Bakr Belkaid University. Unpublished doctoral thesis, University Tlemcen.
- Lynch, T. (1994). Training lecturers for international audiences. In J. Flowerdew (Ed.) *Academic Listening: Research Perspectives*. Cambridge: Cambridge University Press.
- Mackey, A. & Gass, S. M. (2005). *Second language research: methodology and design*. New Jersey: Lawrence Erlbaum Associates Publishers.
- Mendelsohn, D.J. (1994). *Learning to Listen: Strategy- Based Approach for the Second Language Learners*. San Diego. Dominie Press.
- Munro, M. J., & Derwing, T. M. (1998). Foreign Accent, Comprehensibility and Intelligibility in the Speech of Second Language Learners. *Language Learning*, 49(1), 285-310.
- Nakic, A. (1981). The Use of Authentic Sound Materials for Beginners in ELT. *Documents Special : The Teaching of Listening Comprehension*, 7-14. The British Council.
- Nunan, D. (2001). *Designing Tasks for the Communicative Classroom*. Cambridge: CUP.
- O'Malley, J. M., & Chamot, A. U. (1990). *Learning strategies in second language Acquisition*. Cambridge, UK: Cambridge University Press.
- Oxford, R. (1993). Research Update on Teaching L2 Listening System.21, 2: 205-211.
- Rankin, P.T. (1929). The Measurement of the Ability to Understand the Spoken Language. Unpublished doctoral dissertation, University of Michigan.
- Renucadevi, R . (2014). The Role of Listening in Language Acquisition; the Challenges & Strategies in Teaching Listening. *International Journal of Education and Information Studies* , 4, 59-63

Bibliography

- Richards, J. C. (1983). Listening Comprehension: approach, design, procedure. *TESOL Quarterly*, 17 (2), 229-230.
- Rivers, W.M. (1981). *Teaching Foreign Language Skills*. Second Edition. Chicago: University of Chicago Press.
- Rixon, S. (1986) *Developing Listening Skills*. Macmillan Publishers Ltd.
- Rost, M. (1994). *Introducing Listening*. London : Penguin English.
- Rost, M. (2002). *Teaching and Researching Listening*. New York: Pearson.
- Samuels, S. (1984). Factors influencing listening: Inside and outside the head. 23(3), 183-189. Retrieved October 18, 2005, from EBSCOhost database.
- Stephen & Lucas. (1998). *The Art of Public Speaking*. McGraw-Hill.
- Thompson, I. (1995). Assessment of second/foreign language listening comprehension. In D. J. Mendelsohn & J. Rubin (Eds.). *A guide for the teaching of second language listening* (pp. 31-58). California: Dominie Press.
- Underwood, M. (1989). *Teaching listening*. London: Longman.
- Vandergrift, L. (2011). *Second Language Listening*. In *Handbook of Research. In Second Language Teaching and Learning* .Volume 2. New York.
- Vogely, A. (1995) Perceived strategy use during performance on three authentic listening tasks. *The Modern Language Journal* 79 (1), 41–56.
- Wallace, M.J. (1998). *Action Research for Language Teachers*. Cambridge: Cambridge University Press.
- Wenden, A. (1998). Metacognitive knowledge and language learning. *Applied Linguistics*, 19(4), 515-537.
- Witkin, B.R. (1990). Listening theory and research :The state of the art. *Journal of International Listening Association*, 4, 7-32.

Bibliography

Wolvin, A., Coakley, C. (1991). A Survey of the Status of Listening Training in Some Fortune 500 Corporations. Communication Education, USA.

APPENDICES

Students' Questionnaire

Dear students,

You are kindly invited to answer the following questionnaire which aims at investigating the difficulties encountered when listening to your lectures as well as the different strategies you may use to overcome those difficulties.

Rubric 1: Students' Profile

Age:

Gender:

Years of English language learning:

Rubric 2: Students' difficulties

1- Among the four language skills, which one do you prefer more ?(order them)

Listening

Speaking

Reading

Writing

2- How do you find the listening skill in comparison with the other skills?

Easy

Average

Difficult

3- What are the difficulties that you face in listening?

a- Teachers' speech is too fast

b- I am not familiar with teachers' accent

c- The listening text is too long

d- The lack of knowledge related to the topic of listening

e- New vocabulary and grammatical structures

State other difficulties:

.....
.....
.....
.....

Appendices

Rubric 3: Students' listening Strategies

1. What do you usually do to understand your lectures? Tick the appropriate strategy (you can tick more than one)

- Before listening, I try to motivate and to convince myself that I can manage and understand the lecture
- I pay attention to every detail
- When listening, I try to connect what I hear to what I understand so that I will be able to check my understanding
- I am aware of the points that I cannot comprehend
- I try to evaluate how I complete the task of listening to and understanding the lecture
- I try to guess the meaning of the new concept from the context
- I ask my classmates
- I use the dictionary during the lecture
- I try to predict what the teacher is going to say based on my previous knowledge
- I take notes
- I make the summary of the lecture
- I make extra reading outside the classroom for better understanding
- I ask the teacher for more clarifications

Other strategies:

.....

.....

.....

.....

.....

Teachers' Interview

I am presently conducting a research about first year English learners difficulties in listening comprehension and the different strategies they apply in the department of English at Tlemcen University. I would be very grateful for the contribution that you may provide through answering the following questions :

- 1- How long have you been teaching English ?
- 2- Do you think that your learners are aware of the major difficulties they encounter when listening to the lecture ?
- 3- Based on your experience in English teaching, what the difficulties students face in listening ?
- 4- In your opinion, do your students use any kind of listening strategies that can help them overcome these problems ? If yes, can you list some of them.
- 5- As a foreign language teacher, what do you propose as solutions to overcome learners' problems in listening?