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Investigating the EFL Learners' Difficulties of Listening: The Case of 4th Year Pupils at BEDIAF Ahmed Ben Mohamed Middle School in Metlili- Ghardaia

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Dedication

First and foremost, thanks to God for giving me the power to finish this dissertation.

Dear my father, I can't thank you enough for the consistent support you always provide me.

Thank you for being my mentor.

*My beloved mother, you are the reason why I never give up. I am grateful for your presence
in my life.*

I dedicate this work

*To my amazing brothers and sisters, whose love, and support have made life more
meaningful. Thank you for always being there.*

*To My nieces and nephews, my dear Messaoud, naughty Houssam, and my little butterfly,
Chahed.*

*Finally, to my friends, Kawter, Khadidja, Asma, Souad and Bouchra; thank you for being my
source of confidence.*

CHAIMA

Dedication

Firstly. I express my gratitude to God for guiding me to finish this dissertation.

I dedicate this work to my beloved father, with all love and pride in my heart.

To my dear mother, whose sincere prayers have sustained me during difficult periods. Your constant support is truly appreciated.

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Abstract

The present research investigates learners' listening difficulties in the EFL classroom. It focuses on the obstacles that learners face while trying to improve their listening skills. These difficulties can arise from a variety of factors and can impede their English progress. The study aims to highlight the causes behind these difficulties in order to reduce them. In addition, it seeks suggesting different strategies that teachers can use to help their pupils overcome these challenges and improve their listening abilities. The study uses a descriptive type of research, via attending and observing listening sessions with fourth-year pupils at Bediaf Ahmed Ben Mohamed Middle School in Metlili-Ghardaia. The quantitative approach was followed where a questionnaire was administered to 100 pupils from the same level. The results of the study reveal that lack of vocabulary, mother tongue, and speed in speaking represent the main factors behind EFL learners' difficulties of listening.

Keywords: listening, English as Foreign Language (EFL), listening difficulties, listening strategies.

List of Abbreviations

EFL: English as a Foreign Language

FL: Foreign Language

L2: Second Language

LC: Listening comprehension

LD: Listening difficulties

LS: Listening skill

TLC: Teaching listening comprehension

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ملخص

General Introduction

General Introduction

1. Background of the Study

Acquiring a second language, particularly English as a Foreign Language (EFL), requires commitment because of the obstacles involved in improving LC abilities. These obstacles consist of the intricacies of language, difficulties in cognitive processing, the impact of social and cultural factors, and the necessity for effective teaching approaches. EFL learners, with Arabic as their native language, often encounter particular difficulties in LC due to the inherent differences between the languages. Arabic possesses sounds not found in English, making it challenging for learners to distinguish between similar-sounding English phonemes. In addition, the emphasis on verb conjugations and a different sentence structure in Arabic can make the faster pace and varied sentence flow of spoken English difficult to follow. This can lead to misunderstandings and hinder their ability to grasp the full context of conversations or lectures (Al-khresheh, 2020).

Therefore, many researchers have been interested in looking into the suitable ways to enhance the listening abilities of the learners. In the light of this, this research deals with ways to overcome learners' listening challenges of English, choosing the case of 4th year middle school pupils. To help EFL learners improve their LS, educators can use real-life materials, interactive exercises, and peer participation. By immersing learners in genuine language usage, educators can enhance their comprehension of how English is used in real-world situations, leading to a boost in their overall proficiency (Gilmore, 2007).

2. Rationale

Our rationale behind this topic is to investigate the EFL learners' difficulties of listening. In addition, we seek to address the factors contributing to EFL learners' struggles with LC and propose solutions to overcome these challenges.

3. Statement of the Problem

The challenges faced by EFL learners in LC are multifaceted and impactful. These difficulties encompass issues, as unfamiliar vocabulary, accents, speech rate, and poor recording quality, all of which hinder students' ability to effectively understand spoken English. The lack of emphasis on LS in educational settings, coupled with the complexities of language use and delivery, exacerbates these obstacles. Understanding the root causes of these difficulties is important for enhancing EFL learners' listening proficiency and eliminating the underlying factors that impede their comprehension. Hence, the main problem that this dissertation deals with is as follows:

What are the primary obstacles that EFL learners encounter in listening comprehension, and how do these challenges affect their ability to understand spoken English effectively?

4. Research Questions

This study deals with the following research questions:

1. How does listening affect EFL learning?
2. How can EFL learners' mother tongue influence their listening ability?
3. What are the fundamental guiding strategies of successful listening comprehension?

5. Hypotheses

Concerning the main problem in this study, we hypothesize that the EFL pupils are facing many problems in listening comprehension like accent, cultural differences, the length of speech and unfamiliar vocabulary. This can reflex their weakness in oral expression and decrease participation in classrooms.

For the sub-questions above, we also hypothesize that:

1. Effective EFL listening improves learning by enhancing language skills.
2. EFL learners' mother tongue can impede their ability of listening.
3. Active listening, focus, prediction, and checking for understanding represent the main strategies of EFL listening.

6. Research Objectives

This research aims at highlighting the most efficient methods of how to improve EFL listening instruction and support EFL learners in developing strong LC skills, ultimately enhancing their overall communication abilities. In addition, it investigates to gain a deeper understanding of the challenges faced by EFL learners in developing their LS, especially with the effects of their mother tongue. Moreover, the main strategies of listening are suggested in details in this study.

7. Methodology

The descriptive type of research is adopted in this study. We attended sessions of *I listen and do*, with 4th year pupils at Bediaf Ahmed Middle School, in Metlili. During our study, we examined the different stages of LS and the behaviors of pupils during these stages. Our main goal was to identify the factors that enhance listening abilities and how a positive and encouraging classroom atmosphere influences the students' desire to improve their LS.

Our focus was on pupils who had not yet achieved high EFL proficiency. To gather data, we used a quantitative approach that involved administering a questionnaire to 100 pupils from the same level. The questionnaire dealt with various aspects of listening in the EFL classroom and techniques that teachers can use to motivate pupils during listening activities.

8. Limitation of the Study

While conducting our research, we have encountered certain obstacles, particularly with regard to selecting the right questions for the survey. This was due to the fact that we needed to gain a comprehensive understanding of the pupils' listening abilities before dealing with the questionnaire. In addition, more intensive research was needed to fully understand and treat the challenges EFL learners face in developing their LS.

9. Structure of the Dissertation

This dissertation is comprised of three chapters. The first chapter provides a full definition of listening as skill. It also presents some theoretical approaches of LS in EFL classes. This chapter also tackles other angles, for example, the difference between listening and hearing; process of listening and the importance of listening in EFL classes, without forgetting the relationship between the listening and the speaking skills to take into consideration. Moreover, it explores types of listening, and its strategies in the EFL classroom.

Chapter two focuses on listening techniques and issues. It covers various aspects related to LC as its definition; some principles of teaching listening; its difficulties; and activities and ways to improve the listening process among EFL learners. Furthermore, it deals with the role of teachers in inspiring their pupils enhancing their LS. Chapter three is

devoted to evaluation of the data acquired from the research instruments. These include the responses from the students' questionnaires and the observation of sessions that tackled LS.

10. Definition of Terms

- **EFL Learning:** EFL learning refers to the process of studying English undertaken by individuals residing in regions where English is not the primary language for communication purposes (Gebhard, 1996)
- **Listening:** *“Listening comes from the verb to listen which means to make an effort to hear somebody or something.”* (Hornby, 1995, p. 687).
- **Listening Comprehension:** it is regarded theoretically as an active process in which individuals concentrate on selected aspects of aural input, form meaning from passages, and associate what they hear with existing knowledge (Ahmadi, 2011).
- **Listening Strategies:** are techniques or actions people use to better understand, remember, and interpret spoken language. These methods can involve jotting down notes, anticipating what will be discussed next, paraphrasing key points, and requesting clarification to ensure understanding. (Vandergrift, 2004).

Chapter One

Chapter One

Listening Skill

1.1 Introduction

Human behavior tends to block out most of noise in the surroundings. It needs concentration to absorb the words and process its meaning so that it can make some sense. That is why individuals use the skill of listening to comprehension. Hence, effective communication and comprehension in diverse areas of life are heavily reliant on attentive listening, especially in education: listening is useful for pupils pronunciation too, the more they hear and understand English being spoken, the more they absorb appropriate pitch and intonation, stress and the sounds of both individual words and those which blend together in connected speech (Harmer, 2007).

Listening is considered to be the most essential skill as it is frequently utilized in our everyday lives. Furthermore, effective communication requires the same level of proficiency in listening as in speaking, if not more. Regrettably, listening has been the most overlooked and least studied skill until recent times. Researchers, educators, and even learners believed that listening could be improved without any support and could be acquired through grammar, vocabulary, and pronunciation exercises. However, despite possessing a strong grasp of English grammar and vocabulary, pupils often encounter significant challenges in comprehending what they hear. Listening is a fundamental language skill. However, it is often ignored by foreign and L2 teachers (Rebeccal, 1993).

This chapter explores deeply what is listening and its significance. In addition, it discusses the listening process in addition to its main structure (Introduction, body, and conclusion).

1.2 Background of Listening

Despite being the primary source of language input and the foundation for spoken communication, listening has traditionally received less attention in L2 acquisition compared to other skills. This neglect extends to research, teaching methods, and even assessment practices (Mandelson, 1994). The critical role of L2 listening in language acquisition and pedagogy is gaining recognition. EFL classrooms now placing a much higher emphasis on developing strong LS (Hamouda, 2013).

According to Mendelson (1994), for a significant period, many EFL programs overlooked the teaching of LC, despite its crucial role in language learning. Similarly, Morley (2001) observed that language learning theories and teaching methods from the 1940s to the 1960s neglected the development of LS. The theories of that time primarily focused on pronunciation, with minimal emphasis on comprehension. Both the British situational approach and the American audio-lingual approach mainly utilized listening for grammar and pronunciation drills, rather than fostering comprehension or dialogue imitation among learners.

Prior to the 1970s, listening was not prioritized in language learning. Pioneering work by researchers like Asher, Postovsky, Winitz, and Krashen shed light on listening role in comprehension and its ability to accelerate language acquisition. As a result, listening has become a recognized and crucial element in the L2 learning process (Feyten, 1991).

According to Morley (2001), a gradual shift occurred from the 1970s onwards. Listening, previously neglected, began to receive growing recognition. It was progressively integrated into modern language teaching programs alongside reading, writing, and speaking. This rise in importance coincided with the emergence of functional and communicative

language teaching approaches in the 1980s, which further emphasized the vital role of listening in FL acquisition. The 1990s witnessed a surge in recognizing listening central role in language learning. This shift was reflected in the rise of "aural comprehension" as a prominent field of study within second/foreign language acquisition. (ibid)

In recent years, there has been a growing acknowledgment, as highlighted by Brown (2000), of the crucial role listening plays in both learning and teaching foreign languages. Modern teaching methodologies increasingly prioritize the enhancement of LS as a primary objective in language courses. Furthermore, Vandergrift and Goh (2012) noted that while numerous factors are believed to impact L2 listening abilities, empirical research establishing causal relationships remains scarce.

1.3 Definition of Listening

It is commonly believed that a precise, clear, universally accepted definition of listening remains elusive: *"No one theory about what listening is"* (Witkin, 1990, p.7). Nevertheless, numerous authors have offered various interpretations of listening. According to Brown (2011) *"Listening is making sense of aural input"* (p.1). Furthermore, Mandelson (1994) defined LC as *"The ability to understand the spoken language of the native speakers."* (p. 5), and Underwood (1989) defined it as *"The activity of paying attention to and trying to get meaning from something we hear."* (p.3). Purdy (1997) said, *"The active and dynamic process of attending, perceiving, interpreting, remembering, and responding to the expressed, needs, concerns, and information offered by other human being."*(p. 16).

Listening is usually the first language skill that we acquire when we are kids. According to Hornby (1995, p. 687), *"Listening comes from a verb to listen which means to make an effort to hear somebody or something."* It is receiving language through the ears. It involves identifying the sounds of speech and processing them into words and sentences. It

can be described also as the ability to pay attention to sound; it is not just hearing what the other party in the conversation has to say, but also paying attention to their tone, body language, and emotions. Listening is an important skill for communication, learning, and understanding. Goss (1982) offered another perspective, defining listening as *“The process of taking what you hear and organizing it into verbal units to which you can apply meaning.”* (p. 28).

Brownell (1986) breaks down listening into six skills: hearing the message, understanding it, remembering it, interpreting its meaning, evaluating it critically and finally, responding to it. Hyslop and Tone (1989) highlight the importance of listening even further. They argue that listening is the first language skill children acquire, forming the foundation for all future language and thinking skills. Throughout our lives, good listening remains essential for learning, communication, and actively participating in the world around us.

Wolff et al, (1983) suggest that listening is: *“a unitary-receptive communication process of hearing and selecting, assimilating and organizing, and retaining and covertly responding to aural and nonverbal stimuli”*

Additionally, Listening is an active skill, not just sitting back and hearing sounds. You need to focus and put in effort to really understand what someone is saying. Tucker (1925) define listening as *“... an analysis of the impressions resulting from concentration where an effort of will is required.”*(p. 56). In effect this definition attracts our attention on concentration.

According to Rost (2002), listening is not just about hearing what is said. It is a much more active process with different stages (receiving the message): simply understanding the speaker's words. (Building meaning): We don't just hear words, we try to make sense of them by connecting them to what we already know. (Interaction and response): Sometimes listening involves back-and-forth clarification or responding to the speaker (going deeper):

True listening can even involve using our imagination and empathy to connect with the speaker's message on a deeper level.

Rost (2002) suggests that listening is a complex process of interpretation, where we actively connect what we hear with our existing knowledge and experiences. Thomlison (1984) and Hamouda (2013) define listening as figuring out what someone is communicating. This includes understanding their pronunciation, vocabulary, grammar, and overall meaning.

Morley (1972) suggests listening involves several steps: distinguishing sounds, grouping the into words and sentences, remembering them, and piecing together the meaning. Bowen et al. (1985) emphasize that listening is understanding spoken language. It involves hearing sounds, sorting them out, and using them to grasp the message.

In general, listening is a fundamental skill that contributes to effective communication, strong relationships, conflict resolution, learning, and decision-making in various aspects of life. According to Menniger (1973), *“Listening is magnetic and strong things, creative force .the friends who listen to us are the ones we move toward. When we are listened to, it creates us, make us unfold and expand.”*(p. 24).

1.4 Reasons for Listening

For Bouach (2007), listening to spoken English regularly improves a learner's pronunciation. The more exposure you have, the more familiar you become with the natural flow of English, including pitch, intonation, stress patterns, and sound clusters (Harmer, 2010).

Wilson (2008) adds that listening serves various purposes beyond just gathering information. We listen for:

- *Enjoyment:* Listening can be a fun way to experience music, stories.

- *Empathy*: By listening attentively, we can connect with others on a deeper level by understanding their feelings and experiences.
- *Evaluation*: Listening helps us analyze information, form opinions, and make judgments about what we hear. Underwood (1989) emphasized the necessity for educators to ready their pupils to navigate various listening scenarios, including participating in social conventions, sharing information, deriving pleasure from communication, expressing emotions, and managing interactions, as suggested by Hedge (2000), such as:
 - *A. Engaging in a lesson*: This involves understanding key concepts and identifying primary information.
 - *B. Receiving announcements, news, and weather updates*: Listeners aim to acquire relevant information.
 - *C. Enjoying plays, TV, or radio*: The aim here is personal amusement.
 - *D. Attending a speech*: Listeners seek insights into the speaker's opinions and attitudes.
 - *E. Following instructions*: The objective is to successfully execute the given task.

1.5 Listening vs. Hearing

Imagine hearing voices outside your room. You might catch snippets for a moment, but then your attention goes back to what you were doing. This shows that hearing is just the first step. As Rost (2002) explained, both hearing and listening involve sounds, but the key difference is intention. Listening requires us to intentionally focus on the sounds and try to understand them. Rost also cites Fiske and Taylor (2002) who point out that attention is what separates hearing from listening. They say, “*Listening requires intentional involvement, while hearing does not.*” (Rost, 2002, p. 10). In other words, listening is an active choice to pay close attention and make sense of what you hear.

The difference between listening and hearing is not always distinct; they are often confused or treated as synonymous, but they are two different processes. Listening is an active, voluntary, and intentional process that involves making sense of the words and sounds you hear; it requires your attention. In turn, you may develop an emotional response to what you hear. Listening with the intent to understand is referred to as active listening. On the other hand, Hearing is a passive, involuntary, sensory process in which we perceive sounds. It is a physiological response that involves our perception of sound. It does not require focused attention (ibid).

According to Downs (2008), hearing refers to the *“physiological process of the ear absorbing sound waves and transferring them along neural pathways to parts of the brain”* (p.26). For Stephen and Lucas (1998), hearing and listening are not the same thing. Hearing is a physical process. Sound waves vibrate your eardrums, sending electrical signals to your brain. Listening, however, is more than that. It involves actively paying attention to what you hear and trying to understand it (Stephen & Lucas, 1998). *“Although both hearing and listening involve sound perception, the difference in terms reflects a degree of intention.”* (Rost, 2002, p. 27).

There is a difference between hearing and listening, Hearing is like your ears being physical receivers. They pick up sound waves traveling through the air, similar to a radio antenna. Listening goes beyond that. It is the active process of taking those sounds and making sense of them, figuring out what they mean: *“Hearing is with the ears, listening is with the mind”* (Hamilton, 1999, p. 74).

Table 1.1 Differences between Listening and Hearing

(<https://www.listeningears.in/difference-hearing-listening/>)

HEARING	LISTENING
Hearing is the act of perceiving sound and receiving sound waves or vibrations through your ear.	Listening is the act of hearing a sound and understanding what you hear.
Hearing is one of the five senses and it just happens all the time – whether you like it or not – unless you have a hearing problem	Listening Requires concentration so that your brain processes meaning from words and sentences.
Hearing simply happens.	Listening leads to learning.
Hearing is a skill where you use your ears only . It one of the five senses.	Listening uses different senses , like the sense of hearing, seeing, or sense of touch.
Hearing is an involuntary act where you simply receive vibrations through your ears.	Listening is a skill that lets the sound you hear go through your brain to process the meaning of it .
Physiological	Psychological
Subconscious level	Conscious level
Concentration is not required	Concentration is required

1.6 Relationship between Listening and Speaking

1.6.1 Basic Elements in Listening and Speaking Relationship

Listening and speaking skills are interconnected in the following ways. Communication is built on the interplay between speaking and listening. Listening plays a pivotal role in understanding, while speaking is essential for expressing oneself. These two abilities are complementary, forming the foundation of communication. Think of a

conversation as a game of tennis. You cannot hit a successful return (speak) without first receiving the serve (listen) with full attention.

1.6.1.1 Comprehension

Listening and speaking skills are both essential for effective communication. When we listen to someone, we are trying to understand their message. Similarly, when we speak, we are trying to convey our message to the listener. Without strong LS, it is difficult to comprehend and respond appropriately to what is being said.

1.6.1.2. Feedback

Listening and speaking skills also work together in providing feedback to the speaker. When we listen actively, we can give appropriate responses and feedback to the speaker, which helps in effective communication. Similarly, when we speak, we rely on the listener's feedback to ensure that our message is being understood correctly.

1.6.1.3 Turn-taking

In a conversation, listening and speaking skills are essential for turn-taking. Good listeners know when to speak and when to listen, and good speakers know when to pause and allow others to speak. This turn-taking is crucial for a smooth and effective conversation.

1.6.1.4. Pronunciation and Vocabulary

Listening and speaking skills are also interconnected in terms of pronunciation and vocabulary. When we listen to others speak, we learn new words and phrases, which we can then use in our own speech. Similarly, when we speak, we use our LS to pronounce words correctly and use appropriate vocabulary.

1.6.1.5. Non-verbal Cues

Listening and speaking skills are not just about words, but also about non-verbal cues such as body language, tone, and facial expressions. When we listen, we pay attention to these non-verbal cues to understand the speaker's emotions and intentions. Similarly, when we speak, we use non-verbal cues to support and enhance our message.

1.6.1.6. Active Listening

Active listening involves not just hearing but also understanding and responding to the speaker's message. Good speaking skills include using active listening techniques, such as paraphrasing and asking clarifying questions, to ensure effective communication. In conclusion, listening and speaking skills are interconnected and work together to facilitate effective communication. Developing and improving both skills is crucial for effective and meaningful interactions with others. (<https://www.quora.com/How-are-listening-and-speaking-skills-interconnected>).

1.6.2 Issues in Listening and Speaking Relationship

Traditionally, listening and speaking have been treated as distinct skills. However, a growing understanding emphasizes their interconnectedness. As Lynch (2009) points out, quoting Bahns (1995), "*As the main aim of teaching listening is to prepare the pupils for real life social interaction, it is imperative that developing listening is seen in combination with developing speaking*" (Lynch, 2009, p. 110).

According to Lynch (2009), there are three key research-based reasons to integrate listening and speaking skills. The first principle is that strong LS contribute to effective speaking. Lynch cites a Scottish study involving paired communication tasks performed by

secondary school students. He argues that their success was not due to speaking practice alone, but also stemmed from their prior experience listening to each other within the pairs.

The second principle highlights how listeners influence what speakers say. Lynch (2009) builds on Brown et al. (1984) by explaining that during face-to-face interactions, speakers adjust their communication for better understanding. This includes simplifying language or clarifying points based on the listener's reactions.

The third principle emphasizes the inherent connection between listening and speaking in conversation. True conversation involves a natural "turn-taking" process. Listeners play a vital role by providing verbal reactions and feedback, indicating comprehension or lack thereof. Speakers, in turn, become active listeners, adapting their message based on these cues.

Moreover, Listening and speaking skills are closely interconnected, as they are both essential components of effective communication. Here are some ways in which these skills are interrelated:

- *Comprehension:* listening helps in understanding the spoken language, which in turn helps in speaking the language fluently. When we listen carefully to what someone is saying, we are better able to comprehend their message and respond appropriately.
- *Pronunciation:* Listening to how words are pronounced can help in improving our own pronunciation. When we hear a word being pronounced correctly, we can imitate the same and improve our own speaking skills.
- *Vocabulary:* Listening to others speak can help in learning new words and their meanings. This, in turn, helps in expanding our vocabulary and using it appropriately in our own speech.

- **Feedback:** Listening to others' feedback on our own speaking skills can help in identifying areas of improvement. When we listen carefully to feedback, we can work on rectifying our mistakes and becoming better speakers.
- **Turn-taking:** Effective communication requires both listening and speaking skills. When we listen to others, we learn when it is our turn to speak and how to respond appropriately. Overall, listening and speaking skills are intertwined, and improving one can lead to improvements in the other. (<https://www.quora.com/How-are-listening-and-speaking-skills-interconnected>).

1.7 Significance of Listening

Significance of listening underscores the profound effect that attentive and mindful listening can have on individuals and the outcomes of their interaction, Nichols (1995) stated: *"In reality, listening is a vital element of understanding. It is not just something we do to help us understand; it is a fundamental aspect of understanding itself."* (p. 76).

According to Bulletin (1952), listening is the fundamental language skill. It serves as the conduit through which individuals acquire a significant portion of their learning, knowledge, comprehension of global and human matters, their aspirations, moral compass, and their sense of appreciation. It is essential in the educational process through collaborative group activities and the sharing of ideas. Listening plays a crucial role in everyday communication and the educational journey. Many pupils aspire to comprehend spoken English whether in face-to-face interactions, on television or radio, or through recordings (Harmer, 2007).

Listening is the fundamental language skill. Listening serves as the primary channel through which individuals acquire a significant portion of their education, information,

understanding of the world, human affairs, ideals, values, and appreciation. In today's era of widespread oral communication, it is crucial to teach pupil show to listen effectively and critically (Bulletin, 1952). Harmer (2007) proposes that listening aids learners' pronunciation; as they hear and comprehend English being spoken, they absorb appropriate pitch, intonation, stress, and the nuances of individual words and connected speech. For instance, listening to a news reader on TV with clear enunciation could be particularly beneficial for L2 learners.

He emphasizes that listening practice improves both understanding and speaking skills, highlighting the importance of effective listening for successful communication (ibid). Also, Krashen (1984, p. 91) asserts that language acquisition primarily occurs through comprehensible input, with listening being a crucial component. Therefore, language teachers should focus on developing pupils listening abilities by providing authentic listening activities, aligning with the communicative approach to language teaching.

Furthermore, research suggests that listening is the foundational communication skill. As Lundsteen (1979) observed, children develop LS before they begin speaking. Hedge (2000) adds that our society is increasingly shifting from text-based media to audio-focused forms of communication, making strong LS even more essential. Hence, listening deserves significant attention, particularly in English language learning environments, as emphasized by Hedge (2000).

1.8 Listening Process

It is a learned process verbal and non-verbal might seem like a simple act but it's a complicated process of perception, understanding, and responding it contain a several stages to clarify the messages: *"Use your eyes and your ears."* (Powell, date unknown, p. 18).

According to Ellis (2000), understanding L2 spoken language is adequately important to communication in it; LC process can be described as an inferential process based on the perception of several cues rather than a simple match between sounds and meaning. Thus, this process is combination of five stages: Receiving, understanding, Remembering, Evaluating and responding.

1.8.1 Receiving

The first stage is receiving; it's represented by the ear because it's the primary tool involved with this stage, this is the basic stage where an individual hears a message being sent by a speaker so it is a physical response. It is about how sound waves trigger the ear's sensors, leading to a physical reaction. Hearing involves perceiving these waves, and listening requires attention. The brain filters stimuli, focusing on what is important, which is called attention—an essential for good listening (Rost, 1990).

1.8.2 Understanding

Listening involves understanding the symbols conveyed by the speaker, which requires analyzing the speaker's intended meaning, thoughts, and emotions. This stage is where the listener deciphers what the speaker truly means, grasping both the explicit message and the underlying context assumed by the speaker. Effective listening entails not just hearing the words spoken but also comprehending their intended significance within the context of the conversation. (ibid)

1.8.3 Remembering

It is the important stage because it means that an individual has not only received and interpreted a message but has also added it to the mind's storage bank; but just as our attention is selective. So, too, it is our memory what is remembered may be quite different

from what was originally heard, in other word this is the stage of recording and retaining (Rost, 1990).

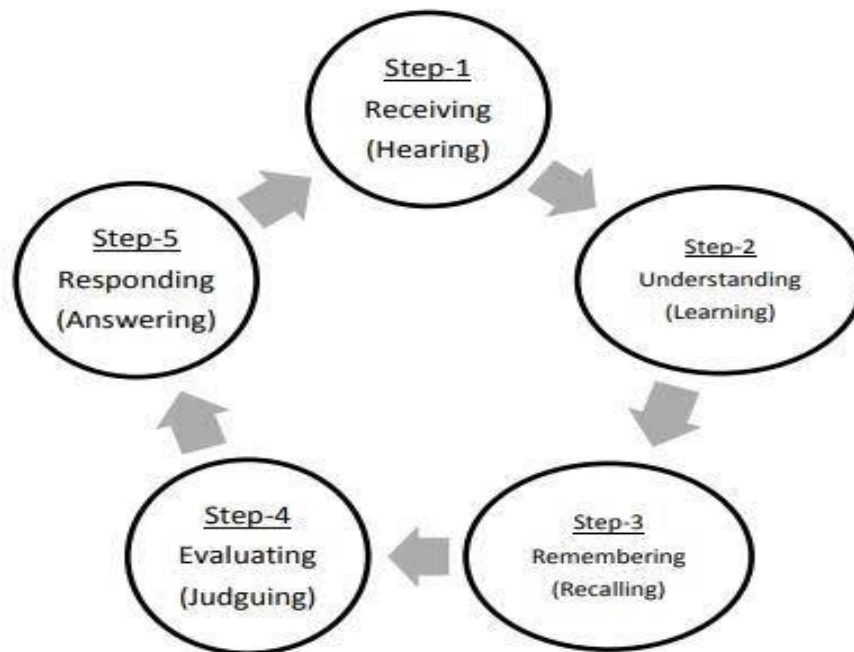
1.8.4 Evaluating

In the evaluation stage of listening, only engaged listeners are involved. Here, active listeners assess evidence, differentiate between facts and opinions, and identify bias or prejudice in a message. An effective listener ensures not to initiate this process prematurely. Starting this stage before a message concludes demands attention to the ongoing message (ibid).

1.8.5 Responding

In this stage, the listener plan to reply to the message and give a feedback to the speaker, either verbally or nonverbally, because there is no way to determine if a message has been received. If the response is positive, it means listening is effective. So, this stage becomes the sole overt method for the sender to gauge the level of success in conveying the message (Rost, 1990).

Figure 1.1 the Process of Listening (Rost, 1990)



1.9 Types of Listening

To enhance and develop their LS, EFL learners should be aware of different situations that require using a certain listening type based on what they intend to achieve. In this regard, (Brown, 2001, p. 255) identified six types of classrooms listening comprehension.

1.9.1 Reactive Listening

In this type, learners listen to a sentence and then repeat it, which requires them to understand and process the language. Despite seeming like mere repetition, this practice is beneficial as it engages learners actively, reinforces comprehension, and enhances their speaking skills in a lively, interactive classroom environment.

1.9.2. Responsive Listening

This type of listening focuses on specific aspects of speech, such as words, sounds, and tone, rather than covering a broad range of language elements. It emphasizes key parts of

spoken language to highlight and reinforce them, aiding learners in recognizing and mastering these crucial components.

1.9.3. Intensive listening

He emphasizes that a significant aspect of classroom listening exercises involves teachers issuing brief prompts to prompt quick responses from students. Pupils are expected to rapidly grasp the teacher's instructions and offer appropriate responses, which can include asking questions, following commands, seeking clarification, and confirming their understanding.

1.9.4. Selective Listening

Pupils are tasked with carefully examining materials to extract specific information over an extended duration, similar to how they would engage with a monologue. The main objective for the listener is to identify important details amidst a sea of potentially unimportant information.

1.9.5. Extensive Listening

In this listening type, learners use interactive techniques like note-taking and discussion to enhance their understanding of spoken language. Note-taking helps capture key points, vocabulary, and ideas for better retention and review, while discussions allow for clarification, sharing interpretations, and critical engagement with the content. These practices combine passive listening with active processing, leading to a more comprehensive grasp of the language from a broad perspective.

1.9.6. Interactive Listening

This kind may comprise all five listening styles mentioned above as pupils fully engage in discussions, debates, dialogues, pair, and group work. This listening performance must be combined with speaking abilities for an actual give-and-take of communication exchange. These listening types are described by Brown in which learners' LS vary depending on the context, their interests, desires and listening goals during the listening session.

1.10 Strategies of Listening

Listening strategies are methods or activities that directly contribute to understanding and recalling spoken input. These strategies can be categorized based on how the listener processes the information. Research suggests that there are two main ways we listen: the top-down model and the bottom-up model.

1.10.1 Top-down Model

Excerpts explore top-down processing in language comprehension, where prior knowledge and context are used to interpret information, predict outcomes, and infer meanings, enhancing text comprehension beyond explicit information provided. According to Brown (2001) and Peterson (2001), top-down processing involves higher-level cognitive functions driven by the listener's comprehension of various factors such as context, topic, text structure, and real-world knowledge. This processing includes activities like drawing inferences, organizing information, identifying main ideas, recognizing point of view, and understanding the sequence of events.

Furthermore, Batova (2013) suggests that top-down processes play a crucial role in language learning by enabling pupils to extract meaning from messages and enhance their comprehension skills: "*Top down process is the opposite of Bottom-up, pupils start from their background knowledge*" (Helgesen, Brown, 1995, p. 18)

1.10.2 Bottom-up Model

On the other hand, this strategy suggests that listeners begin by focusing on the smallest parts of language, like individual sounds or letters. They then piece these smaller elements together to form words, which then form phrases, clauses, and sentences (Flowerdew and Miller, 2005). Simply, listeners break down the message they hear into smaller parts like sounds, words, phrases, and sentences to understand what it means.

Therefore, the bottom-up model relies on utilizing phonological cues, vocabulary, and grammatical principles to recognize and understand information (Richards, 1990). According to Peterson (2001), examples of bottom-up listening include focusing on individual sounds, recognizing familiar words, and understanding sentences based on the meaning of individual words.

Brown (1995) come to explain this processing simply by noting that: *“With Bottom-up processing, pupils start with the component parts: words, grammar and the like”* (p. 67). By combining these approaches, you can effectively process the sounds you hear (bottom-up) while also using your background knowledge to make sense of the overall message (top-down). This way, you get a complete understanding of what is being communicated. *“Sometimes it is the individual details that help us to understand the whole; sometimes it is our overview that allows us to process the details”* (Harmer, 2001, p.18).

Both bottom-up and top-down strategies are useful for learning a new language. Beginners should learn to understand individual sounds and words first, while more advanced learners should focus on using their background knowledge and context to understand the overall meaning. Once learners have a good grasp of the language's basics and cultural context, they should work on improving their ability to understand the bigger picture.

Figure 1.2 Bottom-up Vs. Top-down (<https://fr.slideshare.net/TinaOro2/how-to-teach-listening-15701778>)

Bottom-up versus top-down approaches to listening



The **bottom-up** model emphasises the decoding of the smallest units- phonemes and syllables- to lead us towards meaning.



The **top-down** model emphasises the use of background knowledge to predict content.

1.11 Listening Issues in the EFL Classroom

Nowadays, teaching English is widely spread all around the world due to the necessary need of it in different domains, either for academic purposes or vocational and occupational purposes (Broughton et al., 1980). English is now the main way people communicate worldwide.

Generally, all people learn the first language naturally from their families or societies. They use it in both formal and informal situations (home, schools, society, etc.) to express ideas and communicate with others. According to Longman Dictionary (2010), Mother tongue is usually a language, which a person acquires in early child because it is spoken in the family and/or it is the language of the country where he or she is living. The native language is often the first language a child acquires but there are exceptions (ibid).

However, FL is a language that comes after the L2. The most recognized characteristic of a FL is its uncommonness among the native speakers of a specific country. Troike (2006) claims that a FL is used maybe for cross-cultural communication, travel, or in study. When learning EFL, pupils can face some difficulties. for those reasons, and in order to simplify they translate in the target language. In educational setting, this method is usually considered unsuitable.

In EFL class, the pupils face difficulties in communication. These problems are not only because of their ability, but also from the teachers. To overcome this problem, developing such an interactive way to teach listening is recommended. Considering learning styles also necessary when creating lessons, presenting material, and eliciting effective listening. In the EFL classroom, LS are crucial for language acquisition and communication. However, learners often encounter various difficulties during listening. These challenges can stem from factors such as:

1.11.1 Anxiety

It significantly hinders learners' performance and their ability to improve their learning proficiency. According to (Khattak *et al.*, 2011) findings highlight the importance of understanding and mitigating language learning anxiety to help learners achieve their goals.

Sanders and Wills (2003) describe it as a complex feeling that inundates the entire self, impacting multiple facets of one's existence. In addition, Gregersen and Horwitz (2002) noted that anxiety can contribute to making language learning an unpleasant experience. Anxiety in language learning is further linked to the negative emotional psychology of learners, often resulting from adverse reactions during the language acquisition process. This psychological issue is a difficult phenomenon that faces learners, especially in the speaking learner's who have this problem find it hard. to use language correctly with the right rules and using different words.

1.11.2 Language Proficiency and Cultural Differences

EFL learners may lack the same level of proficiency in English as they do in their native language, impacting their ability to understand complex linguistic structures and vocabulary (Gardner, 2015). In the EFL classroom, cultural differences can affect how well pupils understand what they listen. For instance, if a student isn't familiar with certain cultural references or idiomatic expressions, they might struggle to LS (Gass and Mackey, 2015).

1.11.3 Accent and Pronunciation Variations

EFL learners often encounter a wide range of accents and pronunciation styles in English-speaking environments, which can be different from what they are accustomed to in their native language. This can lead to difficulties in understanding spoken English (Vandergrift, 2007). So, in one's mother tongue, individuals have a natural and profound understanding of the language, including its vocabulary, grammar, pronunciation, and cultural context. This deep familiarity makes listening in one's mother tongue feel effortless and intuitive. Speakers can easily recognize familiar words, understand complex grammar structures, and interpret cultural references without conscious effort (ibid).

1.11.4 Hearing Sounds

Ur (2001) found that when she was a new teacher, it took her a while to understand that her pupils could not accurately hear certain English sounds because those sounds did not exist in their own language. For example, sounds like "J," "G," "Q," and "V" exist in Arabic but not in English, while sounds like "ق", "غ", "خ", and "ص" don't exist in English but do in Arabic. The speaker has trouble noticing the important meaning differences in English sounds. It requires a lot of practice for them to learn to tell words like "ship" from "sheep" or "fit" from "feet" apart. In contrast, EFL learners encounter English as a language they are not native speakers of. As a result, they may have varying levels of proficiency and familiarity

with English. This lack of proficiency can lead to challenges in understanding spoken English, as learners may struggle with unfamiliar vocabulary, complex grammar structures, and different pronunciation patterns

1.12 Conclusion

Listening is vital not only in language learning but also in daily communication. As a result, it is considered as a highly integrative skill. It plays an important role in L2 learning and teaching, allowing the improvement of other language skills. As result, this chapter discusses different aspects in relation to the LS such as its significance to foster connections, facilitate learning, and enhance our ability to absorb and process information. In addition, recognizing the listening process, which typically involves receiving, interpreting, evaluating, and responding to verbal and nonverbal messages, helps individuals become more mindful and intentional listeners. Also, this chapter explored how listening and speaking are related to each other.

Effective listening is essential for communication and relationships, involving various types like intensive, extensive reactive, responsive, and selective listening. Understanding these types helps individuals adapt their approach to different situations, enhancing comprehension an empathy.

Chapter Two

Chapter Two

Issues about Difficulties of Listening in the EFL Classroom

2.1 Introduction

There are four language skills (listening, reading, writing and speaking). Listening is one of the most important skill to EFL learners. Despite the recognition that listening is an important facet in both language learning and communication: it *“remains the least researched of all four language skills”* (Vandergrift, 2007, p.191)

In order to excel in speaking, it is crucial to possess exceptional LS. Listening acts as a fundamental ability that serves as a prerequisite for speaking fluently. Listening is a complex process that involves distinguishing sounds, comprehending vocabulary and grammatical structures, and interpreting meaning simultaneously. English listening requires utmost concentration and attention. However, many pupils face difficulties when it comes to focusing during listening practice. For Pratiwi and Andriyanti (2019), pp. 227-238) *“Somewhat neglected and poorly taught aspect of English in many EFL programs.”*

This research highlights the difficulties of LS, especially for EFL pupils, as it presents both the highest challenge and the greatest opportunity for improvement. In this chapter, we delve into the concept of LC, examine the challenges encountered by EFL learners in listening, and discuss strategies to mitigate these difficulties.

2.2 Listening Comprehension

Many authors have offered various definitions of what exactly is meant by the term LC. According to Ahmadi (2011) *“It is regarded theoretically as an active process in which individuals concentrate on selected aspects of aural input, form meaning from passages, and associate what they hear with existing knowledge.”* (p.979). basically, when people listen,

they pay attention to certain parts, understand them, and relate them to what they already know, showing that it requires thinking and understanding.

Also Durkin (1973) defined comprehension as an “*active and intentional thinking in which the meaning is constructed*” (p. 71). Dirven and Oakeshott-Taylor (1984) mentioned in their essay that listening abilities are characterized as the product of instructional strategies. Phrases that are appropriate for usage in connection with the definition include “speech comprehension,” “spoken language understanding,” “speech recognition,” and “speech perception,” as some examples of the words that can be used”. So how effectively someone listens depends on the way they are taught to listen.

The act of listening plays a crucial role in the acquisition of main ideas and information. It is important to note that listening to a FL, particularly English with its inconsistent pronunciation, is not as simple as we may believe. According to Buck (2001), listening is a complex process that involves the listener receiving acoustic signals and interpreting them using a combination of linguistic and non-linguistic knowledge. The goal of LS is to understand spontaneous, natural conversations at a normal pace (Chastain, 1971). Without developing this skill, learners will struggle to effectively communicate or speak.

As stated by Rubin (1994), “*LS involves actively processing spoken information to understand its linguistic form and meaning.*”(p. 55). This skill requires mentally reconstructing syntax, semantics, and pragmatic information, thus creating an internal representation of the message. Lund (1991) further explains:

Comprehension can be categorized into two types: factual and inferential. Factual comprehension refers to understanding the exact meaning of the spoken word, allowing the listener to answer questions that directly relate to the preceding context. In contrast, inferential comprehension involves processing information that is not explicitly mentioned in the text, relying on the listener's background knowledge to draw conclusions (p. 108).

In other words, listening is like the key to unlocking the main idea in any conversation. This is especially true when learning a FL, like English, where the way words are written doesn't always match how they sound. According to Buck (2001), listening is a complex puzzle. We receive information as sound waves, and our brains use all sorts of knowledge, about language itself and the world around us, to put those sounds together and understand the message. The ultimate goal, as Chastain (1971) suggests, is to be able to follow along with conversations between native speakers when they're talking at a normal pace and without any planning beforehand. If learners can't understand what they hear, they'll never truly be able to speak or communicate effectively.

Listening is a complex process that involves the ability to understand spoken words. Comprehension is the act of creating meaning by interacting with text. Specifically, LC refers to the understanding and interpretation of meaning from spoken language. This process is intricate and requires the listener to understand the spoken message within a linguistic and situational context.

2.3 Stages of Listening

Listening activities in the classroom are essential components of language learning, particularly in EFL contexts. These activities provide pupils with opportunities to improve their LS skills while they listening to real or partially real audio resources. Through a variety of tasks and exercises, pupils can develop their ability to understand spoken language, identify key information, and extract meaning from aural input.

2.3.1 Pre-listening

According to Gilakjani and Ahmadi (2011), pre-listening activities serve two main purposes: first, they help activate pupil's prior knowledge and create expectations for the upcoming information, and second, they provide the necessary context for the specific

listening task. Saha and Talukdar (2008, p. 199) suggest that some listening activities used as warm-ups before direct listening include:

- Introducing the topic and gauging pupils background knowledge by discussing a picture or photograph.
- Engaging pupils existing knowledge through discussions, pre-reading comprehension questions, exploring various viewpoints on a topic, or predicting content based on the title, among other methods.
- Clarifying contextual information and vocabulary needed to understand the text, such as using pictures, maps, or graphs.
- Informing pupils about the type of text, what they need to do, their roles, and the objectives of the listening activity.

2.3.2 During Listening

According to Gilakjani and Ahmadi (2011), during-listening exercises are intended to enhance pupil's comprehension of the speaker's language and ideas, their awareness of the speaker's organizational patterns, and their critical and personal responses to the speaker's ideas and language use. During this stage, activities are tailored to meet the learners' needs, interests, and objectives. When designing activities for this stage, it's important to consider the following points, as suggested by (Talukdar, 2008):

- Providing opportunities for pupils to listen to the text multiple times.
- Emphasizing general activities such as identifying the main idea, topic, and setting to focus on both the content and structure of the text, thereby guiding listeners through it.

2.3.3 Post-listening

In the post-listening stage of listening activities, pupils are encouraged to link what they've heard to their own thoughts and experiences. According to Gilakjani and Ahmadi

(2011), post-listening tasks are important for two main reasons: they foster pupils LS and allow teachers to assess their comprehension. These activities in the post-listening phase possess several characteristics, as outlined by Talukdar (2008):

- They may involve elements from pre-listening tasks, such as making predictions.
- They could simulate real-life situations where pupils apply the knowledge gained from listening.
- They might expand on the topic and help reinforce new vocabulary.

However, the activities of listening involve pre-listening, while listening and post listening are the part of activities that should be considered in listening instruction. In other words, for Rost (1990), before starting the listening activity, the teacher prepares the pupils by first discussing what they already know about the topic and ensuring they understand the context of the listening passage. Next, they outline the learning goals and what pupils will be expected to do while listening. Finally, the teacher explains the procedures of the listening activity, guiding pupils on how to participate effectively. This initial stage sets the foundation for a successful listening experience, helping pupils to engage more fully and achieve the intended learning outcomes.

During the listening activity, pupils are actively involved in understanding the spoken language through various tasks. They start by predicting what they might hear, which helps them focus their attention. As they listen, they work on comprehending the main message, trying to grasp the overall meaning. Along the way, they revise their predictions based on what they actually hear, refining their understanding and adapting to new information. This active engagement enhances their LS and promotes deeper comprehension of the spoken content. (ibid)

After listening to the passage, pupils move to the stage of connecting their own ideas to what they heard, strengthening their comprehension. This involves activities like checking their understanding, reflecting on any challenges they faced, and analyzing the speaker's attitude and tone. Additionally, pupils expand on the listening experience by linking it to other language skills such as speaking and writing. This stage allows pupils to consolidate their understanding and integrate the listening material into their broader language development. (Underwood, 1989).

Table 2.1 Listening Lesson Stages (Renandya, 2013)

Stage	Listening format	Instruction example
Pre-listening	-Establish context -Create motivation -Pre-teach critical vocabulary	Teacher conducts warm-up activities to prepare learners for the text. Pre-teaching of new vocabulary and grammar occurs.
While-listening	-Extensive listening (questions on context/attitude) -Pre-set tasks/present questions -Intensive listening -Check answers	Learners complete lesson tasks as they listen to focus their attention on some aspect.
Post-listening	-Examine functional language in text -Infer vocabulary meaning -Play: Look at transcript	Learners complete language analysis, answer comprehension questions, and other follow-up activities.

2.4 Classroom Listening Activities

By doing these listening activities, learners become better listeners overall. They learn to sort through information and pick out the specific details that matter for each task. It's not about memorizing every word, but understanding the key ideas that help them communicate effectively.

Listening activities are games and exercises that teachers can use in the classroom to help pupils develop their active LS. These activities range in difficulty level and allow pupils to engage in various types of listening so they can gradually hone their ability to focus on discerning key information, understanding its context and applying it practically in their own work. 7 Listening Activities to Use in the Classroom, (2023)

Identification and Selection

These activities involve matching spoken information to pictures Learners might listen to a short description or dialogue and then choose the picture that best matches it. Alternatively, they might see a single picture and listen to several descriptions or dialogues, selecting the one that accurately describes the picture (Littlewood, 1981).

Sequencing

These activities can be made more engaging by requiring learners to identify and order a sequence of pictures based on what they hear. Imagine a story being narrated, and learners need to put the pictures depicting the events in the correct order. Likewise, pictures could represent locations visited by tourists, and the spoken text might be a conversation between them as they explore. In the first case, the spoken text would likely be a narration, while in the second; it could be snippets of conversation. (ibid)

Locating

Another type of listening activity is "Locating" (Littlewood, 1981). Unlike sequencing activities, here learners focus on placing things in their correct positions, not order. Imagine arranging furniture in a house or streets on a map. Learners might even follow directions on a map while listening. The spoken information can come in different forms, like clear instructions, conversations about placement, or spoken descriptions of a scene.

Drawing and Constructing

According to Little Wood (1981), pupils are instructed to listen attentively to direct guidance or recorded content with the purpose of creating a visual depiction or outline. For instance, they might receive an unfinished plan and must then complete it according to the provided instructions. For example, if you wanted your pupils to draw a house, the instructions could sound like this: “Draw a large square in the center of your page;”“Then draw a small rectangle vertically on the bottom of the square;”“Draw two small squares on either side of the rectangle;”“Now draw a large triangle on top of the largest square.” 7
Listening Activities To Use in the Classroom,(2023)

Listening and Physically Respond

This activity falls under the umbrella of TPR, where the teacher engages pupils by giving instructions that require physical responses. For instance, participating in stand up and listen is a group activity where pupils listen for a recurring sound in a sentence. To begin, say a sentence out loud that contains a repeated vowel or consonant sound, as pupils identify the repeated sound, they should stand up and share their interpretation.

As they improve at recognizing specific sounds, pupils might be prompted to stand up if certain conditions apply to them, such as hearing their names, wearing coats, or having birthdays in January. Another example is the classic game "Simon Says," where pupils must follow commands that include the phrase "Simon says." If a command lacks this phrase and a pupil obeys it, they are out of the game. Quick and accurate reactions are essential in this activity (Lindsay with Paul, 2006).

This game can help pupils develop the ability to discern whether they need to follow instructions and, if so, what they need to do. At the end, these listening activities offer a powerful tool for educators. By incorporating them into lessons, teachers can not only deliver

instructions more effectively but also capture pupils' attention and foster a deeper engagement in learning. These activities lay the groundwork for valuable skills that will serve children throughout their academic journey and beyond (ibid).

2.5 General principles in Teaching Listening Comprehension

The objective of Teaching LS is to improve pupils' capacity to comprehend spoken language in the classroom. It highlights the importance of prioritizing LS in language teaching. Understanding the crucial role of listening in learning a language, it acknowledges that comprehension is the basis for effective communication, as it allows learners to absorb the linguistic input needed for language production (Wang, 2020).

Ahmadi (2011, p. 984) states that when TLC, it is crucial to have clear objectives that align with the curriculum. This ensures that both the teacher and the pupils understand the purpose and expectations of the lessons, so, the general principles in the instruction of LC entail essential guidelines or convictions that instructors adhere to while assisting pupils in honing their listening abilities. These principles commonly involve establishing a nurturing educational setting, supplying genuine listening materials, encouraging active pupils' involvement, and integrating a range of listening exercises and approaches. Through adhering to these principles, educators can augment pupils' capacity to comprehend spoken language and enhance their overall proficiency in listening.

For pupils who are learning EFL but lack the chance to immerse themselves in that language outside of the classroom, listening becomes their primary means of language exposure. This is because many pupils do not have the means, resources, or free time to practice their LS. (Peterson, 2012, p.87-100) proposes six guidelines for enhancing LC in the classroom.

- Enhance the duration of active listening during class.
- Before engaging in other tasks, it is important to lend an ear, as this will help in getting ready for speaking, reading, or writing.
- Engage in overall and selective listening to understand main points and capture specific details for enhanced precision.
- Tap into pupils existing knowledge by incorporating advanced abilities at every skill level.
- Work towards automaticity in the bottom-up processing.
- Build effective techniques for LC.

2.6 Difficulties of Listening Comprehension

LD can be categorized as internal and external factors that can disrupt understanding and processing in real-life situations. These difficulties are directly linked to the cognitive processes that occur during different stages of listening (Goh, 2000). Since LS involves a complex combination of factors, many learners find it challenging and are unaware of the reasons behind their struggles. Flowerdew and Miller (1992) pointed out that pupils face difficulties in LS due to factors such as fast speech, unfamiliar terms, lack of concentration, and distractions in the environment.

According to Anderson (2000), listening problems primarily arise from perceptual issues like recognizing words and lapses in attention, rather than higher-level processing inefficiencies. Graham (2006) also suggests that difficulties in understanding listening materials can be attributed to fast speech, difficulty in identifying words, and encountering unfamiliar terms. Rahimirad and Zare-ee (2015) observed that when completing listening tasks, pupils face challenges such as encountering unfamiliar vocabulary, topics, fast speech,

background noise, and different accents. Moreover, struggling pupils often fail to finish the task within the given time speed.

(Azmi et al., 2014) noted that learners often face numerous challenges during listening comprehension. The aim is to acknowledge these difficulties and work towards resolving them. Here are some examples of these challenges:

2.6.1 Quality of Recorded Material

The caliber of recorded materials utilized in certain classrooms may not always be optimal. The effectiveness of learners' LC can be influenced by the quality of the sound system (Azmi et al., 2014). Despite advancements in technology, many schools and educational institutions struggle with a lack of essential teaching equipment. This includes resources like computers, projectors, and interactive whiteboards. Additionally, existing equipment might be outdated and in poor condition. The quality of learning experiences can be significantly hampered by such limitations. For instance, pupils' comprehension suffers when listening to recordings or videos with weak sound systems. These inadequacies create a digital divide within the education system, hindering the potential for effective learning (Bingol, et al., 2014).

2.6.2 Cultural Differences

Understanding cultural nuances is crucial for learners, as it greatly influences their comprehension of language. When listening tasks involve culturally diverse materials, learners may encounter significant challenges in understanding. Hence, it falls upon teachers to provide background knowledge about the listening activities beforehand (Azmi et al, 2014). Effective LC requires teachers to equip pupils with essential information about the cultural context of language, as emphasized by Anderson and Lynch (2000).

According to Hayati (2009), successful LC hinges on the listener possessing both contextual and systematic knowledge, including an understanding of the meaning of words and the cultural background of the speaker in a different language.

2.6.3 Accent

Munro and Derwing (1999) noted that excessive exposure to accented speech can significantly decrease comprehension. Goh (1999) found that 66% of learners identified a speaker's accent as a major factor affecting comprehension. Both native and non-native accents, if unfamiliar, can pose serious challenges to LC. Familiarity with an accent is beneficial for learners' comprehension, as indicated by Buck (2001), who observed that encountering an unfamiliar accent, like Indian English after primarily studying American English, can cause significant LD, interrupting the comprehension process and making understanding impossible for listeners.

Accents pose a barrier to listening as they can hinder the understanding of words pronounced differently, as highlighted by Sekhar (2021). This challenge is not only evident across different cultures but can also occur within the same cultural context, leading to significant LD and hindering comprehension among individuals sharing the same cultural background.

2.6.4 Unfamiliar Vocabulary

Azmi et al. (2014) suggest that listening texts containing familiar vocabulary facilitate comprehension for pupils. When pupils understand the meaning of words, it stimulates their interest and motivation, positively affecting their LS. However, the presence of words with multiple meanings can confuse pupils if not used accurately within their appropriate contexts.

A small vocabulary makes it difficult for learners to understand new information. They struggle to grasp the full meaning because they don't recognize all the words. It's like hitting a wall – if pupils don't know what a word means, they can't use it correctly in context (Bingol et al., 2014).

2.6.5 Length and Speed of Listening

Azmi et al (2014) pointed out that the proficiency level of pupils plays a significant role in their ability to process lengthy listening passages and retain information. It can be challenging for lower-level pupils to listen to passages longer than three minutes and complete associated tasks. Shorter listening passages facilitate easier comprehension and reduce fatigue among learners. Additionally, according to Underwood (1989), the speed of speech can greatly impact the difficulty of listening passages. If speakers talk too quickly, pupils may struggle to understand L2 words, leading to critical issues in comprehension. In such instances, listeners are unable to regulate the speed of speakers, further complicating the comprehension process.

Shorter listening passages are better for beginners. Long ones are hard to follow and remember. Plus, fast speech can make them miss key words, leaving them confused. Shorter listening activities keep their focus sharp and help them grasp the main points more easily (Bingol et al., (2014).

Vandergrift (2004) and Walker (2014) highlighted the real-time nature of oral passages, emphasizing the need for rapid processing as only a mental representation remains after the passage ends. Compared to reading, listening requires immediate processing for accessing spoken input again, adding complexity to the skill. Cultural background knowledge of pupils plays a crucial role in their LC, with a basic understanding of a country's culture and history aiding listening processes. Vandergrift (2007) and Walker (2014) emphasized the use

of pragmatic knowledge by listeners to infer meaning and identify implied messages, stressing the importance of teachers considering this aspect when TLC. Bloomfield et al. (2010) noted that regional accents can affect listener understanding, with familiar accents being easier to comprehend than unfamiliar ones. Buck (2001) listed various challenges in listening activities, including unknown vocabulary, unfamiliar topics, fast speech rates, and accents.

Graham (2006) noted that learners face challenges in LC due to factors such as limited vocabulary, grammar issues, and misunderstanding of listening tasks. Seferoglu and Uzakgoren (2004) pointed out that the type of listening materials also contributes to comprehension difficulties. They highlighted the lack of emphasis on teaching listening strategies by teachers. Bloomfield et al. (2010) and Walker (2014) highlighted pronunciation discrepancies between spoken and written words as a significant issue. Recognizing words in oral speech can be difficult due to variations from their written forms.

Vandergrift (2007) and Walker (2014) added that pupils must not only recognize words despite unfamiliar pronunciation but also determine the linguistic components of each word. Additionally, prosodic elements such as stress placement, weak and strong word forms, and intonation play a role in oral text comprehension.

According to Hasan (2000), learners' ability to understand spoken passages is hindered by unfamiliar words, complex sentence structures, and the length of the passages. He also noted that pupils struggle with clarity, lack of interest, and the expectation of providing complete answers to comprehension questions. Yagang (1994) identified four sources of LS difficulties: the message, the speaker, the listener, and the physical environment. Boyle (1984) emphasized that LC is influenced by the listener, the speaker, the medium, and the

environment. Teng (2002) discussed four factors that impact pupils LC: listener factors, speaker factors, stimulus factors, and context factors.

Underwood (1989) identifies several obstacles to effective LC. Firstly, listeners have no control over the pace of speech. The main issue with LC lies in the inability to regulate the speed at which speakers talk. Secondly, listeners are unable to request word repetition, leading to significant challenges. Pupils cannot replay sections of a recording, leaving teachers to decide when and what to repeat. This presents a challenge for teachers as they are unsure if their learners have understood the content. Thirdly, listeners may lack a broad vocabulary. Speakers may use words that listeners are unfamiliar with, causing them to pause and ponder the meaning, consequently missing out on subsequent speech. Fourthly, listeners may lack contextual knowledge. Shared knowledge and familiar texts facilitate communication for listeners. While they may grasp the surface meaning of a passage, understanding the overall message becomes problematic unless they are familiar with it. Finally, concentrating on the listening text is not a simple task for listeners.

2.7 Teacher's Role in a LS Session

Wilson (2008, p. 62-63) likens the role of the teacher in LC lessons to eight different jobs:

2.7.1 A Tailor

Like a tailor, the teacher customizes the listening texts or tasks to suit the abilities and level of the pupils. This customization involves carefully choose materials that are interesting, suitable, and match the pupils' language abilities. The teacher can effectively enhance the LS of the pupils by playing the role of a tailor.

2.7.2 A sleuth

As a sleuth, the teacher acts like a detective, probing the recording's language before the lesson begins. They ask questions like: Can my learners understand the phrases used? Are they comfortable with different verb tenses? Can they figure out contracted words? This detective work helps the teacher prepare the right support for pupils during the lesson.

2.7.3 A doctor

In the role of a doctor, the teacher is likened to a medical professional. They diagnose their pupils listening issues by analyzing potential factors. Was the problem due to the pace of the material? Perhaps it was the choice of words used? By pinpointing the root causes of listening difficulties, the teacher can prescribe appropriate strategies to help pupils improve their LS effectively.

2.7.4 A Spy

In the role of a spy, the teacher carefully observes learners' behavior during listening activities to assess their language mastery. They analyze subtle cues like facial expressions and hand movements to gauge comprehension and identify areas needing clarification. Observations extend to pupils actions, such as writing answers, or nodding in understanding.

2.7.5 An Engineer

The teacher must be well-versed in the use of ICTs in the classroom, especially during listening activities, to address any potential issues efficiently. This includes knowing which equipment is functional, understanding its operation, and troubleshooting any problems to minimize disruptions and save time.

2.7.6 A firefighter

When learners struggle with a listening script, the teacher acts like a firefighter, offering immediate support and assistance. By providing explanations, clarifying confusion, and guiding them through difficult sections, the teacher helps learners overcome obstacles. This intervention is essential for maintaining learners' confidence and motivation, enabling effective development of their listening skills.

2.7.7 A storyteller

The teacher, as the storyteller, continuously expands their knowledge and excels at simplifying complex concepts into engaging narratives. This skill makes difficult topics accessible and interesting, keeping learners engaged and enhancing their understanding, thereby making the teacher an indispensable resource in the learning process.

2.7.8 A Tour Guide

The teacher in a listening classroom is likened to a tour guide who guides pupils through listening activities much like a tour guide leads travelers through landmarks. The teacher directs attention to important information, helps navigate comprehension challenges, and provides explanations or insights to ensure pupils grasp key points and maximize learning.

Teachers play several roles in guiding pupils through listening activities. They activate prior knowledge to connect it with new information and clarify the context of the listening material, including unfamiliar elements. By outlining learning objectives and tasks, they provide guidance for pupils' engagement (Rost, 1990). During listening, teachers provide resources and monitor pupils' engagement, while in the post-listening stage; they assess comprehension and facilitate reflection and discussion. Additionally, they help pupils integrate LS with speaking and writing (Underwood, 1989).

In lesson classroom, the teacher assumes a more supportive role, facilitating rather than controlling and testing listening. Instead of presenting pupils with the correct answer, he guides them in comparing responses and reflecting on different steps they took to achieve comprehension. He encourages pupils to become aware of their listening, monitors their efforts, and provides feedback on their performance.

2.8 Strategies of Improving LS

According to (Ali, 2019, p 5-6) there several ways to improve LC:

- Face the speaker directly and sit with good posture or lean forward slightly to show you're paying attention.
- Make eye contact as long as it feels natural.
- Reduce outside distractions by turning of the TV and putting away any reading material.
- Listen closely to the speaker's words without planning your response.
- If your mind wanders, gently bring your focus back to the speaker, like during meditation.
- Stay open-minded and avoid forming opinions until the speaker finishes. Don't assume you know what they're thinking.
- Engage actively by asking questions for clarification, but ensure you wait until the speaker has finished talking to avoid interrupting their flow of thought. After asking questions, summarize their point to confirm your understanding and avoid misunderstandings. Also, to enhance their LS and comprehension, learners can follow specific steps to make the task easier. Mohammed (2014)suggests that to improve pupils understanding through active listening, they should employ techniques to ensure successful communication

2.8.1 Pay Attention:

The listener should demonstrate their focus by maintaining good posture, direct eye contact, and minimizing distractions from the surroundings. They should also pay attention to the teacher's nonverbal cues. [Active Listening](#) (date unknown)

2.8.2 Show that you are Listening

The listener can convey their interest through various forms of body language, such as maintaining eye contact, smiling, using facial expressions, and offering verbal encouragement to the speaker. These gestures signal engagement and support, encouraging the speaker to continue sharing their thoughts and ideas. Such active listening behaviors foster a positive and interactive communication environment, strengthening the connection between the speaker and the listener (ibid).

2.8.3 Provide Feedback

The listener's role is to actively engage with the speaker by paraphrasing the main points, asking questions for clarification, and considering the speaker's comments to fully comprehend the message being conveyed. By paraphrasing, the listener demonstrates understanding and reinforces key points. Asking questions helps clarify any uncertainties or ambiguities, promoting clearer communication. Additionally, by considering the speaker's comments, the listener shows respect and openness to different perspectives, facilitating a deeper understanding of the message and fostering effective dialogue (ibid).

2.8.4 Respond Appropriately

The listener should respect the teacher's viewpoint, avoiding embarrassment and refraining from imposing personal opinions. Even when complaints about pupils arise, it's

crucial for the listener to maintain a respectful demeanor towards the teacher. Following these principles fosters an environment conducive to learning, where both teachers and learners can improve their LS in a relaxed atmosphere.

According to Childs, Acott-Smith, and Curtis (1999), effective listening involves several important strategies. The authors emphasize the importance of a positive attitude, stating that listeners should avoid approaching listening tasks with negativity because *"if you have a negative attitude, your brain will automatically pay less attention."* (p. 37). However, simply having a positive outlook is not enough to ensure continuous concentration. To maximize focus, listeners should minimize distractions and ensure they are physically comfortable and alert before listening. Additionally, listeners should avoid forming judgments about the speaker or the topic until they have heard the entire message. Speakers often use transitions and other structural cues to signal upcoming points, and listeners can benefit from paying attention to these cues. Finally, by rephrasing the speaker's ideas in their own words, listeners can confirm their understanding of the content.

According to Carnegie (1936), strong communication is the foundation of good relationships. Psychologists highlight the importance of active listening, a recurring theme throughout many self-help books. The good news is that there are simple strategies you can use to become a better listener:

- **Don't interrupt or change the subject:** a pause, even a long pause, doesn't always mean that the speaker has finished saying everything that he or she has to say.
- **Concentrate on what you are hearing:** focus your mind on what the speaker is saying. Practice shutting out outside distractions when listening. Listen with your eyes.

- **Listen for ideas, not just words:** you want to get the whole picture, not just isolated bits and pieces. Listen for key themes.
- **Ask clarification questions:** if you don't understand something, or if you feel you may have missed a point, clear it up now before it embarrasses you later. It is often helpful to ask open questions rather than closed questions.
- **Prepare in advance:** remarks and questions prepared in advance, when possible, free your mind for listening.
- **Limit your own talking:** you can't talk and listen at the same time. If you are thinking about what you are going to say next, then you are not listening. Good communication is said to be 99% listening and 1% talking.
- **Don't jump to conclusions:** avoid making unwarranted assumptions about what is going to be said. Don't mentally try to complete the other person's sentences. Listen and learn.

By following these tips, you can become a more engaged and effective listener, fostering stronger and more meaningful relationships

2.9 Conclusion

Listening has evolved to become recognized as the most vital skill in language teaching and learning, progressing from neglect to full acknowledgment. Despite this recognition, EFL teachers perceive it as the most challenging skill to teach due to various obstacles. These challenges include pupils' lack of concentration, limited vocabulary, fast speech delivery, and insufficient background knowledge on topics. To address these issues, teachers should adopt listening stages—pre-listening, during listening, and post-listening—to assist learners in enhancing their LS. Moreover, implementing LC strategies can further

improve learners' abilities to use keywords to construct discourse schemas and decode messages effectively.

Chapter Three

Chapter Three

Data Analysis and Recommendations

3.1 Introduction

This chapter presents the study in which we focused on pupils' knowledge, facts and opinions about their LD as pupils' basic knowledge in LS. This chapter provides a sample lesson, some class tasks, and a detailed description of the questionnaire and its administration process. Moreover, it consists of analysis of the questionnaire and a discussion of the findings. Furthermore, it offers recommendations based on the results obtained from the study.

3.2 A Sample Lesson about Listening: "I Listen and Do"

The researchers attended sessions of listening with fourth-year pupils at Bediaf Ahmed Middle School in Metlili-Ghardaia. The class of 38 pupils was chosen randomly. The sessions contain two parts, the pre-class tasks and the class ones. We observed the pupil's listening performance and development continuously. The researchers just observed the pupils' behavior without intervening.

3.2.1 The Pre-Class Tasks

The teacher gave the pupils a task to prepare for the next session; she selected a topic about matching exercise where they matched directional words (left, right, etc.). They were also asked to revise adverbs. Those tasks would prime pupils for active listening, collaboration, and navigating the "tourist guide's" instructions during the lesson.

3.2.2 The Class Tasks

The session began with greeting pupils and introducing the scenario of being tourists visiting an archaeological site, museum, or park. The teacher discussed the importance of

listening carefully to the tour guide's instructions to navigate the location. Also, the teacher explained that they will be playing a game where they will follow the "tourist guide's" instructions (recorded audio) to find landmarks on a map.

The session then shifted its focus to showing pupils the map of the location and explaining the key landmarks by pictures. Later, the teacher was reviewing basic directional words like "left," "right," "straight ahead," "past," and "next to" using gestures and demonstrations.

The teacher, then, divided pupils into small groups (3-4 pupils), and explained that they will hear instructions from a "tourist guide" on how to find specific landmarks on map. Also, the teacher played the audio instructions once slowly and clearly. She emphasized that each group needs to listen carefully and work together to mark their map according to the guide's directions.

During the session, the pupils did the activity and each group discussed alone to find the landmarks required. After a few minutes, the teacher told her pupils that the time was over. Each group discussed the instructions and identified the landmarks they needed to find, and corrected the activity together.

At the end of the session, they discussed any challenges they faced while listening. She encouraged them to improve their LS by giving them some strategies to enhance it.

Hence, we observed that the first stage of the class tasks was the warming-up. Its goals are to engage the pupils in the lesson by generating their responses. That is to say, the teacher made a connection between the given knowledge of learners and the new lesson. In class, the pupils were requested to be working in small groups to follow a "tourist guide's" instruction (recorded audio) that will lead them to discover different landmarks. The teacher also

requested to his pupils to discuss the pictures and the map in general, and to mention the directional words with examples.

During the class, the teacher provided instructions for the pupils like matching exercise where pupils matched directional words (left, right, etc.) and showed a picture, describing the location they would be virtually visiting. These tasks would prime pupils for active listening, collaboration, and navigating the "tourist guide's" instructions during the lesson.

3.3 The Pupils' Questionnaire

A questionnaire is a set of questions centered around a particular topic, commonly used and sometimes misused as a means of collecting data due to its simplicity in preparation and administration. According to Nunan (1992), a questionnaire is "*An instrument for the collection of data usually in written form consisting of open and /or closed questions and other probes requiring a response from subjects*" (as cited in Mebitil, 2011, p. 54). The pupils' questionnaire consists of 23 questions divided into three sections. Each section aims to collect a certain type of data about the pupils' preferences and difficulties related to LS.

3.4 Description and Administration of the Pupils' Questionnaire

The objective of the pupils' questionnaire is to test their LS and support EFL learners in developing LC skills. The questionnaire is divided into three sections. In the first section, although the questionnaire is anonymous, participants were asked to provide some information about their gender and age. The second section contains nine questions. It aims at getting information about pupils' opinions and attitudes towards LS. Moreover. The third part includes fourteen questions, doing a survey about pupils' problems and challenges while studying LS. The first, the second and third questions are considered in relation to whether

learners prefer to listen in English and how frequently they listen in it. However, the fourth question investigates whether the learners enjoy participating in essay writing exercises in the classroom. Questions from (5-9) focus on LC in English through practice, emphasizing its importance in language learning.

The aim of these investigations is to examine whether pupils value the process of receiving assessments and feedback on their assignments as an essential aspect of their educational experience. The third section (1-6) of the questionnaire delves into the unfamiliar and challenging vocabulary in EFL. The final questions (7-14) inquire about the pupils' listening practice and the techniques they use to improve their language skills. Additionally, the questionnaire asks if they actively seek guidance from their teacher. This survey was administered to 100 fourth-year pupils at Bediaf Ahmed Middle School in Metlili. Our objective via administering the questionnaire was to gather important data and insights for our research.

3.5 Data Analysis

Section one: (01 → 02)

Table 3.1: The Pupils' Gender

Gender	Number	Percentage
Male	47	47 %
Female	53	53 %
Total	100	100 %

The total population includes 53 (53%) females and 47 (47%) males.

Table 3.2: The Pupils age

Age	Number	Percentage
13 → 15	90	90 %
16 → 17	10	10 %
Total	100	100 %

Table 2 reveals that the pupils surveyed are between the ages of 13 and 17 years old. This limited age range indicates that the student population is quite unified. As a result, it can

be assumed that their answers to the questions will have a certain level of similarity, and there will be fewer significant discrepancies between responses.

Section two (1 → 9)

Item01: Do you prefer listening to English discourses or the French ones?

Table.3.3: Pupils preference of Language

Possibilities	Number	Percentage
English	70	70 %
French	30	30 %
Total	100	100 %

The table displays the favored choices of pupils concerning English and French language. According to the responses, 70% pupils indicated that they have a tendency to English language, while the rest wish are 30% prefer French language.

Item 03: How often do you listen to English discourses?

Table.3.4: The pupils English listening frequency.

Possibilities	Number	Percentage
Always	22	22 %
Sometimes	45	45 %
Rarely	20	20 %
Never	13	13 %
Total	100	100%

Displayed in the following table are the instances when pupils engage in listening to the English language. Based on the responses, 22% of pupils listen to English always, 45% listen sometimes, 20% listen rarely, and the remaining 13% never listen to English.

Item 04: How do you evaluate your LS level?

Table.3.5: Evaluating the LS level

Possibilities	Number	Percentage
Very good	26	26 %
Good	43	43 %
Average	22	22 %
Weak	09	9%
Total	100	100%

The findings indicate that a mere 9% of pupils perceive their listening abilities as poor, whereas 22% classify their skills as average. A majority of 43% believe their LS are good, and a notable 26% consider their skills to be very good.

Item 05: How do you find listening when compared to the other skills (speaking Reading Writing)?

Table3.6: Listening vs. other skills (Reading, Speaking, and Writing).

Possibilities	Number	Percentage
Easy	63	63 %
Difficult	37	37 %
Total	100	100 %

Pupils were inquired about their experience with listening as compared to other skills. The results revealed that 63% of the respondents found it to be easy, while the remaining 37% found it to be challenging.

Item 06: LC is important in learning English language?

Table 3.7: The Importance of LC.

Possibilities	Number	Percentage
Agree	71	71 %
Disagree	29	29 %
Total	100	100 %

The objective of this inquiry was to determine the significance of LC to the pupils.

The results indicate that 71% of the respondents recognize its value, while 29% do not.

Item 07: How often do you practice listening to English?

Table 3.8: EFL Practicing

Possibilities	Number	Percentage
Always	31	31 %
Sometimes	19	19 %
Rarely	30	30 %
Never	20	20 %
Total	100	100%

From the data presented in the table, it is evident that the majority of pupils, accounting for 31%, regularly practice English. On the other hand, 19% practice it occasionally, while 30% rarely do so. The remaining 20% never practice English.

Item 08: If yes, do you enjoy listening to others when they speak English?

Table3.9: The enjoyment of listening to the others when they speak.

Possibilities	Number	Percentage
Yes	57	57 %
No	43	43%
Total	100	100 %

The purpose of this question was to determine whether pupils enjoying the listening to the others when they speak English or not. A majority of 57% find pleasure in it, while a minority of 43% not

Item 09: Do you practice listening outside the classroom through using YouTube channels?

Table3.10: The Practice of listening through YouTube channels outside the classroom

Possibilities	Number	Percentage
Yes	57	57 %
No	43	43 %
Total	100	100 %

The aim of this inquiry was to ascertain if pupils engage in listening exercises beyond school hours by utilizing YouTube channels. The response was yes for 57% of the participants while 43% replied with no.

Section three (1→ 14)

Item 1: Do you face difficulties in listening to English?

Table 3.11: The Difficulties in listening to English

Possibilities	Number	Percentage
Yes	71	71%
No	29	29%
Total	100	100 %

Our goal in asking this question to the pupils was to ascertain whether or not the pupils encounter challenges when it comes to listening to English. According to the provided table, it was found that 71 % answer with yes, and 29 % answer with no. As per the table given, the results showed that 71% replied affirmatively while 29% gave a negative response

Item2: The difficulty in LC is due to:

Table3.12: The Difficulties in LC is due to

Possibilities	Number	Percentage
Speed of speech	30	30 %
Different accents	37	37 %
New vocabulary items	07	7 %
Noise	15	15 %
All of them	11	11%
Total	100	100 %

Displayed in the chart underneath are various potential scenarios in regards to the difficulties listening comprehension. Of those surveyed, 30% chose speed speech, while 37% opted for a different accent. Another 7% struggled with unfamiliar vocabulary, and 15% selected noise as their biggest obstacle. Conversely, 11% experienced difficulty with all of these factors.

Item3: Do you easily understand English when watch films?

Table 3.13: The Understanding English through watching films.

Possibilities	Number	Percentage
Yes	48	48 %
No	52	52 %
Total	100	100%

The Table above shows the following results, 48% said that they understand English when they watch films, and 52% they don't.

Item4: How often do you listen to English songs?

Table3.14: The Frequency of listening to English songs.

Possibilities	Number	Percentage
Always	16	16 %
Sometimes	46	46 %
Rarely	23	23 %

Never	15	15 %
Total	100	100 %

According to the survey results, 16% of pupils reported that they consistently listen to English music. Nearly half, 46% indicated they listen occasionally, while 23% do so rarely. Lastly, 15% of the pupils mentioned they have never listened to English songs.

Item5: Do you find it challenging to concentrate when your teacher speak prolonged duration?

Table.3.15: The Challenges of pupils when the teacher speaks for a prolonged Duration.

Possibilities	Number	Percentage
Yes	72	72 %
No	28	28 %
Total	100	100 %

The table below shows the result of Challenges to concentrate when your teacher speaks for a prolonged Duration. 72% said yes, and 28% said no.

Item6: When your teacher utters an unknown word, do you?

Table3.16: The reaction of the pupils when teacher utters an unknown word

Possibilities	Number	Percentage
Stop listening and think about its meaning	69	69 %
Continue listening to understand the remaining	31	31 %
Total	100	100%

According to the table when the teacher utters an unknown word, 69 of them stop listening and think about its meaning. 31% continue listening to understand the meaning

Item 7: Do you ask your teacher to write, on the board, the difficult words you hear?

Table 3.17 asking the teacher to writing on the board the difficulties words they hear.

Possibilities	Number	Percentage
Yes	71	71%
No	29	29%

Total	100	100%
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In regards to the outcome of asking the teacher to write, on the board, the difficult words they hear. , 71% of them consented, whereas 29% declined

Item 8: In dictation activities, how often do you write correct words?

Table 3.18 The Times that pupils write correct words in dictation activities

Possibilities	Number	Percentage
Always	23	23%
Sometimes	50	50%
Rarely	15	15%
Never	12	12%
Total	100	100 %

Based on the result, 23% they write always correct words, while the half with 50% sometimes. 15% of the pupils rarely when they write correct words, and 12% they never write a correct word.

Item 9: Do you have the habit of using the general idea of the text to help you guess the meaning of the words that you do not understand?

Table 3.19 The Habit of using the general idea of the text to help you guess the

Meaning of the words that you do not understand.

Possibilities	Number	Percentage
Yes	44	44%
No	56	56%
Total	100	100%

This data is presented in the table, which indicates that 44% of pupils utilize use the general idea of the text to help them guess the meaning of the words. Meanwhile, the remaining 56% do not resort to use it.

Item 10: Before listening, do you have a goal in mind?

Table 3.20 The Goal before listening.

Possibilities	Number	Percentage
Yes	65	65%
No	35	35%
Total	100	100%

65% pupils said that they have goal before listening, while 35% said no

Item 11: Do you try to use the words you understand to guess the meaning of the words you do not understand?

Table 3.21: The guessing of meanings of unknown words through known words

Possibilities	Number	Percentage
Yes	47	47%
No	53	53%
Total	100	100%

The table above shows the following results.47% pupils said that they using the words they understand to guess the meaning of the words they do not understand .53% pupils said they don't use.

Item 12: Do you translate word by word as you listen?

Table 3.22: The translation word by word as they listen.

Possibilities	Number	Percentage
Yes	55	55%
No	45	45%
Total	100	100%

According to the result, 55% pupils they translate word by word, while the rest 45% pupils do not translate.

Item 13: Do you feel nervous when you listen to English?

Table 3.23: Feeling nervous while listening to English.

Possibilities	Number	Percentage
Yes	68	68%
No	32	32%
Total	100	100%

The table above shows that, 68% feel nervous when they listen to English .32% they don't feel nervous.

Item 14: What means do you use to enhance your LS?

Table 3.24: Means that used to enhance English skill.

Possibilities	Number	Percentage
English movies	23	23%
English cartoons	19	10%
Music	34	34%
Radio	11	11%
WebPages	13	22%
Total	100	100%

Based on the provided table, it can be observed that 23% use English movies to enhance their LS. In contrast 19% watch English cartoons .34% listen to the music, and 11% using the radio .the rest 13% enhance their LS by WebPages

3.6 Discussion

The results indicate that pupils face several obstacles when it comes to their listening abilities, which can result in a decline in their capacity to understand and interpret verbal communication. A significant insight emerged from the responses to question number one, revealing that 70% pupils find listening to English discourses as the favorite. This indicates a considerable portion of EFL pupils. Also, all most of pupils were aware that listening is an important skill in learning English language, as shown by the answers of the sixth question. In addition, a large number of pupils reported that the LS is very easy while compared to the other skills, as reading and writing. However, it is worth noting that a some of pupils, specifically 57%, exhibited a positive response towards the enjoyment of listening to others when they speak English. This demonstrates that means finding pleasure and satisfaction in the act of actively engaging with and comprehending spoken English language, contributing to language learning and communication skills development.

In addition, it was discovered that pupils encounter various challenges when it comes to listening in their EFL studies: as revealed in the results of the majority (71%) of pupils in the answers of the first question in section three. These include unfamiliar vocabulary and speed speech, but the most prevalent issue is the difficulty of understanding different accents. On the contrary, many pupils admitted to lacking clear goals before listening exercises, demonstrating a lack of interest in this aspect of EFL. However, they did offer some methods they utilize to improve their English listening and the means they use to enhance their LS, as music with large percent 34% than the other means.

3.7 Recommendations

Our research indicates that fourth year middle school pupils encounter multiple difficulties when it comes to listening to EFL. We have observed a lack of motivation to overcome these obstacles. Based on these results, we suggest that teachers can implement diverse strategies to encourage pupils to improve their LS:

- The teacher should use effective listening instruction includes setting pupils up for success with background info (pre-listening) and checking comprehension afterwards (post-listening) through discussions, quizzes, or creative activities.
- Teacher should break down lengthy listening passages into bite-sized portions for easier comprehension. This involves summarizing key points or ideas in each segment to aid understanding.
- Teacher should use note-taking strategies: each pupil uses effective note-taking methods for capturing key points while listening.
- Pupils should use subtitles or transcripts, for example, watching videos or listening to audio, this way enable them to get new vocabulary and improve their LS.

- Pupils should allocate a portion of their daily schedule to honing English LS, no matter how brief. Regularity is the secret to progress.
- Pupils should Practice Active Listening for example, Pay close attention, summarize key points, and ask clarifying questions to truly grasp what's being said.

3.8 Conclusion

In this chapter, we focused on the pupils responses to the questionnaire and analyzed the results. The findings revealed that the key to successful teaching and learning lies in the ability to listen. Listening is an essential component of mastering the process of learning EFL. It has a significant impact on pupils' achievements and outcomes. By following the teachers' instructions and practicing LS through various methods, pupils can improve their EFL proficiency. These conclusions are drawn from the comprehensive examination and suggestions for improvement presented in this chapter.

General Conclusion

General conclusion

The ability to listen is critical for effective collaboration. LS can lead to improved communication in both personal and professional settings. However, it has many difficulties and challenges. Upon careful examination of the research and consultation regarding the challenges faced by EFL pupils in listening, it is evident that numerous studies have revealed a range of obstacles. Additionally, the studies have emphasized the significance of improving language skills for EFL learners in listening.

Our research we center on enhancing pupils ability to listen and conquer the obstacles that come with it .Specifically, we aimed to identify the specific challenges encountered by fourth year pupils at middle school Ahmed Bediaf , with the intention of implementing effective strategies encourage them. To achieve this, we utilized a survey method, employing a pupil's questionnaire as a fundamental tool to gather data on pupils' perceptions of LS and their abilities. Therefore, we hypothesize that Effective EFL listening improves learning by enhancing language skills.

The results show that EFL learning encounters many difficulties, but the main difficulty is unfamiliar vocabulary, causing problems with LS due to their limited vocabulary. It has a detrimental effect on their abilities of listening skill. These limitations in vocabulary pose significantly hinder EFL learners' ability to grasp spoken language. of the primary reasons of this issue is nature of spoken language and the absence of communication between pupils and their teachers. The limited vocabulary results in comprehension gaps, making it hard to follow the speaker's complete train of thought, ultimately leading to a negative impact on listening abilities.

Also, our research indicates that fourth year pupil's grapple with the complexities of effective listening comprehension. Specifically, they have trouble with the various steps necessary for effective listening comprehension, including recognizing important information and following the speaker's train of thought. These obstacles prevent them from comprehending spoken language correctly. As a result, it's vital to address these problems and offer customized assistance to aid pupils in enhancing their LC abilities.

After analyzing the survey results, it was found that a considerable amount of pupils had a favorable reaction to the techniques aimed at boosting their listening abilities. The data also indicates that the most effective approach to enhancing their EFL is through exercises that aid in vocabulary retention, ultimately leading to an expanded lexicon.

To conclude, EFL learners face distinct challenges in listening comprehension. Effectively addressing LD requires a different approach. Listening involves real-time processing and overcoming hurdles like unfamiliar vocabulary or rapid speech. Our research on EFL Learners' Difficulties of Listening should delve into these specific challenges. By identifying the obstacles that hinder comprehension, we can develop targeted strategies and support systems. This will ultimately lead to a more motivated and successful learning experience for EFL learners as they strive to grasp spoken language effectively.

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Appendices

Appendix A

The Pupils Questionnaire

Dear pupils,

This questionnaire is part of a study that investigates the EFL learners' difficulties of listening. We would be grateful if you could answer the questions below by either ticking the right boxes or writing free answers. Thank you for your collaboration.

Section One:

Before you hand in the questionnaire, could you please give us some information about yourself?

1. Gender: Male Female

2. Age:

Section Two:

1. Do you prefer listening to English discourses or the French ones?

English French

2. Why?

.....
.....

3. How often do you listen to English discourses?

Always sometimes rarely never

4. How do you evaluate your listening skill level?

Very good Good Average Weak

5. How do you find listening when compared to the other skills (speaking/reading /writing)?

Easy Difficult

5. Listening comprehension is important in learning English language?

Agree disagree

6. How often do you practice listening to English?

Always sometimes rarely never

7. If yes, do you enjoy listening to others when they speak English?

Yes No

8. Do you practice listening outside the classroom through using YouTube channels?

Yes No

Section Three:

1. Do you face difficulties in listening to English?

Yes No

2. The difficulty in listening comprehension is due to (you can tick more than one choice):

Speed of speech Different accents new vocabulary items

Noise All of them

Other difficulties

.....
.....

3. Do you easily understand English when you watch films?

Yes No

4. How often do you to listen to English songs?

Always Sometimes Rarely Never

5. Do you find it challenging to concentrate when your teacher speaks for a prolonged duration?

Yes No

6. When your teacher utters an unknown word, do you?

Stop listening and think about its meaning

Continue listening to understand the remaining text

7. Do you ask your teacher to write, on the board, the difficult words you hear?

Yes No

8. In dictation activities, how often do you write correct words?

Always Sometimes Rarely Never

9. Do you have the habit of using the general idea of the text to help you guess the meaning of the words that you do not understand?

Yes No

10. Before listening, do you have a goal in mind?

Yes No

11. Do you try to use the words you understand to guess the meaning of the words you do not understand?

Yes No

12. Do you translate word by word as you listen?

Yes No

13. Do you feel nervous when you listen to English?

Yes No

14. What means do you use to enhance your listening skills?

English movies English Cartoons Music Radio

WebPages

Thank you for your time

المخلص

تهدف الدراسة الحالية الى البحث في صعوبات الاستماع لدى المتعلمين في فصل اللغة الإنجليزية كلغة أجنبية. يركز على العقبات التي يواجهها المتعلمون أثناء محاولتهم تحسين مهارات الاستماع لديهم. يمكن أن تنشأ هذه الصعوبات من مجموعة متنوعة من العوامل ويمكن أن تعيق تقدمهم في اللغة الإنجليزية. تهدف الدراسة إلى تسليط الضوء على الأسباب الكامنة وراء هذه الصعوبات من أجل الحد منها. بالإضافة إلى ذلك ، تسعى إلى اقتراح استراتيجيات مختلفة يمكن للمعلمين استخدامها لمساعدة تلاميذهم على التغلب على هذه التحديات وتحسين قدراتهم على الاستماع. تعتمد الدراسة على المنهج الوصفي ، من خلال حضور ومراقبة جلسات الاستماع مع تلاميذ السنة الرابعة في مدرسة بوضياف أحمد بن محمد المتوسطة في متليلي غرداية. تم اتباع النهج الكمي حيث تم إعطاء استبيان لـ 100 تلميذ من نفس المستوى. كشفت نتائج الدراسة أن نقص المفردات واللغة الأم وسرعة التحدث تمثل العوامل الرئيسية وراء صعوبات الاستماع لدى متعلمي اللغة الإنجليزية.

الكلمات المفتاحية: الاستماع اللغة الإنجليزية كلغة أجنبية، صعوبات الاستماع، استراتيجيات الاستماع.