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Entitled:

The Role of Teacher in Enhancing Listening Skill

Case of Study: Fourth Year Middle School

An extended essay submitted to department of English as partial fulfillment for the master degree.

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Abstract

At the present time, the wide spread of technologies provides opportunities to develop the teaching and the learning process in which teachers can support their teaching with using some strategies and aids which are considered as helpful tools especially for teaching listening skill. The job of a teacher becomes effective only when a teacher is successful in passing the information by suitable teaching strategy and the student is well convinced by the knowledge that has been distributed to him, because the teachers' touch is a fundamental part in teaching and students' enhancement in listening skill .The purpose of this research is to investigate the importance of EFL teacher in enhancing listening skill .The findings of this study from two instruments pupils' questionnaires and classroom observation support our hypotheses and allow us to emphasize the significance of teachers' role as having a great impact on pupils' level of achievements. The results clearly indicate that both teachers and pupils support teaching listening skill with authentic materials in the classroom. The pupils demonstrate great desire to listen to these authentic materials and to touch language and be familiar with the use of this language and also improve their listening abilities. Besides that, the results shown that teacher techniques have a very important role in enhancing pupils learning.

Key word: EFL (English as Foreign Language).

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Dedication

I humbly thank Allah almighty who gave me the opportunity and mainly force to achieve this work.

To the one who gave me the best of her life, to the persons who had always been proud of my success to my wonderful, precious parents: My mother "zohra" and my father "mohammed" who have been with me every step of the way, Thank you for everything, for your love, support, sacrifice, patience.

To my grandmothers and my aunt

To my dearest sisters: Fatima

To my brothers Abd Alhafid and Islem.

To my brother Mohamed and his wife Saida and their sweet boy Mouad

To all my best friends without exception and to all member of family .

This work is dedicated to my best and closed friend: Selma, Sarah, Amina ch,Sarah k, Chaimaa ,Bouchera , Moufida,Sarah GH ,Naziha ,Soumia, souad, and Fatima , who shared with me the bitter and the nice.

List of figures

02.01 Figure: Pupils' Feeling towards Their English Language Listening. 21
02.02 Figure: Students' Perceptions towards the Easiness of the Listening Skill. . 22
02.03 Figure: Students' Views towards Listening to Native Speakers inside the Classroom. 23
02.04 Figure: Students' Attitude about Frequency of Practicing Listening Skill. .. 24
02.05 Figure: Learners' Suggested Reasons for Having no Chance for Practicing Listening. 25
02.06 Figure: Students' Considerations of their Listening Ability. 26
02.07 Figure: Students' Attitude towards the Teachers' Effectiveness in Listening Skill Ability. 27
02.08 Figure: Students 'Favourite Type of Listening. 28
02.09 Figure: Teaching Strategies of Listening Skill. 29
02.10 Figure: Students 'Favourite Authentic Materials. 30
02.11 Figure: Pupils' Opinions about the Influence of Listening on the other Skills. 31
02.12 Figure: Pupils' Opinion towards of the Teacher' Role. 32
02.13 Figure: the impact of teacher on pupils' attitudes. 33
02.14 Figure: Benefits of Listening Session According to Pupils' Sight 34

List of tables

02.01Table: Pupils' Feeling towards Their English Language Listening. 21
02.02Table: Students' Views towards the Listening Skill. 22
02.03Table: Students' Views towards Listening to Native Speakers inside the Classroom. 23
02.04Table: Students' Attitude about Frequency of Practicing Listening Skill..... 24
02.05Table: Learners' Suggested Reasons for Having no Chance for Practicing Listening. 25
02.06 Table: Students' Considerations of their Listening Ability..... 26
02.07Table: Students' Attitude towards the Teachers' Effectiveness in Listening Skill Ability. 27
02.08Table: Students' Favourite Type of Listening. 28
02.09Table: Teaching Strategies of Listening Skill. 29
02.10Table: Students' Favourite Authentic Materials..... 30
02.11Table: Pupils' Opinions about the Influence of Listening on the other Skills. 31
02.12Table: Pupils' Opinion Towards of the Teacher' Role. 32
02.13Table: The Impact of Teacher on Pupils' Attitudes. 33
02.14Table: Benefits of Listening Session According to Pupils' Sight. 34

Table of contents

Abstract ..... **I**

Acknowledgement ..... **II**

Dedication ..... **III**

List of figures ..... **IV**

List of tables ..... **V**

General Introduction **1**

Chapter One: Teachers' Role in Enhancing Listening Skill

1.1 Introduction 5

1.2 Listening Skill 5

1.2.1 Concept of listening skill 6

1.2.2 Listening Vs hearing 7

1.3 Types of Listening Skill 7

1.3.1 Extensive listening 7

1.3.2 Intensive listening 7

1.4 Teaching Listening 8

1.5 Stages of Listening Skill 8

1.5.1 Pre-listening stage 9

1.5.2 While listening stage 9

1.5.3 Post-listening stage 9

1.6 Teachers' Role in Enhancing Listening 9

1.6.1 Effectiveness of teachers' speech in listening skill improvement 10

- Pitch 10
- Stress 10
- Intonation 11
- Speech rate 11

- Simplification and difficulty in teachers' speech..... 11

1.6.2 The consciousness of students in serving the role of teachers in listening session..... 12

1.7 The Significance of the Listening Skill in the Classroom..... 12

1.7.1 Barriers in teaching listening skill..... 13

1.7.2 Methods to improve listening skill..... 14

1.7.3 The importance of integration aids in teaching listening..... 15

1.8 Conclusion..... 15

Chapter Two: Data analyses and Recommendations

2 .1 Introduction..... 18

2.2 The Sample of the Study..... 19

2.3 Research Methods..... 19

2.3.1 Classroom observation..... 19

2.3.2 Analysis and interpretations of classroom observation..... 20

2.3.3 Students' questionnaire..... 21

2.4 Interpretation of Result..... 35

2.5 Recommendations..... 36

2.6 Conclusion..... 36

General conclusion..... 37

Bibliography

Appendix 1

Appendix 2

General Introduction

As an area of interest, TEFL refers to teaching English as a foreign language. It is one of the most important fields of study that deals with foreign and second language learning and teaching.

A teacher's role involves more than simply standing in front of a classroom and lecturing. In fact, even though a teacher spends the majority of the day in the classroom, the actual teaching component is only part of the job. An effective teacher understands that teaching involves wearing multiple hats to ensure that one teacher can play different roles in teaching process since he is considered as the original source of information.

In the teaching situation, teacher has a fundamental role in managing the students' listening development.As matter of a fact, teacher should teach in a suitable way which fits all students' needs. Instructor plays a vital role as tutor in the classroom because he is the original source of the knowledge and at the same time the responsible who evaluates that information when it is received by students.

The main objective sets out to this research work is to shed light on the degree to which learners are encouraged by their teachers in listening lecture and their role in assisting listening skill within EFL classroom.

In order to achieve such a goal, the researcher aim to introduce the following research questions, which are divided into two inquiries: the main question is formulated to investigate what is the role of teacher in improving EFL learners' listening skill? Whereas the sub searching seeks to explore how does the teacher influence in enhancing the listening skill outcome within the EFL classrooms.

Through this study the researcher will try to prove the following hypotheses: the main hypothesis is that the teacher plays an essential part in enhancing learners' listening skill, while the sub hypothesis, suggested to the sub question may be the

teachers use teaching materials in order to facilitate teaching listening skill, therefore, to make the classroom dynamic.

Regarding the general plan, this work comprises of two chapters:

Chapter one will contains the general over view of listening skill and role of teacher in developing listening skill within EFL classroom. However, chapter two will review the data analysis and discuss the results of both the students' questionnaires and the classroom observation.

The researcher hopes that this research will bring some benefits in the teaching of English language in general, and especially in teaching the listening skill. Hence the researcher focuses on the role of teacher because of the believe that it is helpful for any learner' improvement.

Chapter one

Literature Reviews

Chapter One

Teachers' Role in Enhancing Listening Skill

1.1 Introduction 5

1.2 Listening Skill 5

1.2.1 Concept of listening skill 6

1.2.2 Listening Vs hearing 7

1.3 Types of Listening Skill 7

1.3.1 Extensive listening 7

1.3.2 Intensive listening 7

1.4 Teaching Listening 8

1.5 Stages of Listening Skill 8

1.5.1 Pre-listening stage 9

1.5.2 While listening stage 9

1.5.3 Post-listening stage 9

1.6 Teachers' Role in Enhancing Listening 9

1.6.1 Effectiveness of teachers' speech in listening skill improvement 10

- Pitch 10
- Stress 10
- Intonation 11
- Speech rate 11
- Simplification and difficulty in teachers' speech 11

1.6.2 The consciousness of students in serving the role of teachers in listening session 12

1.7 The Significance of the Listening Skill in the Classroom 12

1.7.1 Barriers in teaching listening skill 13

1.7.2 Methods to improve listening skill 14

1.7.3 The importance of integration aids in teaching listening 15

1.8 Conclusion 15

1.1 Introduction

This research aims to emphasize the significance of EFL teachers' role in teaching listening skill based on what are efficient efforts they do in listening skill activities. Since listening skill is one of the most important skills used by people while communicating with each other. So the students' listening skill improvement refers to the function of the teacher because classroom setting requires especial carefulness from the teacher to be responsible about what he/she is giving to the students.

In this chapter, we will deal with the general over-view of the listening skill, then, we will try to shed light on the role of teacher in enhancing listening skill. At the end, we will deal with some problems which face the teacher and the learner during the listening session and some suggestions to solve them and gain effective listening.

1.2 Listening Skill

In learning a foreign language, learners are faced a huge number of difficulties. For example, they find themselves enable to comprehend recorded texts, direct speech, songs, or even dialogues. This is due to many factors such as native speakers' rapidity of speech, accent, pitch, and so on. This inability leads to other difficulties in language learning. That is why they are required to be exposed to it by listening. From that listening is considered to be a basic skill in language learning and acquisition, and it is placed at the top of language skills because before you start speaking the language, you have already listen to this language.

As Rost (1994) explains,

> **"Listening is vital in the language classroom because it provides input for the learner. Without understanding input at the right level, any learning simply cannot begin. Listening is thus fundamental to speaking".**
>
> **(Cited in Nunan, 1997:1)**

1.2.1 Concept of listening skill

In the past, foreign languages were learnt mainly by reading and translating rather than listening. In the second half of the twentieth century, increased research into how people learn both first and second languages, as well as developments in linguistics, sociology and anthropology led to an understanding that listening is probably the key initial skill. After all, we cannot talk about learning without talking on listening first.

First of all, listening is one of the four fundamental skills through which a language is taught .Therefore, Underwood defines listening simply as the **"**activity of paying attention and trying to get meaning from something we hear**"**. (1989:1).

When we define listening, it is necessary to consider listening components such as: the understanding of the accent, the way words are pronounced, grammar rules, and the learning of vocabulary which helps learner to understand the whole meaning of what the speaker is saying in context. As Wallace, et all. State that:

> **"Listening skills are essential for learning since they enable students to acquire insights and information and to achieve success in communicating with others"(2004:13).**

This means that listening is key to all effective communication. Without the ability to listen effectively, messages are easily misunderstood. As a result, communication breaks down and the sender of the message can easily become discouraged.

1.2.2 Listening Vs hearing

Hearing refers to the sounds that enter to the ears, it means the physical process that happens automatically. However, listening requires focus and concentrated effort. Listening involves a process when somebody wants to understand the message. It is more than just hearing.

Rost views that **"**Although both hearing and listening involve sound perception, the difference in terms reflects a degree of intention**"**. (2002: 27).

(Cited in, Yildirim 2013:11)

1.3 Types of Listening Skill

Harmer claims that the students can improve their listening skills and increase valuable language input –through a combination of extensive and intensive listening material and procedure. (2001:228).

1.3.1 Extensive listening

Extensive listening is used to get general understanding. According to Harmer (2001: 228) listening activity increases when the learners are free to select what they are going to listen according to their needs and desires. For example, understanding the reading story or a song they are listening or watching English language film.

1.3.2 Intensive listening

This type of listening happens when the students are encouraged by their teacher under the use of aids in order to practise their listening skill and to study the way in which English is spoken. It usually takes place in classrooms or language laboratories, and typically occurs when teachers are present to guide students through any listening difficulties, and make them more interesting. (Harmer, 2007: 134). For instance: listening for phonemic pair, diphthongs. Test- hear: no/know or meet/meat.

1.4 Teaching Listening

Teaching listening is one of the difficult tasks for the language teachers. In most of the case, people do not understand the importance of listening, that is why, and this skill was ignored previously in language teaching. However, with the development of technology, the task of the language teachers has become easier.

Nowadays, different audio-visual materials are available for providing the learners with native language contact, listening has gained its status as an important and vital skill in foreign language teaching.

Before teaching listening, the teachers need to have appropriate plans for the lesson that they are going to bring in the classes. Firstly, the necessary materials and tools need to be ready. Also the materials should be chosen according to the level of the learners. If the teachers select some interesting listening materials, the learners will be interested in listening and learning dynamically. Moreover, teachers need to play the role of psychologists and advisers. Further, teachers should provide clear guidance before starting the listening tasks, if the learners know the reason of listening to a text , they will be more attentive and engaged in listening.

1.5 Stages of listening skill

The teachers' responsibility in teaching listening is to create useful opportunities for the students to achieve their listening skill by providing helpful environment full of motivation, support and encouragement before, during and after listening. So, listening process consists of three stages:

1.5.1 Pre-listening stage

It is the first listening phase which helps students to prepare for what they are going to hear, it is also described as a warming up or brainstorming, expectations and background knowledge about the topic in order to raise the students' intention.

1.5.2 While listening stage

In this part, the teaching task will mainly focus on note taking. While practicing this skill, students will learn to identify main ideas and predict the details of the listening context .It includes different activities that are done by students during the listening passage this step requires more focus and concentration, for instance: listening to check answers about specific information.

1.5.3 Post-listening stage

The third phase requires all the different activities that can be done after listening. In this stage the teacher is required to evaluate and check the understanding of his students, through gap filling or text reconstructions activities. (J.J Wilson, 2008: 60-61).

1.6 Teachers' Role in Enhancing Listening

EFL teacher is one of the most important factors that affect students' achievement .The reality in classrooms shows that students who are studying English as second language face a huge variety of challenges especially cases of language difficulty in terms of vocabulary, grammar, or pronunciation. In addition, the complex sentences and idiomatic expressions may be considered as obstacles that prevent students understanding development. To help students in their learning progression, teacher is the first responsible who gives students this opportunity because this idea argues that the success of the learning process depends on the success of the teaching process even for simple things as success in the selection of the relevant tasks.

1.6.1 Effectiveness of teachers' speech in listening skill improvement

Instead of just lecturing in the classroom, teachers are played the role of facilitators and evaluators of learning process in order to providing students with the information and tools which they need to master a subject. Perhaps the most important role should the teachers act is interacting with their students. So for that reason teachers must be a good motivator in the listening session by the way of speaking and strategies. There are specific aspects in language that have direct influence in the teaching process especially the teaching of the listening skill. Those are sides totally related to EFL teachers' speech which are: pitch, stress, intonation, speech rate, simplification and difficulty.

☙ Pitch

It is noticeable that there are many teachers who have a high voice and others having a lower voice. These teachers' characteristics lead to find some obstacles that prevent the development of listening skill achievement when teachers have lower voice which may make students non-active or not motivated. However, the high level of teachers' voice surely gives all students the opportunity to be involved in listening skill tasks. EFL teachers should know where they should raise their voices and where they should drop them because raising voice all the time may disturb students; and dropping voice all the time also makes students feel bored and may fail in receiving the input.

☙ Stress

The phonological aspect of language plays an important role in the teaching of the listening skill. EFL teachers do their best efforts to facilitate the given input in order to enhance their students' achievement by providing students with all opportunities to understand the hearing input. Stress is a means that EFL teachers use to attract students' attention and help them to determine the important spoken words and forms.

☙ Intonation

English language is described by its especial musical tune in the way of speaking which is presented by what is called intonation. It is described as combination of the two cases of pitch. In addition to this meaning, EFL teachers should use the intonation to convey meanings and at the time they should make their way of using intonation to make students being interested when they listen to the input. Moreover, intonation has other function like attracting others attention. In the classrooms, teachers suffer from the students' careless because students do not concentrate with what the teachers are saying for many reasons. For that reason, teachers change the tune of speaking to refresh students mind to be involved in what

is saying in the classroom, EFL teachers should be aware in using intonation because changing the intonation can completely make variation in meanings.

- **Speech rate**

Speech rate affects on the listener's perception of the speaker and the relative importance of the message, it is also considered as a reflection on the speaker's mood in which it vary from time to time and from passage to passage. In this regard, the duty of EFL teacher is to keep students engage and comprehend the listening passage simply and without troubles in their understanding.

Every teacher should takes the grades of the students into consideration when he/she speak, because, the students can grasp and recognize the spoken language when the teacher talk slowly, whereas, the faster speech is reason to lost attention and prevents the listener to identify the meaning .

So, the EFL teachers put these two characteristics of speech in their speaking and when they are speed and pause. Teachers should make pauses to help students to underline the important words and ideas. When instructors disrespect this point, the rate of speech will be faster. So, the students attain the lower level of understanding.

- **Simplification and difficulty in teachers' speech**

Teachers' touch is the most valuable element in teaching situation especially in teaching listening. Hence, it is considered as an essential part for students at all stages of education. Teachers play important roles in instruction and guiding students through the learning process by support students' interest and confidence as learners in listening tasks. Therefore, the teachers' speech should be simple, clear and comprehensible according to students' level, because when the teacher speaks with high level of language with complex sentences, the learners will lose their interest and being unconcerned on what they are talk.

The teachers' responsibilities are to motivate and help the student for good listening achievement and understanding. In addition, since the teachers are the

leader of the classroom. So, they can create the suitable and attractive environment during the listening session such as: use audio visual aids, body language and gesture, etc in order to avoid the difficulty of the students' conception.

1.6.2 The consciousness of students in serving the role of teachers in listening session

Students' awareness is a very helpful reason in the development of the lesson its self and in the improvement of teaching and learning. If students feel uninteresting or tired, whatever EFL teachers do, they will never succeed in promoting students' listening skill. For that reason, EFL teachers should follow motivational strategies to attract students' attention to make them involved in the lesson. Moreover, the teacher should be conscious to the students' needs because if the students concerned and aware about what the teachers say or teach, in this case, the students will facilitate the role of the teachers and get involved in their learning.

1.7 The Significance of the Listening Skill in the Classroom

Listening is an active process since the mind actively engages in making meaning. Therefore it is the duty of teachers to ensure that the materials they use are comprehensible to the learners, as well as ,teacher can support the understanding of student more effectively if he/she directs their attention to specific points that have to be listened to and use activities that dynamically maintain their understanding of the spoken text. Research suggests that the learner remember between 25% to 50% of what we hear. Therefore the teacher should select the topic which is interesting, important and clear to their students because the students will listen to it rather than hear it. Therefore, the teacher has the responsibility to teach their students to pay attention to what they hear.

Listening is more important skill in learning a new language than speaking, reading and writing. Listening is the basis of formal education and language acquisition. The learning process of human beings starts with listening.

As a result, EFL teachers try to reduce listening skill problems by using effective teaching materials and listening activities to give students real view about this skill and help students to learn language in an effective way.

1.7.1 Barriers in teaching listening skill

Listening is not an easy task to teach. It demands a great deal of concentration on the part of the student, and teachers will not give successful listening classes if they do not have suitable equipment, classroom environment and student's motivation and interest .So for that reason A great number of students believe that listening is the most difficult skill and they start to worry when they hear the word listening or see a CD player. However students, who learn from what they hear, usually achieve better results at listening. As Flowerdew and Miller (1996:60-80) assumed that the common problems that face students in the classroom during the listening session were accompanied with the four following factors: the message, the speaker, the listener and the physical setting.

First of all, the students fail to understand the listening passage because of boring and uninteresting topics and large context. The second problem is assumed to be about the speakers' production as pronunciation, intonation, speech rate. The third obstacle is concerned with the listener. When, the most of the learners cannot comprehend the listening task because they have no prior knowledge and lack of concentration and attention about what they are listening. The last one is focus on the physical setting and classroom management during the lecture, because long listening duration, noisy setting and uncomfortable environment make the students feel inactive, discouraged and bored of what they are hearing.

1.7.2 Methods to improve listening skill

In the classroom, many EFL students face difficulties in studying listening and speaking rather than in reading and writing. This is due to the fact that larger emphasis is put on writing and reading in a language class than on listening and speaking. Most of teachers fail to prepare the students for listening session.

But by implementing suitable methods and techniques of teaching the listening skill like: radio, tape-recorder, CD player, in classroom they may develop this skill. Some of the methods are suggested below**:**

- Providing the student with effective activities such as 'listen and do,' picture ordering and fill in gaps.
- Ask the students to do something in response to what they have listened. For example, taking notes, marking pictures or diagrams according to instructions.
- Support the students to listen to what they are interested in. For example, some may be attracted in listening to English news, poems, commentary, etc.
- The teacher has to prepare general knowledge in complete statements or true or false statements that the learners will hear and try to answer.
- Before starting a new lecture the teacher has to read the text loudly and ask the students to listen carefully.
- Activating vocabulary before starting a new lesson. This way is help the learners to draw clear picture on what they already have.
- Create appropriate atmosphere to learn a new language by providing recorded English lessons and audio stories, etc. This is easily done these days because of technology.
- It is really good to use video clips in classrooms.
- Ask students not to try to "catch" every single word while listening. But teach them to just ignore difficult words as long as they can still complete the listening tasks.

1.7.3 The importance of integration aids in teaching listening

The importance and usefulness of aids such as audio visual aids, tape recorders in teaching listening are summarized in the following points:

- Audio-visual aids and tape recorder increase communication in classroom.
- They increase motivation and provide reality during the listening task.
- They raise attention of the students and make them attractive.

- In addition these aids can develop students' mental abilities i.e. they improve students' intellectual ability: thinking, reasoning and imagination. For example, using tape recorders that include interesting stories will provide the students with opportunities to practice and use their cognitive abilities, to think and imagine.

1. Conclusion

Through this chapter, we have tried to give clear discussion about the listening skill as well as its importance as primary learning skill in EFL classrooms. The chapter has spotlighted on the impact and benefit of listening skill in supporting students' language learning and the role of teacher in students' listening achievement. The next chapter will deal with practical work that proves the theoretical one through teachers' questionnaires and classroom observation.

Chapter Two

Data Analyses and Recommendations

Chapter Two

Data analyses and Recommendations

2 .1 Introduction 18
2.2 The Sample of the Study 18
2.3 Research Methods 18
2.3.1 Classroom Observation 19
2.3.2 Analysis and Interpretations of Classroom Observation 19
2.3.3 pupils' Questionnaire 20
2.3.4 The pupils' Questionnaire Analyses 21
2.4 Interpretation of Result 35
2.5 Recommendations 35
2.6 Conclusion 36

Chapter two: Data analyses and Recommendations

2 .1 Introduction

There is no denying that the role of the teacher has a huge influence in enhancing the listening skills, and since it has great influence in ELF classes, so it takes a major significance in foreign language learning especially in English, as it plays an essential part in language acquisition and learning.

The following chapter is devoted to the methodological framework of the research that was followed to conduct the research in which the subjects selected or the participants involved in this study, then, we will describe the different instruments used to carry out this research. After that we will explore the most appropriate ways to collect data that are through classroom observation.

In exploring the pupils' questionnaire and analyzing the classroom observation, we will concentrate on the different attitudes and beliefs towards the role of the teacher in enhancing the listening skill in EFL classes.

2.2 The Sample of the Study

To investigate this topic, we choose forth year students in "Omar Ben Abed Aziz" middle school in Sfissifa. If the interference of the teacher has positive or negative attitude towards students' listening achievement.

2.3 Research Methods

The instruments were used to gather data in this research consisted of two sets of questionnaire for students and classroom observation (i.e. non-participant observation).

2.3.1 Classroom observation

Like questionnaires, classroom observation is another data collection tool, which is used in classrooms to observe how instructions are given in class. Classroom observation refers to all occasions where learning and teaching activities are observed for a specific purpose by the researcher.

It provides exact data since the researcher attends more than one session as no participant observer .The classroom observation task was attended with 4th year. There are2 classes of 4th year ($4MS_1$, $4MS_2$), so we have decided to get 40 pupils of the whole population. We have started the classroom observation in the 9th of April and lasted it in the 23rd of April. There are two types of classroom observation: unstructured observation, and structured observation. In our research, we do choose to work with these both types in order to obtain a rich variety of information by using checklists related to the topic's main components. (See appendix 2).

2.3.2 Analysis and Interpretations of Classroom Observation

During the observation period (from 9th April till 23rd April) we have noticed that the teacher' techniques have huge influence in assisting their learners to listen especially by Integrating teaching materials, which are one of the perfect techniques that teacher relies on when explaining or presenting new lesson. Before handing the direct observation, we take two classes for observation with different teachers' strategies.

In one of class, teacher used an English video to teach listening skill, lesson was "words and sound" (p.99) at first, the teacher asks students to give some diphthongs. Then he played a video and asked them to listen and pay attention to the video. After that, he instructed them to listen to the video again by using the strategy of note taking. At the end, the teacher pauses the video and asked the students one by one to share their understanding about the video (i.e. to check the correct pronunciation). In this case all of them can recognize and put each word in its place .Thus there was the combination of the speaking and listening skills.

The class was effective and enjoyable as the students liked the video. It helped the teacher to engage the students in the task by providing them with real language. So, this method assists the teachers to motivate their students and make them involved in the lesson.

Whereas, in second class when the teacher reads the word from the book to the learners and asks them to listen carefully and check the correct place of each word , in this case the students were get bored and less attentive.

In addition, the use of video helps the teachers to be relaxed all the time. Moreover, it gives students the opportunity to listen to native speakers and prompt students to be active not passive.

From this classroom observation we understand that the students' listening comprehension depends on the teachers' techniques and strategies in order to make pupils succeed.

2.3.3 Pupils' Questionnaire

Pupils' questionnaire seeks the learner' opinions and beliefs about the role of teacher in enhancing listening skill. Also, questionnaire was designed in order to collect data, as well as to have different points of view in order to analyze the actual relationship between the role of teacher and development of the listening skill. This questionnaire seeks to know whether teachers' role will help the pupils to overcome their listening difficulties of foreign language as well as facilitate to develop and improve their listening skill.

A questionnaire consists of fourteen questions was distributed to a sample of (40) pupils of forth year at" Omar Bin Abdu Aziz" Middle School. In the pupils' questionnaire, pupils were asked to answer different types of questions: multiple choices and close-ended questions by ticking the appropriate answer and by expressing their attitudes and thoughts towards the importance of teachers in increasing students' interest in listening skill.

2.3.4 The pupils' Questionnaire Analysis

As it was mentioned before, the questionnaire focuses primarily on the pupils' position towards the listening skill and the interference of teacher. Each question will be analyzed separately.

Question 01: Do you like listening to English language?

02.01 Table: Pupils' Feeling towards Their English Language Listening.

Possibilities	Yes	No
N° of pupils	30	10
Percentage	75%	25%

02.01 Figure: Pupils' Feeling towards Their English Language Listening.

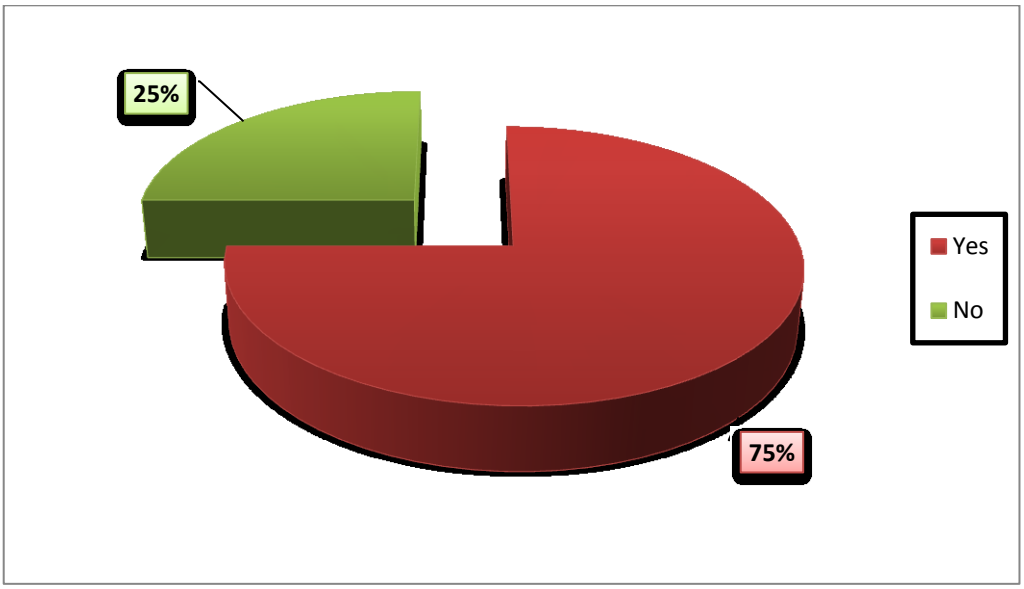


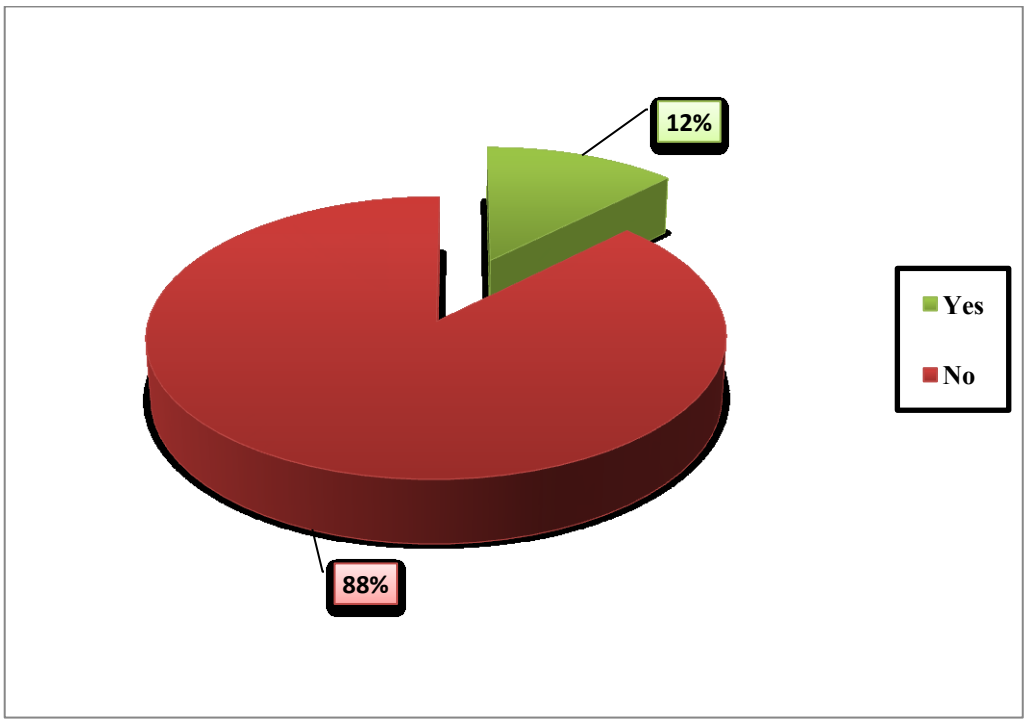
Table (1) indicates that most of the learners 75% like to listen English language, they believe that only through their desire to listen English, they can achieve a good level in the language, while ten pupils tell us that they dislike listening to English language because they claimed that listening to other languages for instance French is better than wasting time in listening to English that is not even use in our social context.

Question 02: Is listening an easy task to deal with and to learn?

02.02 Table: Students' Views towards the Listening Skill.

Possibilities	Yes	No
N° of pupils	5	35
Percentage	12	88

02.02 Figure: Students' Perceptions towards the Easiness of the Listening Skill.



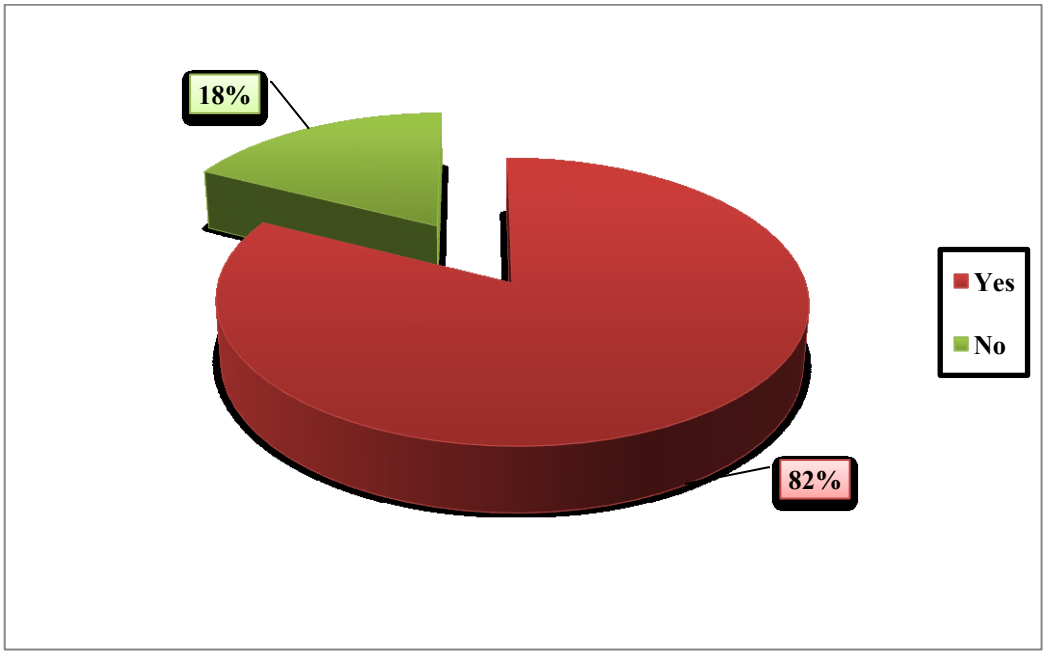
This table above demonstrates that the majority of the pupils 88% state that it is a difficult task to deal with listening task because listening skill needs the great concentrating of the learners, while five students believe that it is easy. This declaration may explain their beliefs that it needs only a bit of concentration.

Question 03: does your teacher practice listening within the classroom?

02.03 Table: Students' Views towards Listening to Native Speakers inside the Classroom.

Possibilities	Yes	No
N° of pupils	33	7
Percentage	82%	18%

02.03 Figure: Students' Views towards Listening to Native Speakers inside the Classroom.



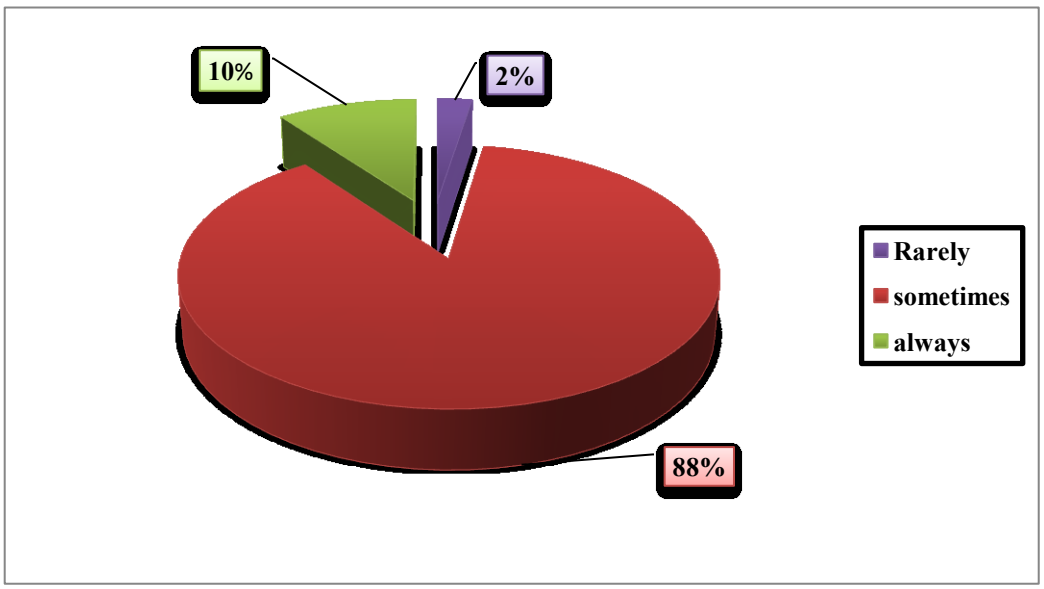
The results have shown that nearly the majority of our respondents, who represent (82%) report that their teachers give them the opportunities to practise listening as well as listen to the real language in the class, whereas, only few of them claim the opposite.

Question 04: How often does your teacher practise the listening skill inside classroom?

02.04 Table: Students 'Attitude about Frequency of Practicing Listening Skill.

Possibilities	Rarely	Sometimes	Always
N° of pupils	01	35	04
Percentage	2 %	88%	10%

02.04 Figure: Students 'Attitude about Frequency of Practicing Listening Skill.



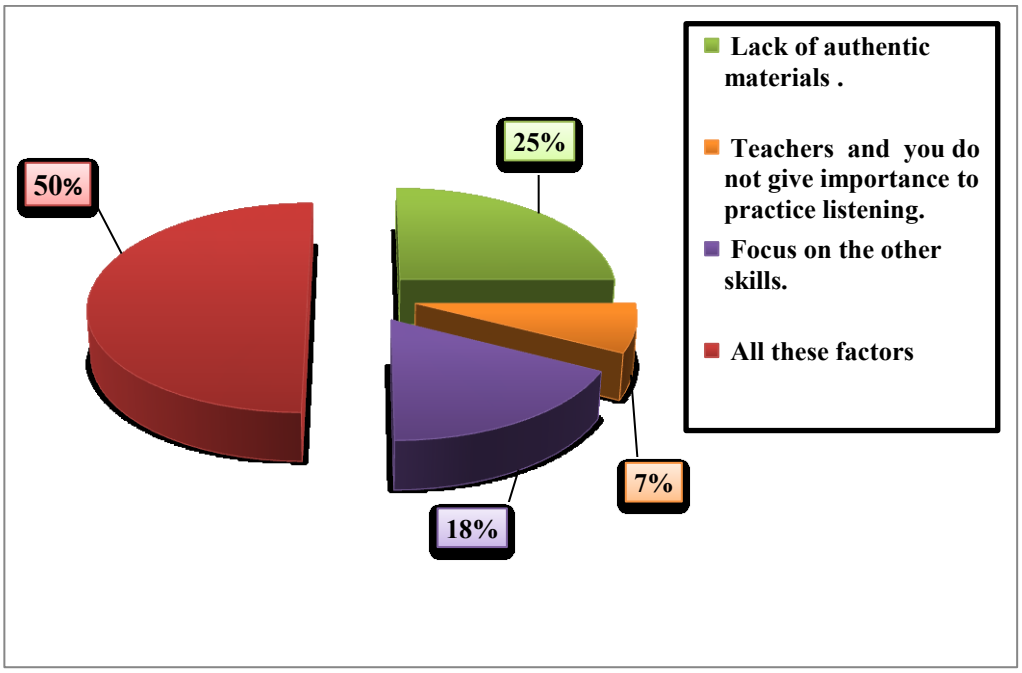
The table above confirms that (88%) of the learners illustrate that their teachers are sometimes practising listening skill and four pupils say always and only one of them assume that it is rarely. Pupils who declare that their teachers are practising listening skill from time to time, this could be because of the lack of the teaching materials at the middle school and students' lack of experience in dealing with the listening activities.

Question 05: What are the reasons of lack practice listening skill?

02.05 Table: Learners' Suggested Reasons for Having no Chance for Practicing Listening.

Possibilities	N° of pupils	Percentage
▪ Lack of authentic materials.	10	25%
▪ Teachers and you do not give importance to practice listening.	3	7,50%
▪ Focus on the other skills.	07	17,50%
▪ All these factors.	20	50%

02.05 Figure: Learners' Suggested Reasons for Having no Chance for Practicing Listening.



This table is concerned with the reasons behind lack of practice listening, (25%) of students declare that the lack of authentic materials is the obstacle behind not practicing listening, (07%) claim that they do not practice listening because

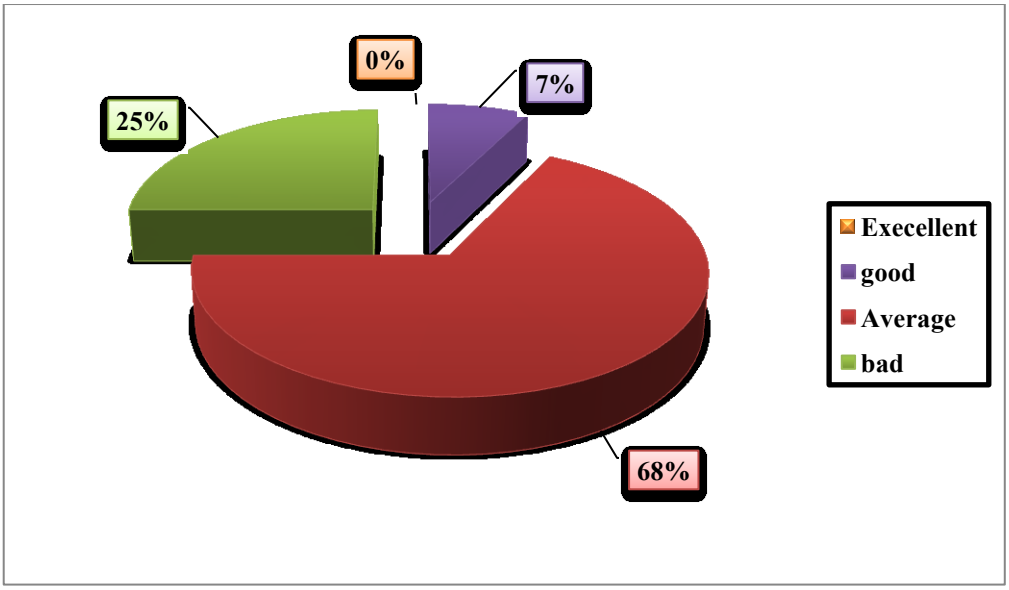
they with their teachers do not give it much attention, whereas 18%of them consider that their teachers focus more on writing, reading and speaking and the majority (50%) of students put all of these causes together to be the reasons why they do not practice listening.

Question 06: How do you evaluate your listening skill ability?

02.06 Table: Students' Considerations of their Listening Ability.

Possibilities	Excellent	Good	Average	Bad
N° of Pupils	0	3	27	10
Percentage	0%	7,50%	67,50%	25%

02.06 Figure: Students' Considerations of their Listening Ability.



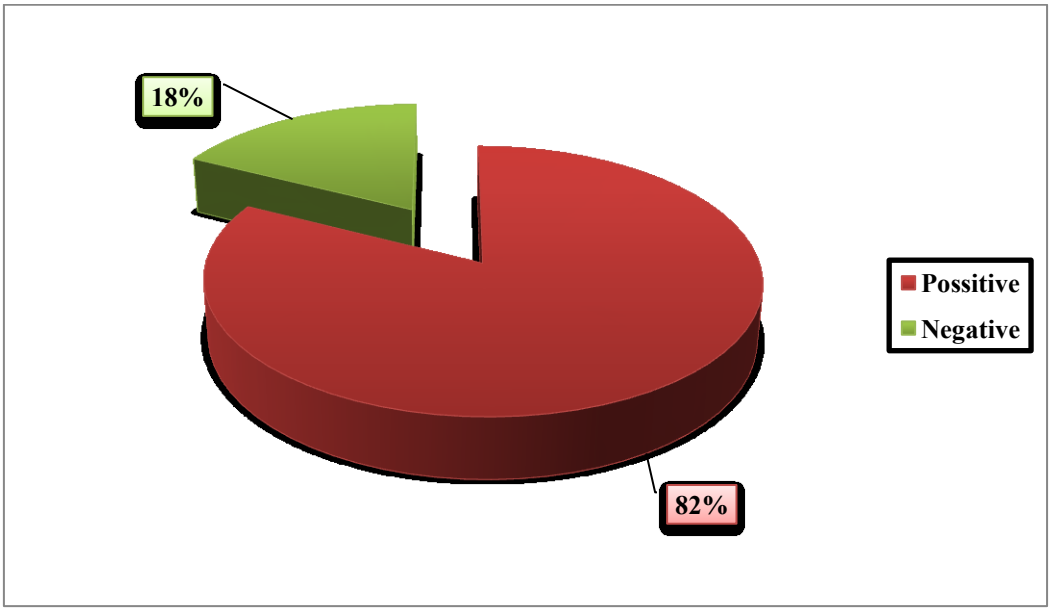
The result as illustrate from the table above shown that the majority of students considered their listening ability as average which represent (68%) ,On the other hand (25%) evaluate their listening ability as bad, whereas (7%) of students state that their level is good and no one consider himself as excellent listener.

Question07: According to you, in which way does your teacher effect in your listening skill ability?

02.07 Table: Students' Attitude towards the Teachers' Effectiveness in Listening Skill Ability.

Possibilities	Positive	Negative
N° of pupils	33	7
Percentage	82,50%	17,5

02.07 Figure: Students' Attitude towards the Teachers' Effectiveness in Listening Skill Ability.



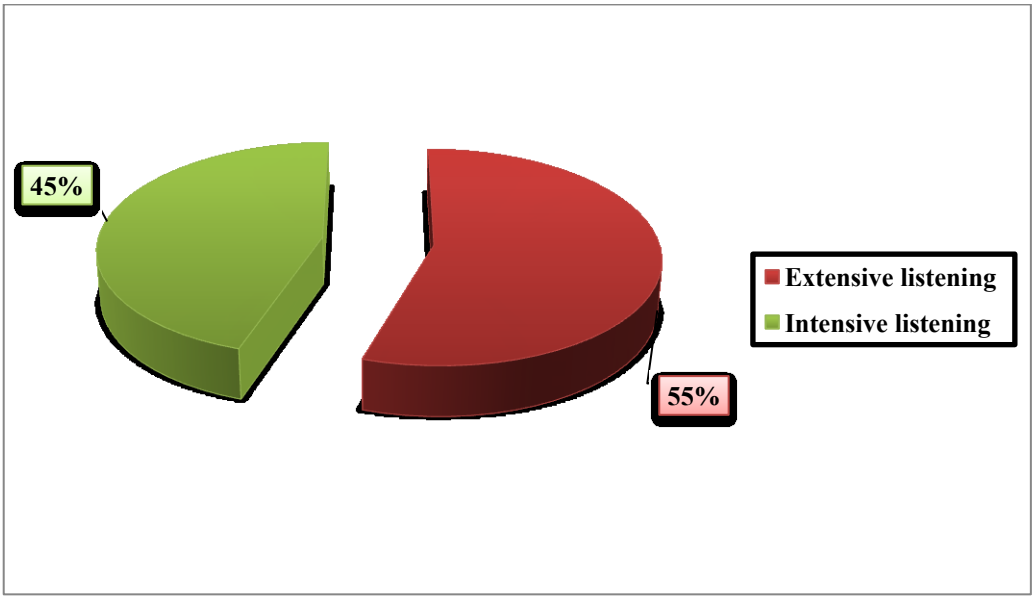
The table is about whether the students think that the effectiveness of teachers is necessarily needed in listening skill improvements or not. The results show that most of the students argue that the teacher has a positive effect in students' listening skill achievements. While the others (18%) believe that the teacher has a negative role in their development of listening disability.

Question 8: Which type of listening does your teacher focus more in the classroom?

02.08 Table: Students 'Favourite Type of Listening.

Possibilities	Extensive listening	Intensive listening
N° Of Pupils	22	18
Percentage	55%	45%

02.08 Figure: Students 'Favourite Type of Listening.



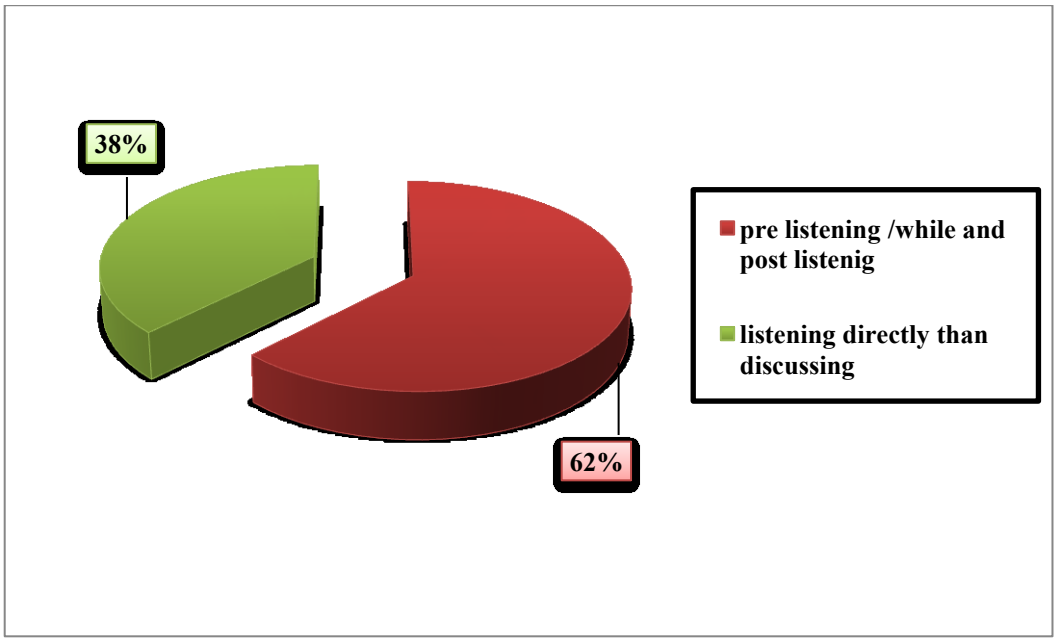
Data analysis point out that most of pupils respond to the first possibility which consider that their teacher focuses more on extensive listening in the classroom. Whereas the others answer that their teachers advice them for intensive listening.

Question 09: Which method is used to present the listening tasks to students?

02.09 Table: Teaching Strategies of Listening Skill.

possibilities	Pre- listening /while and post listening	Listening directly than disscusing
N° of pupils	25	15
percentage	62%	37%

02.09 Figure: Teaching Strategies of Listening Skill.



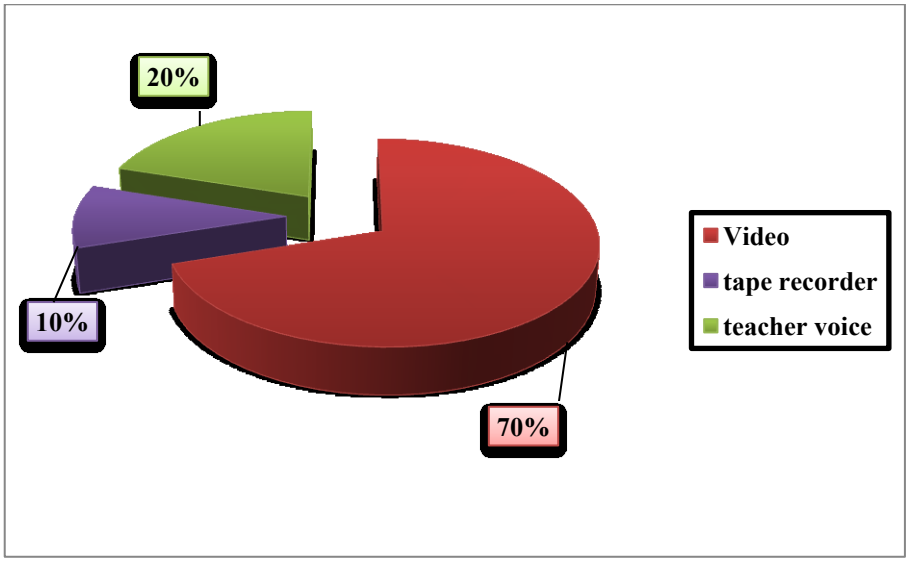
The graph reveals that most of the students answer that their teachers respect and follow the listening strategies in listening sessions. However (38%) of the students see that during the listening lectures the teacher does not respect these strategies so they listen directly and open discussions.

Question 10: What are the most useful materials do you prefer to use in listening task?

02.10 Table: Students' Favourite Authentic Materials.

Possibilities	Video	tape recorder	teacher voice
N° Of Pupils	28	04	08
Percentage	70%	10%	20%

02.10 Figure: Students 'Favourite Authentic Materials.



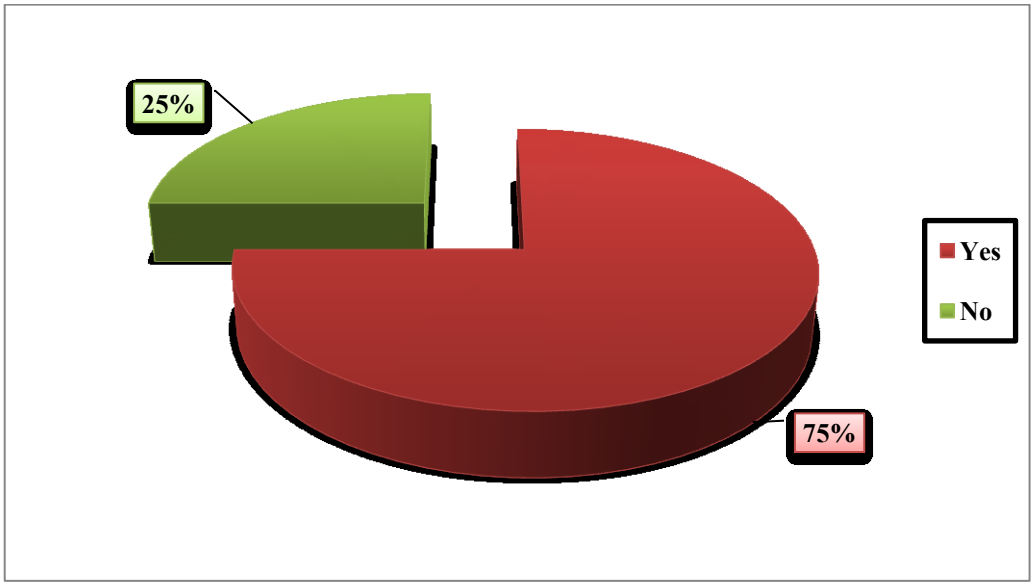
This question aims at identifying the helpful teaching aids used in the classroom during listening session. The table above proves that most of pupils (70%) declare that the use of videos is useful in teaching listening, the idea behind this choice of video is that it help students to remember the new acquired words since studies showed that (80%) of what is learnt is through the sense of "seeing" and "hearing" as well as make the class interesting during the session also provide them the chance to listen closely to the t words that the native speakers utter, and how to say them. Whereas, (18%) of pupils prefer the voice of the teacher during listening lecture. Four pupils prefer the tape recorder to practice listening skill

Question 11: Does the listening skill have an influence on the other skills?

02.11 Table: Pupils' Opinions about the Influence of Listening on the other Skills.

Possibilities	Yes	No
N° of ppupils	30	10
percentage	75%	25%

02.11 Figure: Pupils' Opinions about the Influence of Listening on the other Skills.



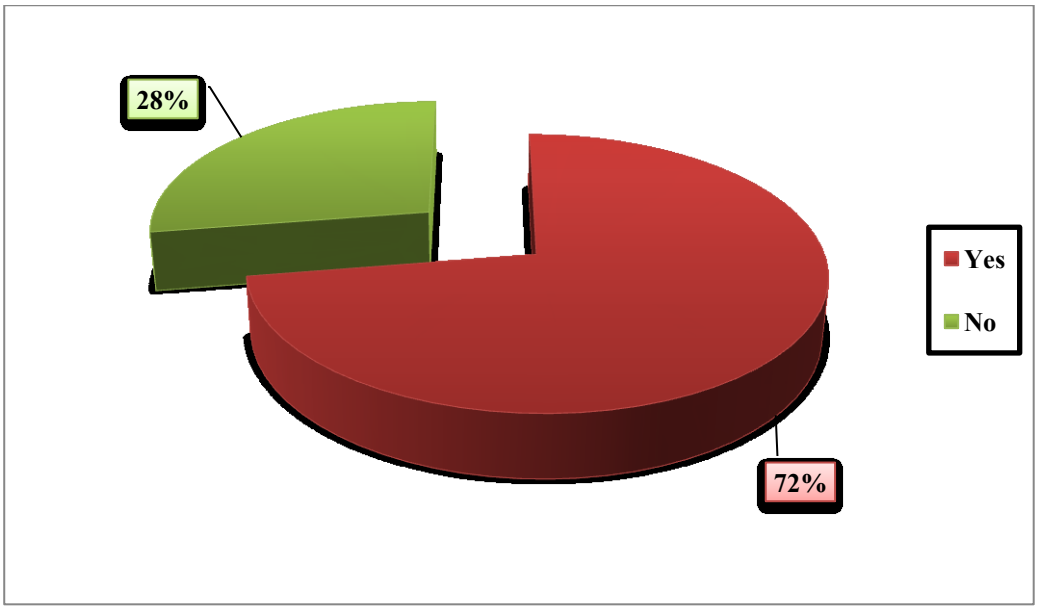
This table reflects students' responses towards whether the listening skill has an influence on any other skills or not. Their answers are different where the majority of them (75%) affirm that it has an influence on the other language skills which are speaking, reading and writing. While (25%) students claim that it is an independent skill that does not have any kind of relation with these skills.

Question 12: In your opinion, is the teacher the essential encourager and source in the students' improvements of the listening skill?

02.12 Table: Pupils' Opinion Towards of the Teacher' Role.

Possibilities	Yes	No
N° of pupils	29	11
percentages	72,50%	27,50%

02.12 Figure: Pupils' Opinion towards of the Teacher' Role.



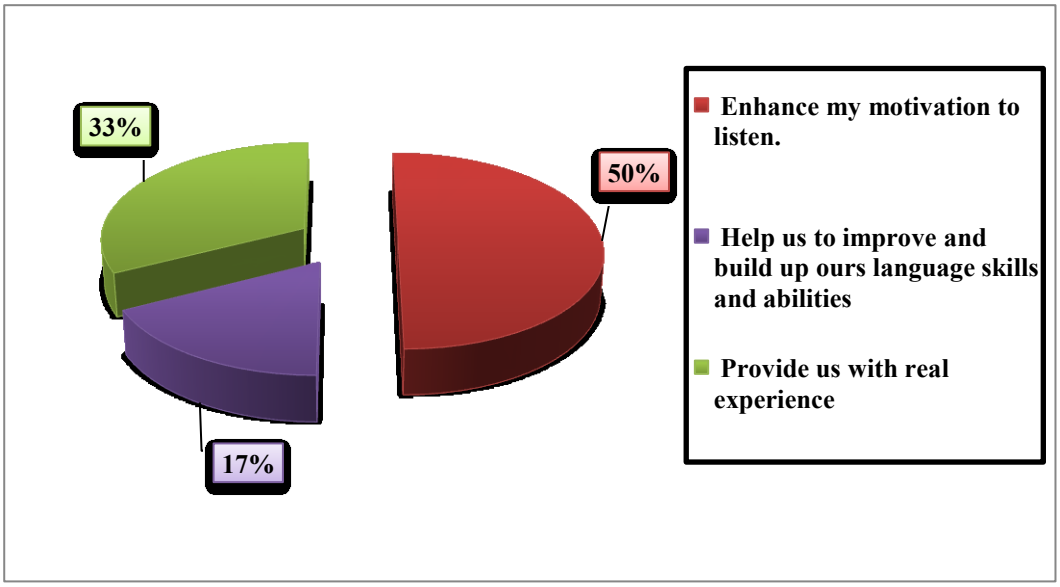
In this survey of this section pupils are asked to give their opinions and evaluation of their teachers' role in students' improvements of the listening skill. The majority of the participants (72%) highlight that the teacher is the essential motivator and basis in the learners' listening achievements .Whereas (28%) of the participants neglect the importance of teacher.

Question 13: If "yes" give your attitude towards their importance and impact?

02.13 Table: the Impact of Teacher on Pupils' Attitudes.

Possibilities	N° of pupils	Percentage
• Enhance my motivation to listen.	20	50%
• Help us to improve and build up ours language skills and abilities.	7	17,50%
• Provide us with real experience .	13	33%

02.13 Figure: the impact of teacher on pupils' attitudes.



Through this question, we want to know the students' attitude towards the impact of teacher in teaching listening. According to the results show in the previous table, the majority of the respondents (50%) have enhanced motivation to listen effectively. Beside (33%) from whole population think that when the teachers use teaching techniques as materials in classroom can provide the pupils with real experience to practice and listen to the target language (second language) from different sides. While (17%) of pupils who

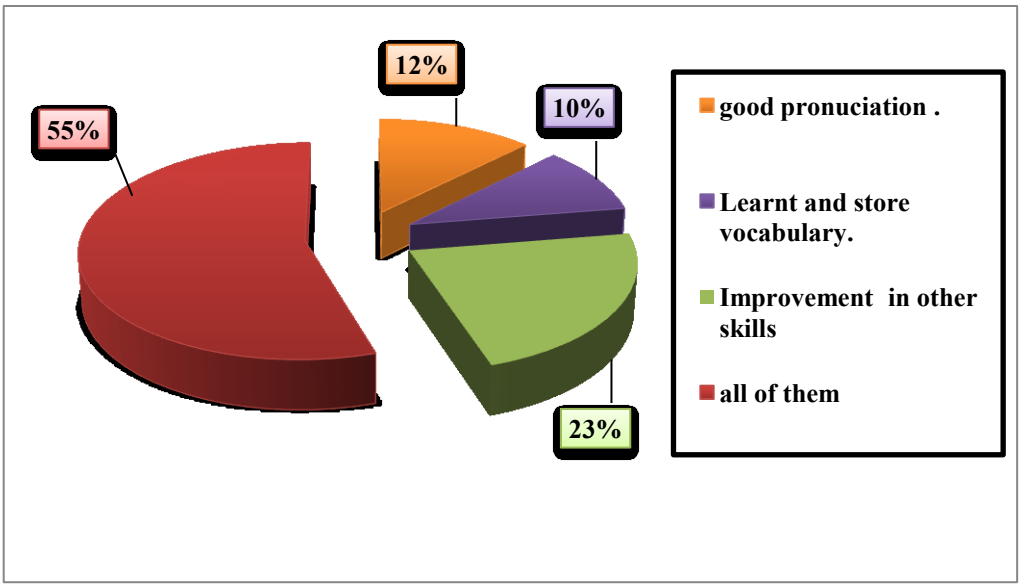
report that the impact of teacher is helpful for the pupils to build and improve their abilities of language.

Question14: What are the benefits do you gain from listening session in classroom?

02.14 Table: Benefits of Listening Session According to Pupils' Sight.

Possibilities	N° of pupils	Percentage
▪ good pronuciation.	05	12,50%
▪ Learnt and store vocabulary.	04	10%
▪ Improvement in other skills	09	22,50%
▪ all of them	22	55%

02.14 Figure: Benefits of Listening Session According to Pupils' Sight.



From the survey above, We concentrate on the most repeated benefits that EFL learner achieve in listening session, the researcher recognizes that (23%) of the participants state that listening session increase and develop other skills such as speaking, and (12%) of them report that from listening the learners can recognize different pronunciations as well as they will be familiar to its pitch, intonation and stress. Than (10%) of the respondents claim that listening sessions help them to

store and remember vocabulary. However most participants (55%) argue that when they practice listening they will get more than one benefit, they consider that listening give them the opportunities to know vocabulary with its pronunciation than reproduced it in a correct manner.

2.4 Interpretation of Result

The results obtain from the pupils' questionnaire indicate that the pupils who came from different backgrounds have positive attitude towards the role of teacher in assisting listening skill , and they believe that the use of aids for teaching listening has a key role in listening task at Omar Bin Abdul Aziz middle school, we can say that most of pupils like to listen to English language for different purpose and they consider that the teachers' techniques the main contributor for success and facilitate listening comprehension, than will assist them to learn better .

The analyses of the students' questionnaire indicate that the listening skill have great influence on the others skill. In addition to that, the results show that the majority of the pupils believe that the teacher is the essential encourager and source in students' improvements in the listening skill, especially when the teacher uses different techniques and materials, which are raise students' motivation and interest to listen as well as provide them with real opportunities to practise and use the foreign language. Moreover they assume that the teachers' role is very effective interference which will help the pupils to develop and overcome their comprehension difficulties of foreign language. So, realizing and understanding the adolescents' tendency and interests is very important factor which should be taken into consideration because it will facilitate teaching as well as gain a good result.

2.5 Recommendations

We suggest some recommendations concerning the role of the teacher in teaching and developing pupils' listening skill. Hence, we as fifth year students and future teachers focus more on educational materials and aids in teaching this skill, because we believe that it is an effective tool for any successful teaching and

students' improvement .Besides, in the light of previous debate of results, we can conclude the following points:

- Since the teacher is the boss of class during every lecture, so he/she should play the role of a facilitator, a motivators and a creator of curiosity for the students to learn how to listen effectively.
- Instructor should follow the effective strategies while teaching different courses in order to help his/her students for listening comprehension and raise their motivation and attention.
- For successful listening achievements the teacher can provide his/her lecture with different technology and aids which play a significant role in teaching listening skill, because teachers need to manage their classroom with the new technique and methods in developing students' listening ability.
- Lastly, teachers need to recognize that teaching strategies are very beneficial to achieve the instructional goals, especially in listening skill. Because through this skill teacher can improve and enhance many skills to their students.

Our research is still open to extra discussions that would deal with other important points we have not mentioned in our modest work.

2.6 Conclusion

To conclude, it is valuable to say again that the teachers' role and techniques present something new to teaching foreign language especially listening skill, which needs strong awareness and collaboration of both the teacher and the learner in order to create a successful understanding.

Through the previous chapter, we have tried to analyze both the pupils' questionnaire and classroom observations. After that we have proposed some recommendation in teaching listening.

General conclusion

The main purpose of this research was to find out how the teachers' function facilitates language teaching especially teaching listening. After the data analyses phase it has been found that the importance of studying English language is increasing with each passing day and in order to gain knowledge about this language we have to listen to it. Because, listening being the basic skill and primary point in learning any language. In this age of information technology, it is very easy for the teacher to practise listening with the students in classroom by using recorded materials such as conversations, short movies, which are helpful to draw the attention of the students toward the lessons.

Developing students' listening skills is fundamental to their progress in acquiring the language. In the same way, giving them opportunity to increase their fluency .However, listening classes are often complicated and even boring for students because the listening part itself is not interesting for them or, because teachers suppose them to hear everything and answer lots of questions. It becomes stressful, instead of enjoyable. In order not to face this difficulty, teachers need to recreate the motivation that engages all the students in the topic and really make them want to listen. But how can the teacher do that? Not all the students are interested in every single topic that the teacher brings to the classroom. However, real teachers' job is to motivate their students to listen, whatever the topic by giving students a choice about which piece of information they would like to listen to and from any listening task and make a link between the topic and the students' own lives and experiences, personalization is a way of creating an effective reason to listen. In this regard, EFL teachers' responsibility in the process of teaching listening skill is important in both cases by providing students with effective strategy and guiding them to select the valuable production for listening.

All the findings from the data collection support that teachers' role has great influence in enhancing students for listening mainly when teachers provide students with effective strategies and by using the attractive materials, without doubt that classroom interaction will increase and the learners will be involved in the lecture .

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Appendices

Appendix 01
Pupils' Questionnaire

Appendix (01)

Pupils' Questionnaire

This questionnaire is a part of a research work on investigating the Role of Teacher in Enhancing Listening Skill. I would really appreciate your collaboration if you help me doing my research. Please, answer the following questions:

1) Do you like listening to English language?

- Yes ☐
- No ☐

2) Is listening an easy task to deal and learn?

- Yes ☐
- No ☐

Justify your answer ……..

……

3) do your teacher practice listening within the classroom?

- Yes ☐
- No ☐

4) How often does your teacher practise the listening skill?

- Rarely ☐
- Sometimes ☐
- Always ☐

5) What are the reasons behind neglect or on practice listening skill?

- Lack of authentic materials ☐
- Teachers and you do not give importance to practice listening ☐
- focus on the other skills ☐
- Suggest the others ……

6) How do you evaluate your listening skill ability?

- excellent ☐
- good ☐
- average ☐
- bad ☐

7) According to you, in which way does your teacher affect in your listening skill ability?

- Positive ☐
- Negative ☐

8) Which type of listening does your teacher focuses more in the classroom?

- Extensive listening ☐
- Intensive listening ☐

9) Which method is used to present the listening tasks to students?

- Pre-listening, while listening, and post listening methods ☐
- Listening directly than discussing ☐

10) What are the most useful materials you prefer to use in listening task?

- Videos ☐
- Tape recorder ☐
- radio ☐
- Teachers' voice ☐

11) Does the listening skill have an influence on the other skills?

- Yes ☐
- No ☐

If yes, how…….

……

12) In your opinion, is teacher essential encourager and source in students' improvements of the listening skill?

- Yes. ☐
- No. ☐

13) If "yes" give your attitude towards their importance and impact?

- Enhance my motivation to listen.
- Help us to improve and build up ours language skills and abilities.
- Provide us with real experience to practice and listen to the target language (second language).

14) What are the benefits do you gain from listening session in classroom?

Give your opinion ……..

Thanks for your collaboration

Appendix 02
Classroom Observation

Appendix (02)

Classroom observation checklist

1. Class: 4MS 1 /4MS 2

2. Proficiency Level: fourth year

3. Topic of the Lesson: word and sounds

4. Total Students: 40 pupils

5. Common materials used

- Videos ☐
- Teachers' voice ☐
- Audio ☐

6. What are the techniques of presented listening task in the class?

7. How does the use of this aids or techniques help the teacher?

8. What is the students' reaction about the use of aids and strategies in the class during the listening session?