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**The Effect of Communicative Listening Activities on  
Developing Learners' communicative competence**

Case Study: First Year Students of English at Béjaia University

A Dissertation Submitted in Partial Fulfillment of the Requirements for a Degree of Master of  
Arts in Applied Linguistics and ELT

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## **Abstract**

This research work shows the effect of communicative listening activities on developing EFL learners' communicative competence. It examines the role of appropriate communicative listening activities in improving communicative competence of a group of learners. A quasi-experimental design was adopted where quantitative and qualitative methods were used. The data were collected using pre and post listening tests and direct classroom observation. Therefore, findings showed that introducing communicative listening activities helps learners to improve their communicative competence. However, a number of factors seem to affect the success of the implementation of these communicative listening activities namely the topic of the lesson, the objective of the listening activities and the use of materials, etc. Thus, this study recommends that these factors should be taken into consideration when designing communicative listening activities in language laboratory.

**Key Words:** Communicative Competence, Communicative Listening Activities and Listening Comprehension.

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## Dedication

I dedicate my research work to:

- ✓ My lovely family Belouassa. I would like to give my entire gratitude and appreciation to my beloved and precious parents.
- ✓ My brother and my sister for their support
- ✓ For all my friends

## Dedication

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## List of Abbreviations

- CA:** Communicative Approach  
**CC:** Communicative Competence  
**CLT:** Communicative Language Teaching  
**EFL:** English as Foreign Language  
**ELT:** English Language Teaching  
**FL:** Foreign Language  
**L2:** Second Language  
**LMD:** Licence/ Master/ Doctorate  
**SLA:** Second Language Acquisition

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## General Introduction

Students choose English language in order to communicate with it fluently and accurately. This shows the importance of the speaking skill in the listening sessions. As future teachers, we find this topic important and interesting. Therefore, our research work shows the effect of communicative listening activities on developing learners' communicative competence. Before going in depth in the study, we need first to know more about the problem, the significance of the study, the research questions, research variables, hypothesis, limitation of the study, research methodology and description of the study.

### 1. Statement of the Problem

Learners of English as a foreign language have to listen carefully in order to decode the different messages they receive. However, what is important during the listening process is to carry the conversation by responding to the speaker and taking part in the conversation.

The traditional view of listening comprehension in English language teaching (ELT) claimed that the listening should not be taught, rather; it should be tested (Sheerin, 1987, p. 126, cited in Hee, 2004). In each listening session learners take their seats in the language laboratory, listen to recordings and test their comprehension of what is being said.

According to Sheerin (1987), teaching listening seems to be inappropriate way of learning language for those students whose aim is communication. Nunan (1991) suggested that this kind of listening usually results in making learners "over listeners" who will not be able to use the input they receive because they are accustomed to not reply or provide any feedback when communicating. This is why, some researchers (Anderson & Lurch, 1988; Richards, 1982; Brown, 1986; Nunan, 1991: cited in Hee, 2004) claimed that the listening session ought to push the learners to be active and push them to provide feedback and negotiate the meaning in order to engage learners in real life situations and be integrated easily in a collaborative (interactive) listening.

According to the personal experience and informal observation, the evaluation techniques in listening at the Department of English at the University of Bejaia, seems to be a traditional one. In each listening session, learners take their seats in the language laboratory, listen to recordings and test their comprehension of just what was being said. In addition, the



negotiation of meaning during lectures is widely important in the language learning process because it helps learners to check their understanding of the input. But, the traditional way of testing listening was based on just listening and writing as it was taught when we were in first year. In this way, it does not permit us to use negotiation because all what that we have to do is just listening passively to the recording.

Therefore, we hypothesis whether introducing communicative listening activities into listening sessions will improve learners' communicative competence.

## **2. Research Questions**

What is often observed at the university level is that listening is vital to improve speaking, thus listening and speaking sessions go in parallel. That is why, our research work introduces communicative listening tasks for improving learners' communicative competence. Thus, this study is an attempt to answer these two important questions;

- Can teaching communicative listening activities improve learners' communicative competence?
- What is the effect of introducing communicative listening activities on developing learners' communicative competence?

## **3. Hypothesis**

Since listening sessions are held in laboratories, the problem that the learners may meet is that they are not able to understand alone what they hear especially in our case of study; first year LMD students.

Therefore, we hypothesize that with the introduction of communicative listening activities, learners are more likely to develop their communicative competence.

## **4. Research Variables**

The present research topic consists of two variables; communicative listening activities and communicative competence. The independent variable is about communicative listening activities which help learners to listen effectively for a better understanding, negotiation and production output. The dependent variable is about communicative competence which means that the learners will be able to produce the English language fluently and appropriately in its social context.

Thus, the level of communicative competence depends on the number of communicative listening activities provided.

## **5. Significance of the Study**

The aim of the study is to provide first year EFL learners with a wide range of communicative listening activities in order to develop learners' communicative competence. Moreover, this study helps and tests a method to make listening interactive and more interesting.

## **6. Limitations of the Study**

During the experiment, many problems were faced. Implementing communicative listening activities during listening sessions is difficult in language laboratory which seems to be inappropriate for classroom collaboration and interaction. Moreover, during the listening sessions the group was divided into two sub groups of fifteen students and usually many learners do not come to the sessions especially the second sub group and there were always the same absentees. Therefore, the number of the participants was varying from a session to another. So, the findings cannot be generalized to all the population because of the small number of participants. In addition, materials as computers, computers headsets, etc. do not work in most of the time. In this case we were obliged to bring our personal computers during three sessions. Moreover, one of the limitations of this study is that learners usually use their mother tongue in order to communicate in listening laboratory.

## **7. Research Methods and Procedures**

The research aim is to know the effect of communicative listening tasks on the first year LMD students' communicative competence. Therefore, the method which is appropriate is the experimental method. The data was collected through the experiment conducted on the sample during multimedia listening sessions at the University of Bejaia. The experiment was done for nine sessions where we practiced communicative listening tasks on both subgroups (A&B). Moreover, the level of the pre-test was beginner one and it was implemented to test learners' listening comprehension and communicative competence at this level. In the first session, the pre-test was handed to the first and the second group. The seven following sessions was based on communicative listening activities from beginner, intermediate to advanced level. In the last session, the post-test was handed with advanced level to both groups.

## **8. Description of the Study**

The present study shows the effect of communicative listening activities on developing learners' communicative competence. The study includes two chapters in addition to the general introduction and general conclusion.

Firstly, the general introduction summarizes the problem of the study, the hypothesis, the significance of the study, the research methodology and procedures.

The first chapter is entitled Literature Review in which the most important literature concerned with our variables. This chapter includes three sections; the first one is labelled Communicative Language Teaching where the dependent variable is elaborated which is about communicative competence. The second section is entitled Listening comprehension where the independent variable is elaborated as communicative listening activities. The third section joins communicative competence and listening comprehension.

The second chapter is entitled Research Methodology and Discussion of Results which is divided into four sections; the first section is labelled Research Methodology where we describe the methodology and the procedures followed during this study. For the second section, it presents and discusses the result revealed by the experimentation. The following section is about results' discussion where we discuss about the whole results of the study in general. The last section is labelled recommendations where we suggest a number of recommendations for further researchers. Finally, our study is concluded by the general conclusion which provides a whole summary of the whole study.

*Chapter one*

*Literature Review*

## General Introduction

In the past, the traditional way of teaching listening comprehension seems to be a less effective way of learning. That is why, the communicative approach has appeared in order to teach listening comprehension in a meaningful way because EFL learners need to use it in real life situations. Since listening comprehension is a crucial stage in the communication process, teachers should provide learners with appropriate communicative tasks during listening sessions in order to make learners aware of the importance of using the English language appropriately and effectively in context.

This chapter introduces the related literature that has a relation with the research theme: communicative listening activities and communicative competence. This chapter is divided into three sections: the first section gives a general overview of the communicative approach (CLT) and communicative competence which is the dependent variable of this research. The second section includes important aspects about listening comprehension. The last section introduces the possible relation between listening comprehension and communicative competence.

## Section One: Communicative Competence

### Introduction

Each time, an approach appears to bring new methods in order to develop language teaching and learning. Communicative Language Teaching (CLT) is a crucial approach in language teaching. It has been considered as a cure approach to all language teaching illnesses and the lacks that the other methods ignored as mentioned by Richards and Rodgers in 1986:

At the time a healthy revolution, promising a remedy to previous ills: objectives seemed more rational; classroom activity became more interesting and obviously relevant to learner need (p.6)

The CLT appeared as a reaction to previous methodological principles, as audio-lingualism. When learning a language, the advocates of this theory focused such on developing communicative proficiency in that language. They focus on providing learners with language in context that they need to communicate.

This section focuses on defining the approach of CLT, principles of CLT, its features and communicative competence.

### 1. Communicative Language Teaching (CLT)

Before the appearance of CLT, language learning was grammar based learning and audio-lingual. The majority of learners focused on writing and reading skills and they ignored speaking as Brown (2007) suggested that traditional approaches “focus on grammatical rules and memorization of vocabulary” (cited in Al- Twarish, 2009)

The view of language learning as acquiring the grammar, vocabulary and syntax changed as Widdowson(1978) claimed that language learning and teaching should not be based on the learning of the language itself (Grammar, vocabulary, syntax, etc.) but the learning process should involve also *how* are these language aspects are used and combined to communicate? As he said also that we do not learn how to compose and comprehend correct sentences as isolated linguistic units of random occurrences; but also how to use sentences appropriately to achieve communicative purposes.Widdowson(1978)

Widdowson (1978) added the acquisition of the language where he said that keeping the acquisition of the language as a competence does not mean that the learner is able to use it in real life situation and even he learned it for a long time, it is not sure that he will perform the

language in a good way (Widdowson,1978).So, CLT is created in order to develop learners' communicative competence.

### **1.1. Principles of Communicative Language Teaching**

Language is a means used for communication, so an effective approach to teach language is the one that helps learners to be able to use the language for actual communication. It is generally accepted that the Communicative Approach or it is a suitable approach for teaching language for communication because its main aim is developing learners' communicative competence.(Angwattanakul, 1994):

To be successful in teaching English for communication, the teacher should follow the principles and trends of teaching and learning arrangement. Morrow (1981) expresses five principles of CA which are;

- Students must be aware of the objective of each lesson. These objectives should be performed of something such as reading for understanding a set of instruction, writing a letter etc. The teacher must be sure to have a clear answer for a student
- The teacher must realize that the process of communication deals with strings of sentences, ideas and oral performances. The management of language cannot be produced in individual element, but in the context of the whole
- There are three important elements of communication: information gap, choice of performances, and feedback
- The student must be provided with a lot of practice in doing something or learning by doing
- The teacher should not always criticize unimportant mistakes during the communicative activities. He must realize that the learners who try to express something that they are not quite sure how to say but want to communicate is very important feature of using a language.

Davies and Pearse(2002) stated that teachers should establish English as the main classroom language, try to use interesting topics and stimulating activities which take the learners' mind off the language at least a little, and encourage learners in their efforts to communicate their ideas instead of trying to control what they say and interrupting them to correct their language mistakes. However, CLT is based on three main principles which are unchangeable (cited in Richards & Rodgers 1986, p. 72);

- A CLT classroom and communicative activities should have communicative purposes; because communication helps to engage learners in learning process. This principle is called by Richards and Rodgers as “*communicative principle*”
- CLT classroom relies on a series of activities which make the learning process meaningful. This principle is called by Richards and Rodgers as “*task principle*”
- In CLT classroom, the learning process should be meaningful by introducing real life situations. This principle is called by Richard and Rodgers as “*meaningfulness principle*”

Thus, CLT is trying to bring real life situation into the classrooms in order to make learners familiar with such situations when using the target language. The students must know about the learning objectives and they should have sufficient opportunities to practice by using the language for communication.

### **1.2. Characteristics of Communicative Language Teaching**

Communicative Language Teaching (CLT) is characterized by features given by two linguists Li and Brown. According to Littlewood(1981) he stressed that learners must develop skills before they develop their functional competence, Li (1998, p. 679) emphasized significantly the role of communicative competence in real-life situations. According to him, CLT has the following six characteristics:

1. A focus on communicative functions;
2. A focus on meaningful tasks (e.g., grammar vocabulary study)
3. Efforts to make tasks and language relevant to a target group of learners through an analysis of genuine, realistic situations;
4. The use of authentic, from-life materials;
5. The use of group activities;
6. The attempt to create a secure, nonthreatening atmosphere

For Brown (2007, pp. 46-47) the characteristics of CLT are related to;

- A focus is given to all of the components of communicative competence;
- Form is not central while “language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes”;
- A focus is given to “students’ ‘flow’ of comprehension and production”, and fluency may sometimes be more important than accuracy;



- Students will eventually use the language “productively and receptively in unrehearsed contexts outside the classroom;
- Students are given opportunities to notice their own learning style;
- The teacher is to facilitate and guide the students to generate genuine use of the language;
- Students take an active role in learning.

Therefore, Li stressed on the functional, meaningful and authentic use of the language in students’ small-group activities. For Brown, stressed on all the components of communicative competence, not only on communicative functions and meaningful tasks where students have to be the center of the classroom and the teacher will act as a guide.

Communicative language teaching is an approach which attempts to introduce real life situations to the classroom in order to make learners understand how the English language is really used in real life.

## **2. Communicative Competence**

### **2.1. Definitions of Communicative Competence**

According to Hymes (1971) Communicative Competence is the goal of language teaching. Richards & Rogers(1986) said that learners will be able to express themselves meaningfully in a speech community; they need to develop communicative competence. That is to say communicative competence is the ability to use the language appropriately and effectively in speech community.

The idea of communicative competence is originally derived from Chomsky’s distinction between competence and performance. By competence, Chomsky means the shared knowledge of the ideal speaker-listener set in a completely homogeneous speech community. Such underlying knowledge enables a user of a language to produce and understand an infinite set of sentences out of a finite set of rules(Chomsky, 1965). According to Hymes(1972) ‘communicative competence’ refers to the level of language learning that enables language users to convey their messages to others and to understand others’ messages within specific contexts. It also implies the language learner ability to relate what is learnt in the classroom to the outside world. From this perspective, Hymes(1972) described the competent language user as the one who knows when, where and how to use the language appropriately rather than merely knowing how to produce accurate grammatical structures.

Thus, Hymes' ideas about the 'communicative competence' were later developed by Canale and Swain in 1980 who introduced a theoretical model of 'communicative competence'. Their concept of 'communicative competence' refers to "the relationship and interaction between grammatical competence, or knowledge of the rules of grammar, and sociolinguistics competence or knowledge of rules of language use" (Canale & Swain, 1980, p.6). Moreover, Canale and Swain's model of 'communicative competence' consists of three domains of language and skills. They are 'grammatical competence', 'sociolinguistic competence' and 'strategic competence'. Grammatical competence refers to accurate knowledge of sentence formation and vocabulary. Sociolinguistic competence refers to the language user's ability to produce and understand language in different social context. Strategic competence refers to the ability of using language to achieve communicative goals and enhance the effectiveness of communication (Canale & Swain, 1980, p28-31). For Widdowson (1978) clarified the concept of communicative competence, by making a distinction between competence and capacity. He defined communicative competence in terms of the knowledge of linguistic and sociolinguistic conventions. Under capacity, which he often referred to as procedural or communicative capacity, he understood the ability to use knowledge as a means of creating meaning in a language. According to him, ability is not a component of competence. It does not turn into competence, but remains "an active force for continuing creativity" (Widdowson, 1978) which means a force for the realization of what Halliday called the 'meaning potential' (Widdowson, 1978, p.27) that Halliday defined communicative competence in this way, Widdowson was the first who gave more attention to performance or real language use in his reflections on the relationship between competence and performance. Savignon's definition of communicative competence trespasses the perfection of grammar and syntax, but rather, she claimed, it has to do more with social interaction. Hence, Savignon (1972) described communicative competence as "*the ability to function in a truly communicative setting-that is, in dynamic exchange in which linguistic competence must adapt itself to the total information input, both linguistic and paralinguistic, of one or more interlocutors*" (Savignon, 1972, p.8). i.e. for her communicative competence is not static but dynamic, it is more interpersonal than intrapersonal and relative rather than absolute. She referred to competence as an underlying ability and to performance as an open manifestation of competence. In her opinion, competence can be observed, developed, maintained and evaluated only through performance. The latest and most comprehensive theory of communicative competence comes from Bachman (1990) who argued that:

1. Language competence includes the acquisition of both language of grammar rules and that of how to achieve communication.
2. The use of language is dynamic process that is enhanced by the components of language competence.

Bachman held that language competence is composed of two parts: organizational competence, which includes grammatical competence; textual competence and pragmatic competence, which include both illocutionary competence and sociolinguistic competence.

To summarize the development of communicative competence goes through these main points;

- N. Chomsky (1965):established a distinction between competence and performance. For him, competence refers to the innate knowledge of a language an ideal speaker has in a homogeneous speech community.
- Hymes (1966):criticized the simplicity of Chomsky's theories: He introduced the concept of communicative competence, paying special attention to the sociolinguistic component, which connected language and culture.
- Canale and Swain (1980):mentionedcommunicative sub-competences; Grammatical competence, Strategic competence and Sociolinguistic competence
- Canale (1983): the main goal to attain with strategic competence is not only to compensate for breakdowns in communication, but also to enhance the effectiveness of communication.
- Bachman (1990):in a more recent research of communicative competence, divides it into "organizational competence," which includes both grammatical and discourse (or textual) competence, and "pragmatic competence," which includes both sociolinguistic and "illocutionary" competence.

## 2.2. Components of Communicative Competence

Canale and Swain (1980) had developed the concept of communicative competence. They claimed that the communicative competence has three main components;

**2.2.1. Grammatical competence.** It is very important in any language use because if learners or people in general do not the language rules they will not be able to use the language appropriately and meaningfully (Canal & Swain, 1980, p1-47). The grammatical competence includes the lexical items, vocabulary, syntax, morphology,

phonology, etc. this competence includes five components (appropriateness, accuracy, intelligibility, fluency and adequacy of vocabulary purpose) (Weir, 1990 cited in Chen, 1992).

**2.2.2. Sociolinguistic competence.** It means that learners will be able to know or guess what is socially and culturally appropriate in a language (Scarcella, 1992:141). The learners should take in consideration the social values and norms, this way they will be able to know what, how and when to comment for example. The knowing of the verbal reactions during a conversation is very significant and learners or people in general should know the appropriate non verbal answers which are allowed in the target language society. This type of competence is crucial in interpreting what the speakers aim by speaking. This competence includes learners' ability to display appropriate eye contact, smile, and conversation distance (Upshur, 1979:cited in Chen, 1992).

**2.2.3. Strategic competence.** It is the mastery of some strategies when communicating like guessing the meaning (Scarcella, 1992). This kind of competence is very important in order to make the conversation effective because sometimes the listener or the speaker may use this competence to fill the gaps of the other component of the communicative competence (Scarcella, 1992, p. 72 Cited in Tiono, 2001). This competence involves how learners compensate the communication breakdowns (using smile, some gestures to ask for help from other learners) and how they enhance the effectiveness of the conversation (Canale, 1980).

Later on, another component of communicative competence is added. It is called discourse competence.

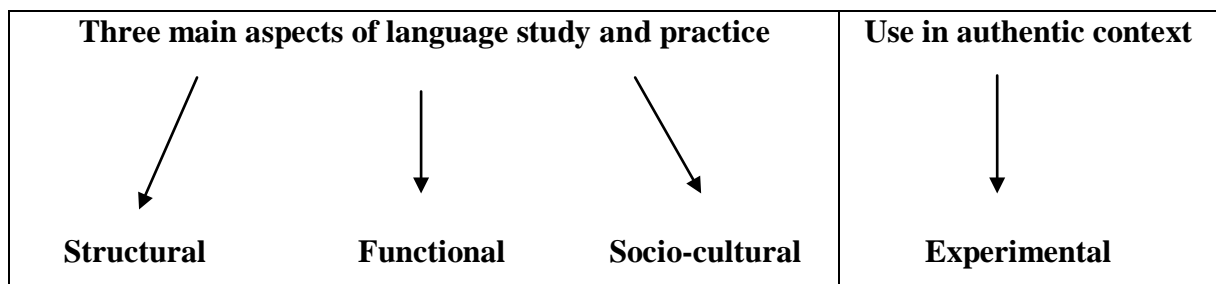
**2.2.4. Discourse competence.** This competence has relation with the cohesion and coherence (Swain, 1983). Here learners will know how to combine the language (both verbal and non verbal) they have with the meaning they want to convey (there is coherence in their speech). This competence includes: cohesion (discourse) markers and the appropriate length of pauses (less or more than three seconds) (Canale, 1980).

These four components of communicative competence help the learners to become more active and more confident when communicating in the target language.

### 2.3. Applications of the Concept of Communicative Competence to Language Teaching

As the communicative competence is very crucial in language learning, researchers have investigated the ways in which teachers can push or help them to acquire this competence. They said that language learning should involve three main aspects: structural (base on linguistic items, syntax, pronunciation, etc), functional (how language is used in some situations) and socio-cultural aspects (how language is related to society and culture of the speakers and listeners) (Stern, 1981 cited in Ohno, 2006).

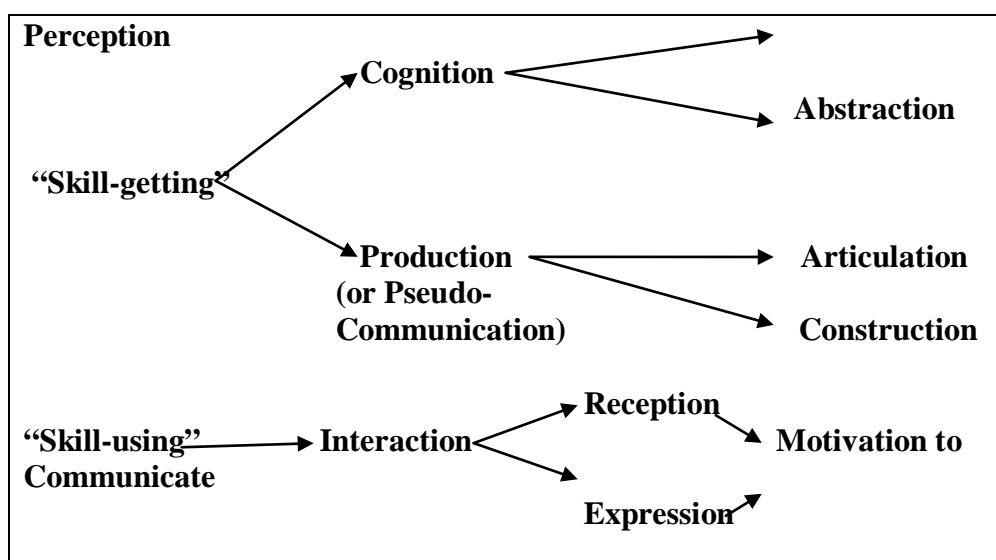
Stern (1981) proposes the following language curriculum:



**Figure 01:** The Ways to Acquire Communicative Competence (Stern, 1981 cited in Ohno, 2006)

Stern maintains that language teaching can and should approach language learning objectively and analytically through the study and practice of structural, functional, and socio-cultural aspects. It should offer opportunities to live the language as a personal experience through direct contact with the target language community. (Stern, 1981)

Similarly, Rivers proposes methodological distinction between “skill-getting” and “skill-using” activities. She presents the educational framework in a slightly different way.



**Figure 02:**The Difference between Skill Getting and Skill Using Activities (Stern, 1981 cited in Ohno, 2006).

**2.3.1. Skill getting activities.** The teacher isolates specific elements of knowledge or skill that composes communicative ability, and provides the learners with opportunities to practice them separately. Thus, the learners are being trained in separate steps of communication skills rather than practicing the total skill to be acquired. In the “skill-getting” stage, as Rivers points out, *“the student must learn to articulate acceptably and construct comprehensible language sequences by rapid associations of learned elements”*. (Rivers, 1972) .The communicative drills developed by Paulston could be utilized. She groups into mechanical drills, meaningful drills and communicative drills. However, Rivers points out that no matter how much we relate these activities to real life situations, this practice rarely passes **beyond pseudo-communication**, i.e. the skill getting activities consists of two steps: **cognitions** (where learners are exposed to different elements of the language to learn them (by perception and abstraction) in isolation) and **production** or **pseudo- communication** (where learners are suggested to articulate and construct these elements by associating them (using drills for instance)).(Rivers, 1972: cited in Ohno, 2006)

**2.3.2. Skill-using activities.**In this stage, the learner should be on his/ her own and not supported or directed by the teacher. They are based on peer or group work. In this type of practice the student would be allowed to use anything she/he knows of the language and any aids (gestures, drawings,etc.). These activities consist of two steps: **Reception** then **expression** in which both of them happen due to the **interaction** (between the learners). These two steps motivate learners to produce language and communicate (Rivers, 1972: cited in Ohno, 2006). These activities are very useful for learners because they push them to

produce language and use it as they do in real life. The second type helps learners to acquire language naturally (as suggested by Krashen, 1989). So, these techniques are beneficial and can be integrated within the language learning programme (Stern, 1981 & Rivers 1972: cited in Ohno, 2006).

The improvement of the communicative competence does not always mean the improvement of speaking; rather, it means the development of the four language skills including vocabulary, pronunciation and other language components.

### **3. Communicative Activities**

Communicative activities include any activities that encourage and require a learner to speak with and listen to other learners, as well as with people in the programme and community. Communicative activities have real purposes: to find information, break down barriers, talk about self and learn about the culture. Even when a lesson is focused on developing reading or writing skills, communicative activities should be integrated into the lesson. Furthermore, research on second language acquisition (SLA) suggests that more learning takes place when students are engaged in relevant tasks within a dynamic learning environment rather than in traditional teacher-led classes (Moss & Ross-Feldman, 2003).

These activities are designed to make learners interact in order to exchange information between learners- learners, or learners- teacher. Moreover, these activities are designed to make learners express freely their opinions and their feelings, ask verifications and negotiate the text's meaning through the use of language (Wang, 2010).

CLT design activities which reflect real communication situations. For Mulling (1997), a real life communication consists of a *sender* and a *receiver* at least, in which these two focus on the understanding of the message and not the correctness of the language used. Thus, communication activities designed to EFL learners should have the same characteristics as real life communicative situations (cited in Wang, 2010).

#### **3.1. How Can we Judge that the Activities are Communicative?**

The activities are very important in communicative language classroom. It is these activities that make learning meaningful and relate learners to real life situations.

There are wide range activities which push learners to produce language. However, producing language is not only the aim of communicative language activities, but rather the

aim is to communicate in a meaningful way, and to produce language as learners do in their actual life. Therefore, some researchers put some criteria when choosing the appropriate activities. Ellis (1990) suggested that communicative activities should have these characteristics in order to be sufficiently communicative(cited in Wang, 2010).

- The activities should contain enough activities that push learners to communicate and produce language. However, the produced language should be authentic enough and not just producing sentences in a random way.
- The activities should make learners willing to communicate and to express their opinions and feelings.
- The activities should be based on the message that the language conveys not on the form of that language.
- The activities should not specify the language used. It means that learners should have the extreme freedom in using the language they want. (For example: the activities should not be specified to the use of passives forms only, learners can use the active and passive,etc.)
- Activities should be designed to learners' needs and interests. The teachers' role should be a facilitator of the communicative activity. They should not interrupt the learners' communication to assess the language rather; the assessment should be whether learners achieve a good communicative level or not.
- Activities should use the appropriate materials that do not interrupt the learners' communication.

Communicative activities designed by CLT aim at developing the learners' ability to use the target language in the way they use it in real life situations. Teachers and materials should be an aid to this process of learning.

### **3.2. Benefits and Purposes of Using Communicative Activities**

Introducing communicative activities have some advantages on the learners as well as the learning process. When the teacher introduces the communicative activities he puts some desirable aims to be achieved at the end. The purposes are presented as follows;

- **Motivate the learners:**the communicative activities help learners to view the language learning process meaningful and pleasurable. So, this makes learners motivated to learn that language (Wright, 1990 &Adem, 1973)



- **Learners learn not only content but also context:**the most important thing in communicative activities is the use of language, thus; when learners use the language they may be exposed to the authentic context with the need of authentic and real life language. The process of learning a language through communicative activities is purposeful, because learners have a goal to reach at the end of a task. (Littlewood, 1981), and this is what makes learning authentic.
- **Practice is focused to train learners:**communicative activities push learners to use the language and perform it in a meaningful way. This way, learners will use all the four skills together (cited in Wang, 2010).
- **Provide learners with a supportive environment:** in communicative activities, teachers should encourage learners to use the language rather than correcting all the time their errors. This situation makes learners try and re-try to use the language accurately because they feel themselves secured thus, they will take risk of their learning. (Willis, 1998: cited in Wang, 2010).
- **They help learners to improve their interpersonal relations:** communicative activities help learners to grow emotionally and socially (Lee, 1965) because of the interactive and collaborative work. Group or peer work helps learners to be socialized, to learn how relations are build and most importantly to know how to use the target language when being in a social group (cited in Wang, 2010).
- **These activities allow learners to learn naturally (natural learning):** this happens because these activities provide the learners the opportunity to use the language for communication as they do in their real life, so, the learning of foreign language happens as the learners learn their first language (naturally) (Littlewood, 1981).

To conclude, communicative activities provide learners with a various situations that push learners to learn language appropriately. The interactive work and the authentic materials make learners motivated and push them to learn and grow with the language.

### 3.3. Types of Communicative Activities

In communicative language teaching, for Littlewood, classroom activities must be done in a communicative way. Therefore, Littlewood(1981) distinguishes two types of communicative activities to be performed by communicative language learners; **functional**

**communication activities** and **social interaction activities** which aim to prepare students for their first contact with authentic spoken English.

**3.3.1. Functional Communication Activities.** Functional communicative activities primarily require students to use their knowledge of language to solve problems through information-gap activity; is to create an information gap in order to enhance real communication, which can be realized in several ways. One possibly is to provide information to some learners which the others do not have. Another way is to allow the learner to have some choice in what he says (Johnson, 1983,p. 166). As Richards (2006) says that information gap refers to the act that in real communication people normally communicate in order to get information they do not possess. If the students practice it in the classroom, in so doing they will draw available vocabulary, grammar, and communication strategies to accomplish a task. Thus, functional communicative activities means that language learning activities should be done in their real context so that language learners may not be disgusted thinking that the language they are learning cannot satisfy their real communication needs.

**3.3.2. Social Interaction Activities.** Littlewood (1981, p.20) says that «The competent speaker chooses language which is not only functionally effective, but is also appropriate to the social situation he is in». For him, learners still aim at conveying the meaning effectively paying greater attention to the social context in which the interaction takes place. Therefore, their success is measured in terms of acceptability, or in terms of producing the language which is appropriate to specific kinds of social situation. (op cit.) in other words, social interaction activities require the learner to focus on the context and the role of the people involved. Role play and simulation are vital examples of this type of activities.

The communicative activities, as we have seen earlier, should be purposeful and well organized so as learners will clearly understand way and for what this activity is introduced. The communicative activities should aim at teaching learners how to be effective when using language. They should know that the message should be conveyed effectively. In addition, other communicative activities aim at introducing learners to different social models of a language.

## **Conclusion**

To conclude, CLT sets as its goal the teaching of communicative competence. Therefore, it focuses on the kinds of classroom activities that can be used as the basis of a communicative methodology, in which two types of activities are distinguished. It is important to consider that CLT's principles can be applied in different ways, depending on the teaching context, the students' age, levels, learning goals, and educational and cultural backgrounds.

To summarize, CLT is an approach which bears the aim of making the learning environment similar to the real life situations into the classroom. Hence, communicative activities should aim at the same thing.

## Section Two: Listening Comprehension

### Introduction

Listening is an important skill in English language teaching and learning. When students listen to English, they are more likely to face a number of listening difficulties. Students have difficulties in listening comprehension. Thus, listening comprehension is a very important step towards a good communication, especially a good response to others' requests and questioning.

### 1. Definition of Listening Comprehension

The term "listening comprehension" has been defined by different authors. According to Brown and Yule (1983), listening comprehension means that a person understands what they he/she heard. If he/she learns the text through hearing it, he/she will understand it. As Dirven and Oakeshott-Taylor (1984) defined listening comprehension as the product of teaching methodology and is matched by terms such as speech understanding, spoken language understanding, speech recognition, and speech perception. However Rost (2002) and Hamouda (2013) defined listening comprehension as an interactive process in which listeners are involved in constructing meaning. Listeners comprehend the oral input through sound discrimination, previous knowledge, grammatical structures, stress and intonation, and the other linguistic or non-linguistic clues. According to Nadig (2013), listening comprehension is the various processes of understanding and making sense of spoken language. These involve knowing speech sounds, comprehending the meaning of individual words, and understanding the syntax of sentences. For Oxford (1990), listening comprehension is "... *a complex problem solving skill*" where learners may use different strategies in order to make what is said clear and understood as guessing, looking for key words, listening to general meaning, etc. For her, listening is "*more than just perception of sounds, listening includes comprehension of meanings: bearing words, phrases, clauses, sentences and connected discourse.*" (cited in Al- Amri, 2008), i.e. listening needs more than discriminating the different sounds which are heard but also understanding and comprehending the words, sentences, the general meaning, etc.

Many other definitions are given to listening comprehension; each one is focusing on one side of it. To summarize, listening comprehension is a cognitive process (in which the

listener receives sounds and tries to decipher in his/her mind) and a social process (where listener empathizes with the speaker and he is supposed to respond in case of real life listening). Interaction is also involved in listening processes because it helps to better understand the incoming information. In this research, we believe that listening comprehension is active because it involves interaction which enables better understanding.

## **2. Definition of Listening**

Listening has been defined by many researchers. Chastain (1971) defined listening as the ability to understand native speech at normal speed. Morley (1972) said listening involves auditory discrimination, aural grammar, selecting necessary information, remembering it, and connecting it to the process between sound and form of meaning. I.e. listening is one of the four skills of a language; listening, speaking, reading and writing. Listening skill is considered as a key to receiving messages effectively and is a combination of hearing what another person says and psychological involvement with the person who is talking. As it comprises some key components which are: discriminating between sounds, identifying grammatical groupings of words. (cited in Al- Amri, 2008)

## **3. The Process of Listening Comprehension**

Listening comprehension is seen as a complex process because it involves many processes. That is why, Many researchers such as O'Malley and Chamot (1989), Rost (1990) and AzmiBingol, Celik, Yidliz, and Tugrul Mart (2014) distinguished three types of strategies in listening comprehension; cognitive, metacognitive and socio-affective. These strategies can change based on the level of learners.

### **3.1. Cognitive Strategies**

Cognitive strategies are related to understanding and gathering input in short term memory or long-term memory for later use. Comprehension begins with the received data that is examined as consecutive levels of formation and a process of decoding. Cognitive strategy is a problem-solving method that learners apply to deal with the learning activity and facilitate the learning of knowledge (AzmiBingol, Celik, Yidliz, &Tugrul Mart, 2014). Derry and Murphy (1986) defined cognitive strategies as problem-solving techniques that learners use for the acquisition of knowledge or skill. Brown and Palincsar (1982) and O'Malley and Chamot (1990) and Abdalhamid (2012) expressed that cognitive strategies are related to the learning activities and include direct utilization or change of the learning materials. According to Goh (1998), learners utilize cognitive strategies to assist them process, keep and remember new information. In other words, cognitive strategies in listening process involve the

cognitive and the mental processes that the listener uses when listening, which are divided into three categories;

- **Comprehension processes:** are activated when the listeners received the input and try to understand it.
- **Storing and memory processes:** after students receive and understand the input, they will try to store it in the short term memory or long term memory
- **Using and retrieval processes:** at this processes the responding stage is involved which means that the listeners need to use what they have heard and understand in order to produce the output.

For Conrad (1985), Tsui&Fullilov (1998), O'Malley, Chamot, &Kupper (1989), Abdalhamid (2012), cognitive strategies have two kinds of strategies in listening comprehension process: **bottom- up** and **top- down strategies**. **Bottom-up strategies** are word-for-word translation, arranging the rate of speech, repeating the oral text, and concentrating on prosodic characteristics of the text. **Top-down strategies** involve forecasting, guessing, explaining, and visualization. Advanced learners use more top-down strategies than beginners (Conrad, 1985; Tsui&Fullilove, 1998; O'Malley, Chamot, &Kupper, 1989; Abdalhamid, 2012), i.e. in the **bottom- up strategies** listeners are going first to receive the input and then, they translate it into phonological patterns after this, they will try to decode the meaning to use the language and understand it until they reach the meaning. **In top- down strategies** learners need to use their background knowledge in order to decode the meaning.

### 3.2. Metacognitive Strategies

Holden (2004) and AzmiBingol, Celik, Yidliz, and Tugrul Mart (2014) stated that in this strategy students are aware when listening to the text. In this strategy, learners learn how to plan, monitor and evaluate the collected information from the listening part. According to Wenden (1998), learners who use metacognitive strategies can learn faster and integrate the knowledge outstandingly, can be constant receivers and deal with all situations, have self-confidence to get help from partners, teachers or family, and can observe and assess themselves, i.e. metacognitive strategies are crucial because listeners use them in order to plan, by deciding which strategies that serve the best, monitor their comprehension and the effectiveness of the selected strategies and evaluate by determining whether they have achieved their listening comprehension goals.

### 3.3. Socio-affective Strategies

Vandergrift (2003) and Abdalhamid (2012) expressed that socio-affective strategies are techniques that listeners use to cooperate with others, to check their comprehension, and to reduce their apprehension. O'Malley and Chamot (1987) represented that among the four strategies of listening comprehension, social and affective strategies had the most effect on the learning context, i.e. the socio-affective strategies are the combination of social and affective strategies; in social strategies listening in real life situations is mostly occurring between the speaker and the listener where either the speaker or the listener takes part of the listening and the speaking processes. When listening, the listeners may ask some clarifications to make what is heard understood in a better way. Thus affective strategies are related to personal feelings, attitudes and opinions may affect the learning process.

The listeners have to be aware of these strategies in order to be more effective when listening. The metacognitive strategies are important when listening because it enables listeners to organize the tasks, plan and assess the processes. Cognitive strategies support listeners and help them to better understand the meaning. The socio-affective strategies help learners to reduce their anxiety through the group work and the collaborations.

## 4. Process of Listening

According to RostM.(1990), process of listening occurs in five stages. There are hearing, understanding, remembering, evaluating, and responding.

### 4.1. Hearing

Is referred to the response caused by sound waves stimulating the sensory receptors of the ear; it is physical response; hearing is perception of sound waves; you must hear to listen, but you need not listen to hear (perception necessary for listening depends on attention). Brain screens stimuli and permits only a select few to come into focus- these selective perception is known as attention, an important requirement for effective listening (RostM, 1990).

### 4.2. Understanding

This step helps to understand symbols we have seen and heard, we must analyze the meaning of the stimuli we have perceived; symbolic stimuli are not only words but also sounds like applause and sights like blue uniform that have symbolic meanings as well; the meanings attached to these symbols are a function of our past associations and of the context in which the symbols occur. For successful interpersonal communication, the listener must understand the intended meaning and the context assumed by the sender (RostM, 1990).

### **4.3. Remembering**

It is an essential listening process 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. In Listening our attention is selective, so too is our memory what is remembered may be quite different from what was originally seen or heard.

### **4.4. Evaluating**

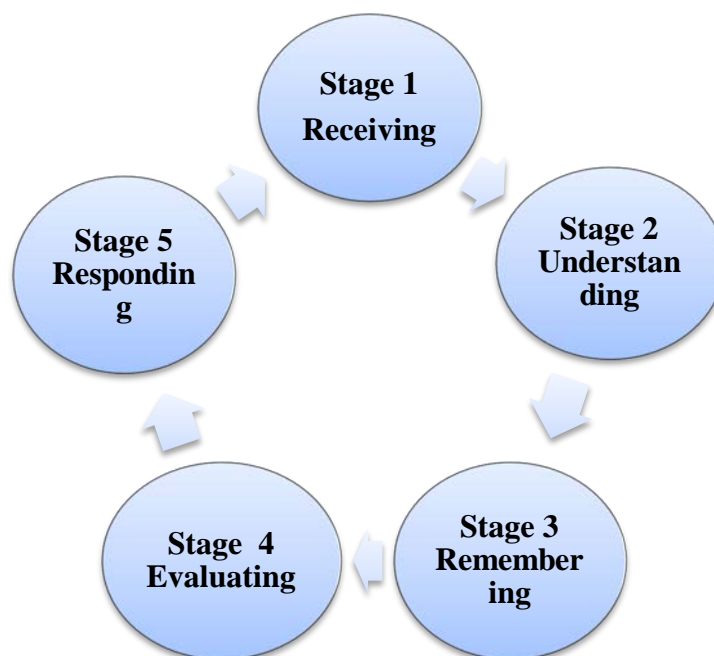
Only active listeners participate at this stage in Listening. At this point the active listener weighs evidence, sorts fact from opinion and determines the presence or absence of bias or prejudice in a message; the effective listener makes sure that he or she doesn't begin this activity too soon; beginning this stage of the process before a message is completed requires that we no longer hear and attend to the incoming message-as a result, the listening process ceases (RostM, 1990).

### **4.5. Responding**

This stage requires that the receiver complete the process through verbal and/or nonverbal feedback; because the speaker has no other way to determine if a message has been received, this stage becomes the only overt means by which the sender may determine the degree of success in transmitting the message (RostM, 1990).

The listening process is a complex one which takes part in human mind and cognition. This process does not only involve the discrimination of the sounds and the words, etc. However it involves also understanding and comprehending. Moreover, responding may be an important stage in the listening process because it enables the input to be really understood.





**Figure 03:** The Stages of Listening Process (RostM, 1990)

## 5. Major Problems that Learners Face with Listening Comprehension

According to AzmiBingol, Celik, Yidliz, and Tugrul Mart (2014), there are a lot of difficulties that learners may encounter in the listening comprehension processes and the purpose is to be aware of these problems and try to solve them. Some of these problems are as follows:

### 5.1. Quality of Recorded Materials

In some classes, teachers use some recorded materials that do not have high quality. The quality of sound system can impact the comprehending of learners' listening (AzmiBingol, Celik, Yidliz, &Tugrul Mart, 2014).

### 5.2. Cultural Differences

Learners should be familiar with the cultural knowledge of language that has a significant effect on the learners' understanding. If the listening task involves completely different cultural materials then the learners may have critical problems in their comprehension. It is the responsibility of teachers to give background knowledge about the listening activities in advance (Azmi, Celik, Yidliz, &Tugrul, 2014).

### 5.3. Accent

Munro and Derwing (1999) expressed that too many accented speech can lead to an important reduction in comprehension. According to Goh (1999), 66% of learners mentioned a speaker's accent as one of the most significant factors that affect listener comprehension.

Unfamiliar accents both native and non-native can cause serious problems in listening comprehension and familiarity with an accent helps learners' listening comprehension. Buck (2001) indicated that when listeners hear an unfamiliar accent such as American English for the first time only British English will encounter critical difficulties in listening. This will certainly interrupt the whole listening comprehension process and at the same time an unfamiliar accent makes comprehension impossible for the listeners.

#### **5.4. Unfamiliar Vocabulary**

According to AzmiBingol, Celik, Yidliz, and Tugrul Mart (2014), when listening texts contain known words it would be very easy for students to comprehend them. If students know the meaning of words this can arouse their interest and motivation and can have a positive impact on the students' listening comprehension ability. A lot of words have more than one meaning and if they are not used appropriately in their appropriate contexts students will get confused.

#### **5.5. Length and Speed of Listening**

AzmiBingol, Celik, Yidliz, and Tugrul Mart (2014) stated that the level of students can have a significant role when they listen to long parts and keep all information in their mind. It is very difficult for lower level students to listen more than three minutes long and complete the listening tasks. Short listening passages make easy listening comprehension for learners and reduce their tiredness.

### **6. Strategies of Listening**

Listening strategies are techniques that contribute directly to the comprehension and recall of listening input. They can be classified by how the listener processes the input. For Underwood M. (1989), the process of listening goes through only two kinds of listening strategies; top-down strategies and bottom-up strategies.

#### **6.1. Top-down Strategies**

Listener based. The listener taps into background knowledge of the topic, the situation or context, the type of text, and the language. This background knowledge activates a set of expectations that help the listener to interpret what is heard and anticipate what will come next. Top-down strategies according to Underwood (1989) include:

- Listening to the main idea
- Predicting
- Drawing inferences
- Summarizing

## 6.2. Bottom-up Strategies

The listener relies on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning. Bottom-up strategies according to Underwood (1989) include:

- Listening for specific details
- Recognizing cognates
- Recognizing word-order patterns

To summarize, in bottom-up strategies the listener first listens to the input and then, he translates it into phonological patterns; sounds, words and sentences. After this, he will try to decode the meaning until he reaches the whole meaning. But in top-down strategies the listener his/her background knowledge in order to decode the meaning.

## 7. Types of Listening

Listening comprehension differs from a person to another, from a situation to another and from a setting to another. Types of listening are based on objective and manner in which the listener takes and respond to the process of Listening. Brown (2007) has identified six types of classroom listening comprehension;

### 7.1. Reactive Listening

This type is related more to listening to a tape recorded text or conversation. The listener listens to the text then retells it. The main aim is his/her identification of a surface meaning or learning a type or a structure in the language used. In an interactive classroom, this type of listening may be used as an individual drilling that focuses on pronunciation.

### 7.2. Intensive Listening

The listeners have to discriminate and focus on the language components included in the text they are exposed to. For example: the listeners listen to a word then the teacher repeats it until it is well stores in the mind of learners, or the learners may listen to cues in drill, etc. (Brown, 2007)

### **7.3. Responsive Listening**

Where listeners listen to short stretches from the teacher, then they immediately respond. This type may include: asking questions, teacher may give commands, seeking clarification and checking comprehension. (Brown, 2007)

### **7.4. Selective Listening**

Here the listeners listen to pick up the main and key ideas of long stretches as listening to a monologue. Learner scans, according to Brown (2007), the whole information in order to select what is important. For example when learners listen to a recording about a famous person, they should select: the name, dates most important events and fact about him, etc. (Brown, 2007).

### **7.5. Extensive Listening**

Learners listen just to grasp the general idea and the global meaning to understand what the text is about. This kind of listening may invoke other skills like note-taking or discussions (Brown, 2007).

### **7.6. Interactive Listening**

This kind includes all the above kinds. Here the listeners have to use listening in addition to speaking skills. The listeners should interact, discuss, participate in conversations and role plays, etc. (Brown, 2007).

These kinds are identified by Brown (2007), in which listeners' abilities differ from one situation to another, and it depends from their interests, wants, needs and aims to listen in that situation and the type of listening, during the listening session, should be identified at the beginning of the session so as the learner could set clear goals when listening.

## **Conclusion**

Listening comprehension is a very important skill in real life and in learning. When we listen to others, we may acquire new information, new ideas and new language models. We learn through listening how the language is used in its appropriate context and we learn how the language is used in given situations.

Listening comprehension in teaching listening should be planned in a careful way so that learners have to be aware of the different processes and the different types of listening, so as they can have clear goals when listening.

The learners should make use of the different listening strategies that help them reaching higher listening abilities. When listeners use a variety of these strategies in the appropriate time and appropriate context, listeners will be able to monitor and organize their listening processes. So, their abilities will progress.

## Section three: Communicative Competence and Communicative Listening

### Activities

#### Introduction

The importance of listening comprehension in language teaching and learning is not only seen as being a medium to acquire the language systems or to develop the learners' abilities or to understand what is being said. However, listening comprehension is also a mean of developing learners' communicative abilities.

When the listeners notice the input (or the linguistic patterns) (Schmidt & Frota, 1990), they store them in their minds so as to use them when needed to speak or produce output (this helps the communicative competence to be developed (Richards, 2008). Therefore, in order to reach the communicative competence development, teachers should design communicative listening activities which push learners to produce an output (using the noticed input), in this way, learners will improve their speaking skill (Richards, 2008).

Moreover, the communicative listening activities which push learners to produce language while listening will help them to acquire more the language and to use the language whenever they need it. This is why, the introduction of communicative listening tasks during listening sessions is important not only in developing the language but also to develop their communicative competence as a whole.

#### 1. Communicative Competence and Listening

Research on the relationship between listening and communicative competence started since 1980. Communicative competence is what learners need in order to be communicatively competent, and listening is an active process which includes processing of incoming sounds and responding to them. The listening is the source of the input that helps the learners to learn more about the language and how to use it. Good listeners are those who can maintain more ideas to use them in responding in an appropriate manner (this is communicative competence) (Janusik, 2004). Thus, the relationship between listening and communicative competence can be seen as listening in one tool to measure others' communicative competences (Hass & Arnold, 1995; p.123: cited in: Janusik, 2004). One's communicative competence is based on how does he respond on others' speech, and responding is relying on the listening abilities (Wolvin, 2002, p. 3 & Rhodes et. al, 1990, cited in: Janusik, 2004), i.e. if he listens and does not comprehend what others say, he will not respond in adequate manner, thus this communicative competence is not high.

Therefore, the communicative competence helps learners to be appropriate and effective when communicating with others. Listening provides learners with needed input to construct some of this competence.

## 2. The Listening as Acquisition

When the focus is listening as comprehension, another crucial role has been proposed for listening in second language acquisition theory, namely its role in facilitating second language development. Krashen and other advocates of the natural approach for example argued for the role of comprehensible input in language acquisition but they have said little concerning how comprehension is supposed to facilitate language learning. On the other hand common sense tells us that we can learn nothing from listening to a language unless we understand it. I can listen to hundreds of hours of Russian on the radio, for example, but I will not learn a word of Russian unless I have some understanding of what is said. (Richards, 2008). Thus, the relationship between listening and language acquisition has been posed by Schmidt (1990), who has drawn attention to the role of consciousness in language learning and in particular to the role of noticing in learning. His argument is that we will not learn anything from input we hear and understand until we notice something about the input.

The process of noticing showed by Schmidt (1990), who claimed that when the learners are exposed to a given input, they should be conscious so as they can notice the input and then convert it into intake. Schmidt (1990) distinguishes between the input and the intake, the input is what the listeners hear, whereas the intake is what listeners notice from the input (when the learners hear something from a recording, the learners may hear a lot of things (this is input) then, they may notice only a few things (this intake) especially if they are low learners. He claimed that language development is based on the intake, but this intake should be used in oral production so as learners could add this intake to their long-term memory and use it when needed (Richards, 2008).

Two types of activities can develop listening as acquisition: noticing activities and restructuring activities (Richards, 2008):

- **Noticing activities:** these activities involve returning to the listening texts that served as the basis for comprehension activities and using them as the basis for language awareness. They help learners to notice the input like giving the learners the script of the recording in order to make learners compare what they have heard and noticed during the listening and the script. For example the teacher can ask the learners to identify differences between what they hear and a printed version of the text.

- **Restructuring activities:** these activities are oral or written tasks that involve productive use of selected items from the listening text. They push the learners to produce the language and the teachers may ask learners to rewrite what they heard, or role plays in which students are required to use key language from the texts.

Linking listening tasks to speaking tasks (communicative listening tasks) may push learners to notice the different language patterns used in the text, then they may practice together these patterns (Richards, 2008).

Learners can benefit from listening which helps them to develop their understanding of what is being said (as comprehension), this listening helps to improve the listening abilities. So, the meaning is best understood and the response to it will be appropriate, but language learners aim at developing their language in order to use it. So, teachers should help their learners to notice the input by engaging them in tasks that enable them to do so. The communicative tasks could be the best way to do so, because when learners listen then discuss and use the target language, this may help them to catch in a conscious way the language and use it in its right place. Therefore, the best way to benefit from the listening session is to view listening as both acquisition and comprehension because comprehension is part of acquisition (Richards, 2008)

### 3. Definition of Language Laboratories

According to American Heritage Dictionary 4, language laboratory is “A room designed for learning foreign languages and equipped with tape recorders, videocassette recorders or computers connected to monitoring devices enabling the instructor to listen and speak to the students individually or as a group”. For Mambo (2004, p. 2) affirmed that language laboratories are environments designed to enhance foreign language learners’ skills. Generally equipped with analog and digital hardware, and software (tape recorders, videocassette recorders, or computers), they provide practices in listening comprehension, speaking (listen and repeat), with the goal to reinforce the grammar, vocabulary and functions (grammatical structures) presented in class, i.e. the language laboratories play an important role in the language learning process especially in improving one’s listening skill, because they are full of technological tools (videocassette recorders, CDs, tape recorders, etc.) that support learners and push them to listen in comprehensive way as it has many advanced services that can facilitate learning a language and improving students’ listening abilities with a proficiency to communicate.



In our university, language laboratory is a room where students learn English language. Thus, this language laboratory is made in order to support learners and push them to listen in comprehensive way as well as to improve learners' listening abilities.

#### **4. The Interactive Listening in Language Laboratories**

In classroom laboratories, language occurs in an interactive way between learners where many conversations take place. When interacting, learners may take the role of the speaker while another is listening carefully then, the role may change; the speaker becomes the listener as the listener can become the speaker.

Vandergrift (1992, 1997, 2002) defines interactive listening as being "...highly contextualized and two-ways, involving interaction with a speaker" (Vandergrift, 2002; cited in Xiaoxian & Yan, 2010). Interactive listening differs in the number of the participants, it can be between the speaker and the listener, it can be group discussion or may involve a great number of interlocutors as in seminars (Xiaoxian & Yan, 2010).

In an interactive listening, the listener plays the role of participant who may respond by some behaviours after receiving the message like showing involvement, providing feedback, checking comprehension, signaling comprehension, seeking clarification and negotiating meaning (Xiaoxian & Yan, 2010). With these responses the listener takes the role of the speaker and in this way the listener keeps the ongoing of the conversation (Xiaoxian & Yan, 2010). The interactive listening happens in communicative situations thus, the listener when interacting with the speaker can solve his communicative problems.

The failure in interactive and communicative situations might be explained by the lack of learners' linguistic levels and/ or the lack of learners' collaboration (Xiaoxian & Yan, 2010). Thus, when the listeners are listening, they should use some effective strategies (see the literature review) in order to make the interaction successful (Xiaoxian & Yan, 2010).

In language laboratories, it seems impossible to create an interactive situation because listeners are usually far from the speakers (they listen to recordings, video, etc). However, a communicative situation can be made by introducing communicative tasks. Thus, the interaction can happen between two peers, between the classmates, between learners and teachers. Then, the listeners can provide classmates with some behaviours to make the message understood (they may negotiate the message, they may discuss, questioning, etc). During the lab sessions, the teachers have to use authentic materials to reach high level of interactive listening (with real life topics and texts, discussions may be more effective). Through interactive listening (in language lab), the learners may develop their mastery of the

recording, they may be exposed to different types of language, the discussions, interaction and the immediate use of the language may help learners to retain these models.

To avoid communicative failures of interactive listening in language labs, the teacher should introduce the topic and the vocabulary associated with such topic in the pre- listening phase so as learners may use it when interacting. In addition, the choice of the materials to be used in language laboratory should be based on what enable teachers and learners to interact together, the materials should enable the learners to record their voice to hear and compare (Tiono, 2001). The lesson should be divided into three phases; pre, while and post listening, in this way the learners will not face communication block.

When the listeners are engaged in individual listening activities, they try to evaluate their answers and understanding with others, but the nature of listening sessions traditionally did not give learners this opportunity of doing so. Whereas, Gower et al. (1995; p.45) claimed that pair work can be used when listeners want to ask about unknown words, compare their answers or when they practice the text or when they are engaged in information gap and discussion activities.

Learners may interpret differently what they hear. Thus, discussions may be very beneficial when listening because it enables listeners to negotiate the meaning and to be better understood (Meskill et al, 1995). Hence, the teacher should choose the tasks that permit the learners to interact like including in the listening sessions videos rather than only audios. Pairing students can help learners to better exchange of both language and meaning.

Therefore, interactive listening in real life situations helps people to better understand and comprehend the message being conveyed by the speakers. The listening process is active and dynamic. In classroom, where listening comprehension is very important to better communication and better language use, teachers can make the listening session active, by introducing interaction through the use of communicative tasks, discussions, group work, etc.

## **5. Advantages and Disadvantages of Listening in Laboratories**

A language laboratory can give advantages as well as disadvantages to the English language teaching-learning process.

### **5.1. Advantages**

The language laboratory has several advantages. According to Hammerly (1986), EFL Beginners, in particular, can take advantage from language lab by doing extra mechanical and significant practice of language which can take place in the laboratory where there is an ideal and accurate model and immediate comparison of the students' production with the model.

Wilga (1981, p. 321) refers to these positive features about the use of the language lab in teaching English;

(1) For the first time in the history of foreign-language teaching, each student may have the opportunity to hear native speech clearly and distinctly. (2)The students may hear this authentic native speech as frequently as he and his teacher desire. (3) The taped lesson provides an unchanging and unwearrying model of native speech for the student to imitate. (4) In the language laboratory the student may listen to a great variety of foreign voices, both male and female. (5)Each student may hear and use the foreign language throughout the laboratory session, instead of wasting time waiting for his turn in a large group, as he does in the usual classroom situation. (6) The laboratory frees the teacher from certain problems of class directions and classroom management, enabling him to concentrate on the problems of individual students. That is to say;

- The language laboratories enable students to have opportunities to listen with authentic materials which allow them to hear in comprehensible way to native speech.
- With the use of authentic native speech, the students will have the same opportunity as their teacher.
- In classroom laboratories, students will have better chances to listen to various language voices (female and male)
- Through the use of authentic listening materials, each student will be able to listen and perform the English language.
- In classroom laboratories, the teacher can manage his/her class because of small group, in this way he can deduce the difficulties of each student.

### **5.1. Disadvantages**

Even though of the various advantages of the language laboratory, it has also a few disadvantages or difficulties, which are related to the high cost as it makes unsuccessful instruction in some cases.

- The language lab requires a high cost to be built in the university and to be kept on going. Furthermore, it needs more money for the electric bills.
- The language lab would not let the English teaching-learning process be effective if there are some troubles with the technology of it. Worse even, it becomes useless when the electricity is off.

- The language laboratory needs a qualified teacher to be able to activate all the technology provided in it. Universities or more precisely, faculties of English has to employ technicians who would keep the equipment in the language laboratory always in high-quality conditions.

To summarize, language laboratory is an extremely helpful mean for language learning, teaching and improving listening skill as well as speaking.

## **6. Communicative Approach to Listening Assessment**

### **6.1. The Different Listening Testing Approaches**

The testing of listening comprehension existed many years ago. Yet, listening comprehension seemed to be a tool to measure learners' capacity to identify the isolated elements of the language (segment phoneme, stress, intonation, grammatical structures and vocabulary). Later on, in 1970 another approach appeared this one basis on testing listening comprehension. This view is the Integrative Approach it views that the testing of learners' ability to distinguish between the isolated language elements is not enough to say that those learners have a high level of listening comprehension. It argued that learners when discriminating between the language elements should know how these elements relate to each other. They claimed too that the listening comprehension is the process of decoding the meaning of these elements in relation to others (Buck, 2001). These two approaches of testing seem to be based on the linguistic capacity or competence. The learners should know about the elements and the meaning associated with these elements. Another approach appeared, due to the emergence of Communicative Language Teaching Approach. This approach to test listening called Communicative Testing Approach.

### **6.2. Communicative Testing Approaches**

This approach sees that listening test cannot evaluate the grammatical competence of the learners, but rather, each should test how much they can use what they have in their linguistic competence in order to perform the language to achieve a communicative purpose. Carroll (1972) summarized the principles of this approach when he said that "the use of language is the objective and the mastery of the formal patterns, or the usage, of that language is a means to achieve that objective"(Carroll, 1980: cited in Buck, 2001). Communicative test claimed that it is important to distinguish between the two Chomsky's concepts; *competence* (the knowledge about language) and *performance* (the use of the language in a given situation). They say that language tests should base on the **performance** of the language in the usual situation (Buck, 2001). This approach sees that language proficiency is not the ability to

discriminate between the language elements, but language proficiency is the ability of learners to use the language in order to communicate with others in a given situation.

### **6.3. Characteristics of Communicative Testing Approach of Listening**

The communicative testing approach did not give clear test construction guidelines, but it gave the three main points which should exist in any communicative test (Buck, 2001);

**6.3.1. Authentic texts.** Widdowson (1978) claimed that texts in communicative tests should be taken from real life situations (Cited in Buck, 2001)

**6.3.2. Providing a communicative purpose.** It means that the test should aim at improving the listeners' capacity to use the language for a communicative function. In real life, the listeners listen to understand the speakers' message then to respond. So, in listening to recordings the listener should have a purpose for example to answer some questions and this enable them to choose the appropriate strategies to listening that will help them in listening for communicative purposes (Buck, 2001).

**6.3.3. Authentic tasks.** The use of authentic tasks during listening tests can be beneficial to listeners because it helps them to acquire new vocabulary and act as in a real life situation (Buck, 2001).

The communicative listening tests aim first to test learners' communicative competence. This is why listening sessions should not aim only at developing the linguistic competence of learners but also at enhancing the communicative competence and the introduction of communicative tasks during listening sessions may play a crucial role to achieve these goals.

## **7. Communicative Listening Activities**

Listening comprehension sessions are done in language laboratories and making the environment communicative is difficult because of the nature of the language laboratories. However, there are some communicative tasks which can be implemented. These tasks are *meaning focused* (Tiono, 2001), they aim at helping learners to comprehend the text being listened to, produce the language and interact with peers or with the teacher (the use of the target language is important in those tasks). In addition, these tasks based on authentic materials, which are not made to clarify some language patterns (for example; the teacher prepares listening session using a text which is made to illustrate the passive form in English language) rather, the material (texts and topics) should be appropriate to the learners' needs and interests.

## 7.1. Activities in the Listening Lesson

**7.1.1. Pre-listening activities.** In this stage the teacher prepares his students to listen and he asks them what they are going to listen. Then, he tries to create a discussion atmosphere (Saricoban, 1999).

Pre-listening involves different activities. Underwood (1989) gives a number of activities that can be done in the classroom before the direct listening;

- The teacher gives background information
- The students read something relevant
- The students look at pictures
- Discussion and answer session
- Written exercises
- Following instructions for while-listening activity
- Suggestion of how the while-listening activity will be done

Those activities offer an opportunity to add some knowledge which will help them to pursuing the listening text.

**7.1.2. During listening activities.** In this stage the teacher helps his students to focus on the listening text and direct their understanding of the text. While students are listening to the tape, the teacher asks the students to listen to the tape very carefully and take some notes. In addition, he gives information lists to the students so as they listen to the tapes then, they try to fill the blanks with appropriate information (Saricoban, 1999). Magdalena (2000) stated that the aim of the while-listening stage for students is to understand the message of the text not catching every word as they need to understand enough to collect the necessary information. (As cited in *Listening in FL Classrooms*, 2000)

**7.1.3. Post-listening activities.** According to Saricoban (1999) after listening activities require a teacher's help to students in order to combine what they have learnt from the text into their existing knowledge. The teacher writes some questions on the board and asks them to answer the questions thus to check their understanding of what they have listened to.

They are also motivated to talk and participate in the activity dominantly. (Saricoban, 1999)

In her book listening in Foreign Language classrooms, Magdalena (2000) stated that many post-listening activities are the prolongation of the while-listening” in other words, after listening activities act as a sequel of live listening activities in which the teacher reinforce students’ understanding or answers a remaining question marks. Pierce (1989) suggested that there are various techniques after listening activities that teachers may do in the classroom which are as following;

- Discussing students’ reactions to the content of the listening selection
- Asking students thought-provoking questions to encourage discussion
- Setting students to work in pairs to create dialogues based on the listening text
- Assigning reading and writing activities based on what students listened (Pierce,1989,p.43 as cited in Magdalena,2000)

## **8. Characteristics of Good Listening Activities**

Scracella et al. (1992, p.149) made a list of characteristics of good listening tasks (Cite by Tiono, 2001);

- Listening activities should have the aim of improving listeners’ communication. They have to make learners feeling that this listening session (inside the language laboratory) is like those of real life situations.
- The topic and the content in general should be chosen according to the learners’ interest and need, this way the learners will be motivated to the listening.
- The listening should better contain visual clues rather than being recorded in a tape.
- The learners, during these activities, should practice something (like listening and drawing), they may respond verbally too through asking questions to peers for example.
- The activities should help the listeners to imagine the environment in which the recorded material for example is taking place.
- The activity should respect the learners’ background knowledge; the teacher should not choose a topic about which learners’ have no background knowledge.

During the communicative listening sessions, the language laboratory should be equipped with some material that enable the teachers to direct the tasks, for example when the teacher wants a group to hear to the recording again while others know, the lab’s equipment

should enable the teacher to do so. In short, the equipments should help the teacher to direct the task and to provide the learners with appropriate feedback and enable him to interact with his learners. (Tiono, 2001)

## **Conclusion**

Listening comprehension is a crucial part of the process of communication. It enables learners to receive much input which will be beneficial when communicating. When learners perform the language in the same time listening (it means learners interact), they will learn how the language should be used in a given situation. Thus, learners will catch the appropriate behaviours and appropriate language, they store them then, they will recall them when needed.

The introduction of communicative listening tasks will help learners to be aware of the importance of listening in grasping the meaning of what is being said first and with the interactions that happen between learners/learners and learners/teachers, here the learners will be able to learn how to use the language they have listened in real life situations.

Therefore, in this section we have spoken about what relation listening comprehension has with the communicative approach in general and with communicative competence and communicative activities in particular.





## General Conclusion

In this chapter we saw three main sections;

First section named the communicative competence through which we elaborated the traditional view of language learning in general, then we identified the CLT (its principles and its characteristics), then another main point in CLT is elaborated which is the communicative competence (communicative competence is seen as the ultimate goal of CLT) and finally the communicative activities as a result of CLT principles and through which we develop learners' communicative competence.

The second section named listening comprehension where we identified the listening comprehension, the development of the research on listening through time, its processes, its kinds, the strategies learners may use, etc.

The third section labelled communicative competence and communicative listening activities in which we tried to elaborate how the connection between the CLT and listening comprehension can be made. We tried to show that listening comprehension cannot be treated in isolation from the other language skills; we have also tried to make a connection between real life interactive listening and interactive listening in the language laboratory. If the communicative tasks are introduced to listening sessions, the nature of listening comprehension will change from listening as comprehension to listening as acquisition. We also introduced how the communicative listening tasks should be and we introduced advantages and disadvantages of using listening in language laboratory and some communicative listening tasks.

Therefore, the introduction of CLT into language teaching and learning has affected all the aspects of the learning process. The listening comprehension affected through the introduction of communicative activities into the listening sessions. The aim is to improve the learners' communicative competence through introducing communicative listening activities.

*Chapter Two:*  
*Research Methodology, Results and*  
*Discussion of Results*

## General Introduction

This research work aims at knowing the effect of introducing communicative listening activities into listening sessions in order to improve the learners' communicative competence. Our hypothesis says that the integration of communicative listening activities helps learners to develop their communicative competence. In order to test our hypothesis, we designed a quasi-experimental study where communicative listening activities were introduced into listening sessions.

In this chapter, we describe the methodology adopted in this research and we report the obtained results. It comprises four sections; the first section elaborates the methodology followed to collect our data and gives some details about the participants. This section shows the procedures and the tools used when collecting data. The second section includes the results obtained after the quasi experimental studies (pre- test, seven lessons and post-test) and the discussion of the obtained results. The third one is about results' discussion of the whole research. Finally, this chapter provides some pedagogical recommendations (fourth section) for both listening and teaching field and future research on listening.

## Section One: Research Methodology

### Introduction

This research aims at proving that introducing communicative listening activities improve the learners' communicative competence. To test our hypothesis, we followed a methodology to collect the needed data from the participants in the research. Therefore, this section identifies the research variables, the participants, the methodology, the data collection tools and procedures used in this study.

#### 1. Research Variables

This study focuses on showing the effect of communicative listening activities on the learners' communicative competence which has two variables; communicative listening activities and communicative competence.

The success of the communicative listening activities during the listening sessions depends on the learners' level of understanding of what is being said (input). Furthermore, the learners' high level of communicative competence depends on the success of the implementation of communicative listening activities and the level of the understanding of what is being said.

Therefore, the independent variable is the communicative listening activities and the communicative competence is the dependent one.

#### 2. Research Population and Sample

The research population is the first year LMD students of English at the University of Bajaia. The sample consists of one group which is group five. It is divided into two subgroups; group A and group B in the listening laboratories. Group five consists of thirty students, the group A consists of fifteen students and group B has also fifteen students. The learners' age is between 19 and 23 years old. They have been all exposed to English for seven years approximately (four years in middle school and three years in secondary school).

The research is conducted with first year (group five) because they are beginners in the domain of listening in laboratories and communication. So any development in the learners' communicative abilities will be perceptible on them after the implementation of the experiment.

### **3. The Research Methodology**

We chose to use the quasi-experimental design in order to integrate several of communicative listening activities during the listening sessions to improve learners' communicative competence. Firstly, we implemented the pre- test to both groups (group A and group B) for the purpose of knowing the learners' listening comprehension level. Secondly, we presented seven lessons where each lesson contains pre- communicative listening activity (skill getting activity) and communicative listening activity (skill using activity). In each lesson, one of us presented and the other took the role of observation on the basis of learners' communicative competence, participation, motivation, interaction, interest towards subject matter, shyness and anxiety. After, finishing our presentation of the seven lessons, we implemented the post- test for both subgroups (group A and group B) in order to see if there was improvement on developing learners' communicative competence through introducing these communicative listening activities.

### **4. Data Collection Tools and Procedures**

During the experiment, we used some tools in order to collect our data;

#### **4.1. The Listening Tests**

In this research, two tests were administered in order to measure the listening comprehension and communicative ability of the learners. The first test was administered before the implementation of the communicative listening activities and the post test was administered after the implementation to see the effect of these communicative listening activities on developing learners' communicative competence.

#### **4.2. Direct Classroom Observation**

During our presentation of the seven lessons, observation was made directly on the basis of learners' communicative competence, participation, motivation, learners' interests towards the subject matter, Shyness, anxiety and interaction.

### **Conclusion**

This section elaborates the research design and methodology followed when collecting the data. Furthermore, this section gives more details about the research sample.

This section shows that each of the procedures and tools used during the data collection process tests different parts of our research, for example; the pre- test is designed to know the listening comprehension level and communicative ability of the learners. Communicative listening activities are implemented to enhance the communicative competence as well as the

listening comprehension level of the learners. The post-test is designed to know if the integration of communicative listening activities brings effective results to improve learners' communicative competence.

## **Section Two: Findings and Discussion of Results**

### **Introduction**

This study investigates how integrating communicative listening activities into listening sessions develop learners' communicative competence. This section presents the results of the pre- and post-study. The findings obtained through both studies provide answers to our research questions that are as follows;

1. Can teaching listening through communicative listening activities improve learners' communicative competence?
2. What is the effect of introducing communicative listening activities on developing learners' communicative competence?

### **1. The Pre-Study: Pre- Listening Test Description of Results**

This part elaborates the results obtained before the introduction of communicative listening activities into listening sessions.

#### **1.1. The Preliminary Test Description**

The preliminary listening comprehension and communicative competence test is made on February, 14<sup>th</sup> in order to measure the learners' listening comprehension level as well as their level of communicative ability before the implementation of communicative listening activities on the learners' communicative competence. The results of this preliminary test are compared with those of the post-test to see the effect of introducing these activities on learners' communicative competence.

The test was a beginner level. It consists of two parts and contains three activities; the first activity is to give a suitable title to the audio recording conversation, the second one is to put a cross in the correct answer and the third activity is to fill in the gaps where the learners are given a paragraph of the text being heard, then they listen to the recording and try to find appropriate words to put them in their right place. The second part contains one activity where students were asked to summarize orally one by one what she/he has understood from the audio recording conversation (learners' communicative competence).



## 1.2. The Preliminary Test Results

### Part One

The results of the preliminary listening comprehension test of group A are presented in the following table:

**Table 1:** Preliminary Mean of Learners' Listening Comprehension Test of Group A

Students	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	Mean
Scores 10/10	8	6.5	8	8	9	7.5	8.5	8.5	8.5	9	7	9	8.12

\* S stands in the table for student

\* 10/10 means that the pre- test was corrected on ten

The bar chart below represents the results of listening comprehension test of the group A

**Bar Chart 1:** The Learners' Preliminary Listening Comprehension Scores



The results obtained in the preliminary listening comprehension test of group B are shown in the table below:

**Table 2:** Preliminary Mean of Learners' Listening Comprehension Test of Group B

Students	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	Mean
Scores 10/10	9	7.5	9	6.5	8.5	9	6	8	10	8.5	7	8

\* S in the table stands for students

\*10/10 means that the pre- test was corrected on ten

The bar chart below represents the results of listening comprehension test of the group B

**Bar Chart 2:** The learners' Preliminary Listening Comprehension Scores



## Part Two

The results of the preliminary learners' communicative competence test Mean of group A are presented in the following table:

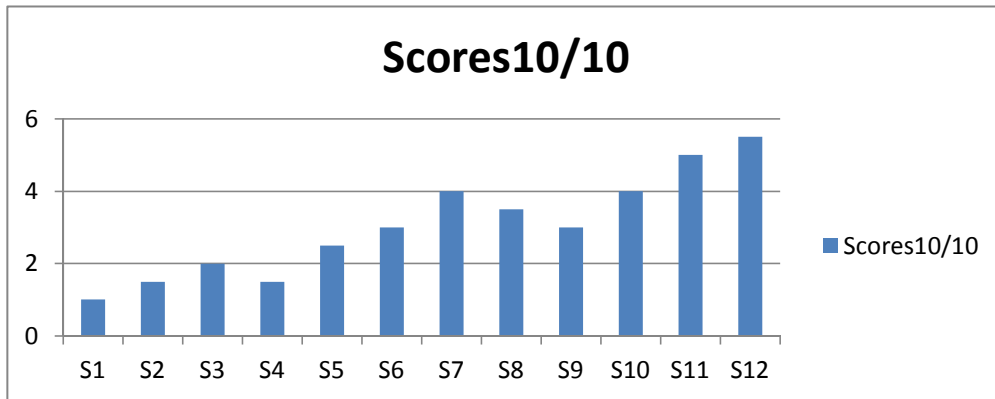
**Table 3:** Preliminary Mean of Learners' Communicative Competence Test of Group A

Students	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	Mean
Scores 10/10	1	1.5	2	1.5	2.5	3	4	3.5	3	4	5	5.5	3.04

\* S in the table stands for students

\*10/10 means that the pre- test was corrected on ten

The bar chart below represents the results of learners' communicative competence test of the group A

**Bar Chart 3:**The Learners' Preliminary Communicative Competence Scores

The results of the preliminary learners' communicative competence test of group B are presented in the following table:

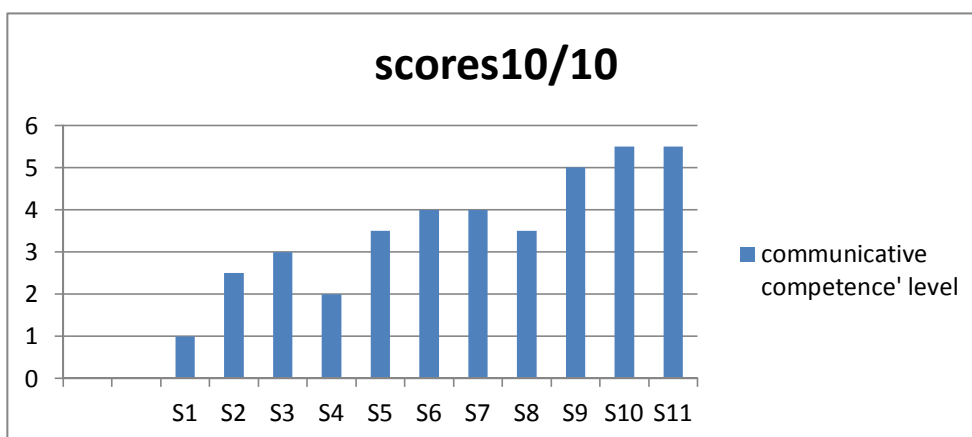
**Table 4:** Preliminary Mean Learners' Communicative Competence Test of Group B

Students	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	Mean
Scores 10/10	1	2.5	3	2	3.5	4	4	3.5	5	5.5	5.5	3.59

\* S in the table stands for students

\*10/10 means that the pre- test was corrected on ten

The bar chart below represents the results of learners' communicative competence test of the group B

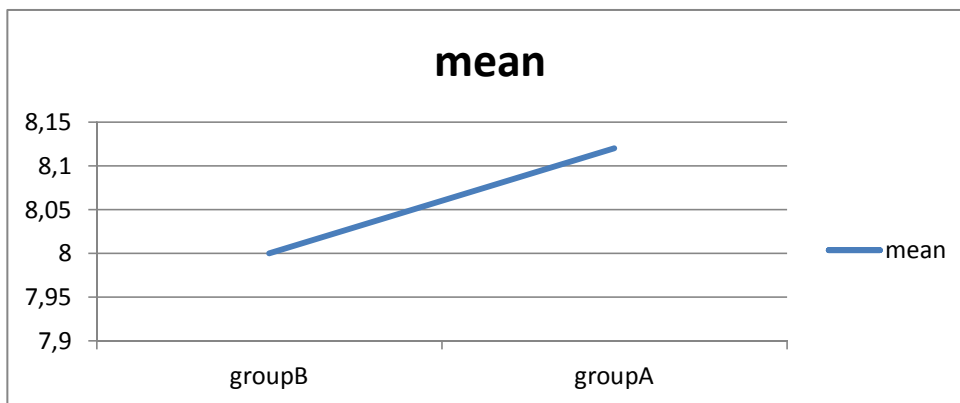
**Bar Chart 4:**The Learners' Preliminary Communicative Competence Scores

### 1.3. Discussion of Preliminary Test Results

The results of part one in tables 1 and 2 show the mean of group A and group B at the level of the listening comprehension.

The results obtained from the preliminary listening comprehension test show that the majority of the learners have a good listening comprehension at beginner level to the audio recorded conversation and understanding the language being heard. We can notice that more than 15 out of 23 learners have a good listening comprehension in this preliminary test. Therefore, the test shows that students' means are approximate to each other since the mean of both group A and group B turn around 8 and 8.12.

**Bar Line 5:**The Mean between Group A and Group B in Listening Comprehension

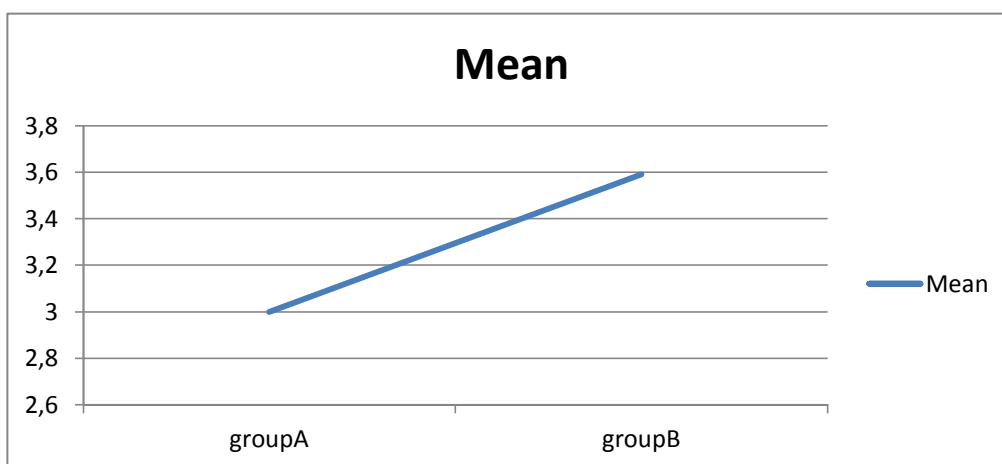


The results of part two in tables 1 and 2 show the mean of group A and group B at the level of learners' communicative competence.

The results obtained from the preliminary learner' communicative competence test show that the majority of the learners have bad capacity in producing language (communicative competence) although they have good listening comprehension at the beginner level. From the bar chart 1, we notice that in group A which consists of twelve students there were 5 students that have very low level, 5 students have low level and 2 students have average level in communicative competence test and from the bar chart 2, we marked in group B which consists of eleven students there were 3 students who have very low level, 5 students have low level and 3 students have average level. Thus, from the two bar charts we observed that the majority of students have difficulties in producing the output as the useless of discourse competence because they only cached part of normal speech and

unable to produce continuous and accurate discourse, the lack of strategic competence to maintain their speech (students have troubles when producing the output) and the unconscious of linguistic competence; they did not pay attention to the tense of verbs as one student said that Jack hate romantic films instead of saying Jack hates romantic films. Moreover, the learners made wrong sentence structures as one student said that what the film is? Instead of saying what is the film? So, not all learners use linguistic competence, in this way they are not able to use language appropriately and meaningfully. Furthermore, the majority of them did not display appropriate eye-contact, smile and conversation (not all learners use sociolinguistic competence).

**Bar Line 6:** The Mean between Group A and Group B in Communicative Competence



According to the preliminary test (listening comprehension and communicative competence), we observed that the students' speaking skill during the listening sessions is ignored and the learners just used to listen that is why, we discovered that the first year LMD students especially group five have good listening comprehension at beginner level but, they have low capacity in producing the output (communicative competence).

## **2. During the Implementation of Communicative Listening Activities (Seven Lessons) from Beginning level to Advanced one**

This part elaborates the description and the observation of each lesson.

## 1. The First Lesson

### 1.1. Description

On February, 21<sup>st</sup> the first lesson was presented to the first year LMD students especially to group five which was divided into two subgroups group A and group B from half past nine to one o'clock. This lesson entitled "Music' Styles", its objective is that learners will be able to understand the conversation between "Sara and Dave" after listening to the audio recording conversation and the level of listening of this lesson was beginner one. The lesson was divided into three major stages;

- **Pre- communicative task:** in this stage, we introduced one pre- communicative listening activity in which we asked these questions; what do you do in your free time? How do you feel when you listen to music? What types of music are you interested in (rock, pop or jazz)? And who is your favourite singer? In this pre- communicative listening activity learners were listened to these questions and answered to them by communicating and expressing their preferences.
- **Communicative task:** in this stage, we provided to students with one communicative listening task which is an audio recording conversation between Sara and Dave. In this activity, students were asked to listen carefully and transcribe all the conversation. Thus, students tried to comprehend it and at the same time transcribe it. Later on, the learners did the role play where one student asked and the other one answered? In this stage, we explained difficult words that the learners asked about them.
- **Evaluation phase** where we found that the selected communicative listening activities pushed learners to communicate as well as to interact.

### 1.2. Observation

During the implementation of the two communicative listening tasks, on the one hand we noted some difficulties as problem of materials in listening laboratory where the majority of computers and computers headsets did not work. That is why, we lose half an hour from the provided time. We also remarked that in both subgroups A and B there was always many absentees especially group B almost of them did not come. Some students hesitated to participate either because of their bad pronunciation or their shyness especially when doing the role play. Thus, the first implementation of communicative listening activity was unusual for students because they used just to listen then write in the listening laboratory and ignored the speaking skill. On the other hand, in this lesson we observed a good atmosphere because students were interested towards the subject matter (music' styles) where each one

participated by expressing their preferences about music. We also viewed that with the communicative listening activities students were motivated because of the role play.

From the first lesson, we deduced that learners were unfamiliar with communicative listening activities since they were familiar with listening activities.

**Table 5:**The Characteristics of the Observation Made in the First Lesson

<b>Checklist of the First Lesson</b>			
<b>Characteristics of observation</b>	<b>High</b>	<b>Average</b>	<b>Low</b>
<b>Participation</b>		✓	
<b>Motivation</b>		✓	
<b>Interest towards subject matter</b>	✓		
<b>Anxiety</b>	✓		
<b>Shyness</b>	✓		
<b>Communicative competence</b>			✓
<b>Interaction</b>		✓	

## 2. The Second Lesson

### 2.1. Description

On February, 28<sup>th</sup> the second lesson was presented to the first year LMD students especially to group five which was divided into two subgroups group A and group B from half past nine to one o'clock. This lesson entitled "Civilization", its objective is that learners will be able to understand the history of the kings of England after listening to the audio recording text and the level of listening of this audio recording was intermediate one. The lesson was divided into three major stages;

- **Pre- communicative task:** in this phase, we introduced one pre- communicative practice in which we asked orally some questions to the learners in order to let them cope with the second stage of this lesson. Thus, the questions were; Do you have a module of civilization? What do you think about this module (is it easy, new, difficult, etc)? What does the word civilization mean for you? What do you study in this module? In this pre- communicative listening activity, the learners were listened to these

questions and answered orally by communicating their opinions and difficulties towards the module of civilization.

- **Communicative task:** in this phase, we provided to students with one communicative listening activity which was an audio recording history talking about the kings of England. In this activity, the learners were listened carefully at the same time took notes because they need their notes in order to be able to answer to the questions written on the board. Thus, these questions were about the audio recording history; Did all countries have kings and queens? What are the countries that remained as monarchies? Who is the monarch? How are these countries called? Then, explain what is happened to their power? When and how did the king of England have not absolute power? What did the king of England make? The barons decided to resist so, what do they do for the king? Does England still have a constitutional monarchy? After listening to the audio recording history, the learners asked questions about some difficult words which were new for them and difficult as the barons, monarchies, civilization and Magna Carta. We explained all these difficult words to the learners as they were written on the board. After this, students started to answer orally to the questions of the communicative listening activity by taking into consideration. Later on, the learners copied the definitions of the difficult words and the correct answers of the questions.
- **Evaluation stage:** where we found that the selected communicative listening activities pushed the learners to communicate to understand as well as to participate.

## 2.2. Observation

During the implementation of the two communicative listening activities, we faced some problems as the majority of computers and computers headsets did not work. Thus, we lost fifteen minutes in this session from the provided time as also we remarked that in both subgroups A and B always there were many absentees. When students started to express their opinions about the module of civilization, all students said that they hate this module because of the teacher and there was one student who said that their marks in this module were bad. In this session, the participation was less than the first lesson because the listening level was changed from the beginning to intermediate level as also because of the subject matter they were not interested in (civilization). But after the explanation of difficult words that the learners asked for them after listening to the audio recording history of the kings of England, the participation raised especially when they answered to the questions of the communicative listening activity. Here, we observed that the learners made great efforts to understand the



history being heard even though they hate this module. We noted also that their motivation was less than the first lesson especially when they answered in the communicative listening activity, they did not give complete answers, one student give half answer and the other one complete it. So, we viewed that their communicative competence was low.

**Table 6:** The Characteristics of the Observation Made in the Second Lesson

<b>Checklist of the Second Lesson</b>			
<b>Characteristics of observation</b>	<b>High</b>	<b>Average</b>	<b>Low</b>
<b>Participation</b>			✓
<b>Motivation</b>			✓
<b>Interest towards subject matter</b>			✓
<b>Anxiety</b>		✓	
<b>Shyness</b>		✓	
<b>Communicative competence</b>			✓
<b>Interaction</b>			✓

### 3. The Third Lesson

#### 3.1. Description

On march, 03<sup>rd</sup> the third lesson was presented to the first was presented to the first year LMD students especially to group five which was divided into two subgroups group A and group B from half past nine to one o'clock. This lesson was entitled "changing lives", its objective is that learners will be able to understand what Jane did for African students after listening to the audio recording interview and the level of this lesson was intermediate level. The lesson was divided into three major stages;

- **Pre- communicative task:** in this stage, we introduced one pre- communicative listening activity which is an audio recording interview (part one) made with Jane in 2008 in order to help African students. In this communicative listening activity we asked two questions to the learners about Jane's trip. The first question was where and when did she go? The second one was what did she decided to do after the trip? After listening to the audio recording interview part one the learners answered orally to these

two questions.

- **Communicative task:** in this phase, we provided students with one communicative listening activity which an audio recording interview (part two) with Jane's trip. In this activity the students were asked to correct the wrong information orally in these following sentences; 1/ Jane's son chose the name Adlente Africa, which means "Go Forward", Africa' in Spanish. 2/ the new school opened in 2012. 3/ today the school has 75 children. 4/ Adlente Africa has also been trying to improve the children's English. 5/ they are building a home for the teachers. 6/ two of Jane's children have been helping in Uganda. 7/ Jane says that the school has changed children's lives because it has given them an education. 8/ Jane thinks that she gives more than she gets. 9/ the website has a video Jane's daughter took of her teaching the children. After listening to the listening activity, learners started to correct these wrong sentences orally. Later on, we asked the learners to summarize the trip of Jane from part one to part two and one by one orally.
- **Evaluation Phase:** in this phase, according to the summaries of the students we found that the trip that Jane made was well understood by the learners.

### 3.2. Observation

During the implementation of the two communicative listening tasks, we noticed that some difficulties; as a big problem of materials in listening laboratory in which all the computers as well as computers headsets did not work. So, in order not to waste time and to lose the session we decided to work with our personal computers. We also remarked that there were many absentees of both subgroups A and B as usual and always the same students who came to attend the session. In this session, we observed that the learners do not face difficulties when listening to both communicative listening activities with personal computers. The environment of listening laboratory was calm and the learners were concentrated to both audio recordings interviews at the same time took notes. After listening, we observed that learners were interested towards the subject matter (Changing Lives) because they enjoyed when Jane went to Africa and decided there to listen to the African students what they need in order to study in a good environment. So, from these cause the students were all of them motivated and participated by responding to the questions of both pre- communicative listening activity and communicative listening activity especially when they gave their summaries one by one orally we appreciated them. From the summaries given by the students we deduced that their communicative competence started to be improved because students started to pay attention to their tenses, correct forms of

sentences even though when they produced they still hesitated and took time when speaking.

**Table 7:** The Characteristics of the Observation Made in the Third Lesson

<b>Checklist of the Third Lesson</b>			
<b>Characteristics of observation</b>	<b>High</b>	<b>Average</b>	<b>Low</b>
<b>Participation</b>	✓		
<b>Motivation</b>	✓		
<b>Interest towards subject matter</b>	✓		
<b>Anxiety</b>		✓	
<b>Shyness</b>		✓	
<b>Communicative competence</b>		✓	
<b>Interaction</b>		✓	

## **4. The Fourth Lesson**

### **4.1. Description**

On march, 10<sup>th</sup> the third lesson was presented to the first lesson was presented to the first year LMD students especially to group five which was divided into two subgroups group A and group B from half past nine to one o'clock. This lesson was entitled "Difficult Celebrity", its objective is that learners will be able to comprehend what they watched after listening. The level of this lesson was intermediate level which was divided into three major stages;

- **Pre- Communicative Task:** in this phase, we introduced one pre- communicative listening activity in which we adopted new technique of listening which is watching videos. After learners watched, we asked them to guess the surprise of Kerri from a video. So, the students tried to find the surprise and explain why Kerri changed her opinion about American people.
- **Communicative Task:** in this phase, we provided students with one communicative listening activity which is a video to watch where we asked them to correct these wrong sentences after watching; 1/ Kerri's song is about love. 2/ Kerri plays in a band. 3/ Kerri used to go out with a member of the band. 4/ Only one of her parents was a musician. 5/

Kerri started playing the guitar when she was about 4. 6/ Her new album is very different from the previous one. 7 Kerri is been recording and touring recently. 8/ She is going to give a big concert in New York. During watching the learners were asked to take notes and tried to comprehend in order to be able to answer to the questions above. In this stage we gave definitions of some words which were difficult for the students; band, punk and gig.

- **Evaluation stage:** in this stage, we found that the learners understand better when watching.

#### 4.2. Observation

During the implementations of the two communicative listening activities, different problems were faced. The computers in listening laboratory did not work with watching videos. Thus, we implemented our personal computers; it was difficult for students to watch in personal computers because there were only two computers. So, when watching the learners found difficulties since they were not next to personal computers. However, when doing with both pre- communicative listening and communicative listening activities we observed that students appreciated listening at the same time watching and they find this funny, enjoyable and attracted more their attention. So, in this session they were more concentrated when watching, the atmosphere was pleasurable and the subject matter was appreciated by students. After watching, in pre- communicative listening activity the learners were easily able to guess why Kerri is surprised about America people and they were all of them expressing their opinions. In communicative listening activity the learners found new words which were ambiguous for them so they asked for their explanation. We observed that after the explanation of the ambiguous words, learners were able to answer orally and gave correct information for the wrong sentences of the communicative listening activity. And at the end of this session there was one student who sang. So, in this session we deduced that the learners enjoyed and appreciated it especially when watching.

**Table 8:** The Characteristics of the Observation Made in the Fourth Lesson

<b>Checklist of the Fourth Lesson</b>			
<b>Characteristics of observation</b>	<b>High</b>	<b>Average</b>	<b>Low</b>
<b>Participation</b>	✓		
<b>Motivation</b>	✓		
<b>Interest towards subject matter</b>	✓		
<b>Anxiety</b>		✓	
<b>Shyness</b>			✓
<b>Communicative competence</b>		✓	
<b>Interaction</b>	✓		

## 5. The Fifth Lesson

### 5.1. Description

On April, 4<sup>th</sup> the fifth lesson was presented to the first year LMD students especially to group five which was divided into two subgroups group A and group B from half past nine to one o'clock. This lesson was entitled "Failure and Success", its objective is that learners will be able to guess the six tips of improving English language after listening to the audio recording conversation and the level of listening of this lesson was intermediate level. The lesson was divided into three major stages;

- **Pre- Communicative Task:** in this phase, we introduced one pre- communicative listening activity in which we asked these questions; is English language your first choice when you got your baccalaureate exam?, do you like English language?, what do you do to improve your speaking skill? And can anyone in your family speak English? In this pre- communicative listening activity the learners were listened to these questions and answered to them by communicating and expressing their preferences, one student said that he liked English language because it is international language and the other one said because it is a foreign language. So, we discovered that most of

students the English language was their first choice.

- **Communicative Task:** in this phase, we provided students with one communicative listening activity which is an audio recording conversation about six advanced students of English giving their ways of improving English language where we asked learners to say the six tips and identify the best tip to learn and develop the English language. Thus, students tried to comprehend it at the same time take notes. Later on, each student answered by communicating saying his/her way of learning and improving the English language, one student said that my best way is to listen to music and sing it just after and the other one said that he preferred to watch and play games with English language. Thus, the tips were different from one student to another. In this stage, we explained also difficult words that the learners asked about them.
- **Evaluation Phase:** where we found that the selected communicative listening activities pushed learners to communicate as well as to interact. In addition to this, we guessed the most enjoyable tip for the learners in order to develop the English language

## 5.2. Observation

During the implementation of the two communicative listening tasks, on the one hand we noted some difficulties as problem of materials in listening laboratory where the majority of computers and computers headsets did not work. That is why, we lose half an hour from the provided time as well as we remarked that there were many absentees of both subgroups A and B as usual and always the same students who came to attend the session. In this lesson, some students hesitated to participate because of their bad pronunciation and their shyness. Thus, the fifth implementation of communicative listening activities was enjoyable for students because they started to be familiar with speaking skill during the listening sessions. So, we marked that the environment were changed where the learners were pushed to communicate and express their ideas. On the other hand, in this lesson we observed a good atmosphere because students were interested towards the subject matter (tips to improve the English language) where each one participated by saying his/her best way for developing their speaking skill. We also viewed that with the communicative listening activities students were motivated because of the subject matter which was interested for them. So, we can say that the successful of choosing a theme according to the needs of the students in the listening laboratory motivate them as well as push them to communicate.

From the fifth lesson, we deduce that learners started to be familiar with communicative listening activities because they were unfamiliar with them in listening laboratory.

**Table 9:** The Characteristics of the Observation Made in the Fifth Lesson

<b>Checklist of the Fifth Lesson</b>			
<b>Characteristics of observation</b>	<b>High</b>	<b>Average</b>	<b>Low</b>
<b>Participation</b>	✓		
<b>Motivation</b>	✓		
<b>Interest towards subject matter</b>	✓		
<b>Anxiety</b>		✓	
<b>Shyness</b>		✓	
<b>Communicative competence</b>		✓	
<b>Interaction</b>	✓		

## 6. The Sixth Lesson

### 6.1. Description

On April, 11<sup>th</sup> the sixth lesson was presented to the first year LMD students especially to group five which was divided into two subgroups group A and group B from half past nine to one o'clock. This lesson was entitled "Modern Manners", its objective is that learners will be able to know the difference between British and Russian manners after listening to the audio recording text and the level of listening of this lesson was advanced level. The lesson was divided into three major stages;

- **Pre- Communicative Task:** in this phase, we introduced one pre- communicative listening activity in which we asked these questions; imagine that you have been invited to stay for a weekend with your partner's family, think of three things to think that it would be bad manners to do? In this pre- communicative listening activity the learners were listened to these questions and answered to them by communicating and expressing their preferences as one student said that smiling all the time is a bad manner and another student said that speaking when eating is also a bad manner. Thus, the learners imagined different bad manners since each one said his/her bad manner to do when staying with partner's family.
- **Communicative Task:** in this phase, we provided students with one communicative listening task which is an audio recording text about Miranda Ingram who is married to

Alexander Anichkim talking about the difference between British and Russian manners. In this activity, students were asked to listen carefully and try to comprehend at the same time take note. Later on, they communicated by correcting the following wrong sentences; in Russia you should say please when you ask someone to do something, when Miranda went to Russia the first time Alexander's friends were delighted because she smiled all the time, Alexander thinks that the English sometimes use very polite expressions unnecessarily and the last sentence is; Alexander thinks that the English are too direct. So, the learners corrected the wrong sentences orally and at the same time we asked someone else to repeat the correction. In this stage, we explained difficult words that the learners asked about them as ridiculous, delighted and guests.

- **Evaluation Phase:** here, we found that the selected communicative listening activities pushed learners to communicate as well as to interact by distinguishing between British and Russian manners.

## 6.2. Observation

During the implementation of the two communicative listening tasks, on the one hand we noticed some difficulties as problem of materials in listening laboratory where the majority of computers and computers headsets did not work. That is why we lose half an hour from the provided time. Thus, we noticed that this problem was repeated in each session. In addition to this, few students always hesitated to participate because of their bad pronunciation and shyness especially when expressing their imaginations and correcting wrong sentences. Thus, the first implementation of communicative listening activities was helpful for students and motivated them because they used their imaginations as well as they searched in order to find the correction of the wrong sentences and say it orally. On the other hand, in this lesson we observed a good atmosphere because students were interested and motivated where each one participated by expressing their imagination about the bad manner when staying with the partner's family and they were motivated to correct orally the wrong sentences even though students were not used to speak in listening laboratory. We also viewed that with the communicative listening activities students were familiar with producing the output, communicating, expressing their ideas in listening sessions. So, we can say that pushing learners to produce the output in the listening laboratory help learners to speak and develop their communicative ability.

From the fifth lesson, we deduce that learners were familiar with communicative listening activities although they were unfamiliar them in the first lesson.



**Table 10:** The Characteristics of the Observation Made in the Sixth Lesson

<b>Checklist of the Sixth Lesson</b>			
<b>Characteristics of observation</b>	<b>High</b>	<b>Average</b>	<b>Low</b>
<b>Participation</b>	✓		
<b>Motivation</b>	✓		
<b>Interest towards subject matter</b>	✓		
<b>Anxiety</b>			✓
<b>Shyness</b>		✓	
<b>Communicative competence</b>		✓	
<b>Interaction</b>	✓		

## 7. The Seventh Lesson

### 7.1. Description

On April, 18<sup>th</sup> the last lesson was presented to the first year LMD students especially to group five which was divided into two subgroups group A and group B from half past nine to one o'clock. This lesson was entitled "Social networks", its objective is that learners will be able to guess the advantages and disadvantages of using Facebook after listening to the audio recording text and the level of listening of this lesson was advanced level. The lesson was divided into three major stages;

- **pre- communicative task:** in this stage, we introduced one pre- communicative listening activity in which we asked these questions; do you prefer to use Facebook or any other social networks?/if yes, how do you think about it? And How much of time do you spend on Facebook or other social networks? In this pre- communicative activity the learners were listened to these questions and answered to them by communicating and expressing their points of view as the majority of them said that they use Facebook every day. One student said that he uses Facebook all his time and he cannot spend one day without it and another student said that from social networks, Facebook is his preferable social network because he makes him funny. Thus, the learners communicating by expressing their points of view about social networks.

- **Communicative Task:** in this stage, we provided to students with one communicative listening task which is an audio recording text about four people who phone radio programme; George, Beth, Cathlin and Ned. In this activity, students were asked to listen carefully and try to comprehend at the same time transcribe it. Later on, they communicated by answering to the following questions; in this radio programme, who is the most positive and negative about facebook? And say why they are positive and negative? After answering to these questions, we marked that most of students said that Beth is the most positive about facebook which was the correct answer to the question. So, the learners answered to the questions orally and at the same time we asked someone else to repeat the answer. In this stage, we explained difficult words that the learners asked about them as strangers and fewer.
- **Evaluation Phase:** here, we found that the selected communicative listening activities pushed learners to communicate as well as to interact by guessing advantages and disadvantages of using Facebook social network.

## 7.2. Observation

During the implementation of the two communicative listening tasks, on the one hand we noted some difficulties as problem of materials in listening laboratory as usual where the majority of computers and computers headsets did not work. That is why, we lost half an hour from the provided time as well as we remarked that there were many absentees of both subgroups A and B and always the same students who came to attend the session. Thus, we noticed that the problems of materials and absentees were repeated in each session. In addition to this, two students always hesitated to participate because of their bad pronunciation and shyness especially when expressing their points of view. Thus, the last implementation of communicative listening activities was helpful for students because they express their ideas about this social network which was the preferred one for them. Moreover, they searched in order to answer orally to the questions. On the other hand, in this lesson we observed a good atmosphere because students were interested and motivated where each one participated by expressing their ideas about the advantages and disadvantages of using Facebook social network as well as they were motivated to answer orally to the questions even though students were not used to speak in listening laboratory. We also viewed that with the communicative listening activities students were familiar with producing the output, communicating, expressing their ideas in listening sessions. So, we can say that pushing learners to produce the output in the listening laboratory help learners to speak and develop

their communicative ability.

From the last lesson, we deduce that learners were familiar with communicative listening activities although they were unfamiliar with them in the first lesson. Therefore, introducing communicative listening activities in the listening sessions develop learners' communicative competence since the learners were motivated, interested and communicating during the implementation of the seven communicative listening activities from beginner level to advanced one.

**Table 11:** The Characteristics of the Observation Made in the Seventh Lesson

<b>Checklist of the Seventh Lesson</b>			
<b>Characteristics of observation</b>	<b>High</b>	<b>Average</b>	<b>Low</b>
<b>Participation</b>	✓		
<b>Motivation</b>	✓		
<b>Interest towards subject matter</b>	✓		
<b>Anxiety</b>			✓
<b>Shyness</b>		✓	
<b>Communicative competence</b>		✓	
<b>Interaction</b>	✓		

### **3. The Post-Study: Post-Listening Test Description of Results**

This part elaborates the results obtained after the implementation of communicative listening activities into listening sessions.

#### **3.1. The Post-Test Description**

The post- listening comprehension and communicative competence test is made on April, 25<sup>th</sup> in order to measure learners' listening comprehension level as well as their level of communicative ability after the implementation of communicative listening activities. The post-test was made in order to see if the implementation of communicative listening activities with beginner, intermediate and advanced level during the seven sessions in listening

laboratory from February, 21<sup>st</sup> to April, 18<sup>th</sup> bring effective results on developing learners' communicative competence as well their listening comprehension.

The post-test was advanced level. It consists of two parts and contains four activities; the first part contains three activities; the first activity is to give a suitable theme to the audio recording text, the second one is to fill in the gaps where the learners are given a paragraph of the text being heard, then they listen to the audio recording text and try to find the appropriate words to put it in their right place. The third activity is to correct the wrong sentences. For the second part, it contains one activity where students were asked to summarize orally one by one what she/he has understood from the audio recording text. (Learners' communicative competence).

### 3.2. The Post-Test Results

#### Part one

The results of the post listening comprehension test of group A are presented in the following table:

**Table 12:** Post Mean of Learners' Listening Comprehension Test of Group A

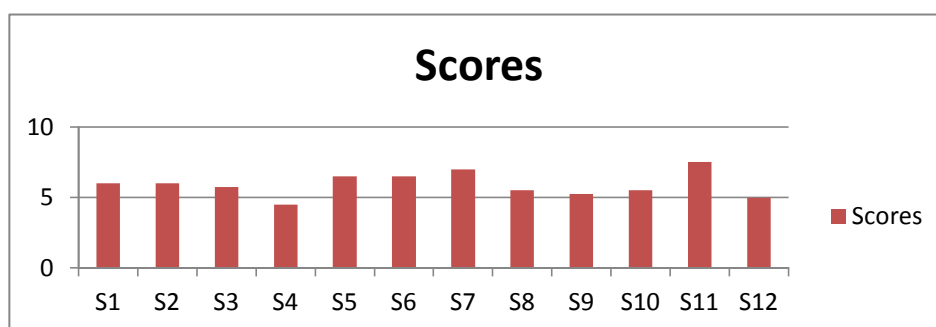
Students	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	Mean
Scores 10/10	6	6	5.75	4.5	6.5	6.5	7	5.5	5.25	6.5	7.5	5	6

\* S stands in the table for student

\* 10/10 means that the pre- test was corrected on ten

The bar chart below represents the results of listening comprehension test of the group A

**Bar Chart 7:** The Learners' Post Listening Comprehension Scores



The results obtained in the post listening comprehension test of group B are shown in the table below:

**Table 13:** Post Mean of Learners' Listening Comprehension Test of Group B

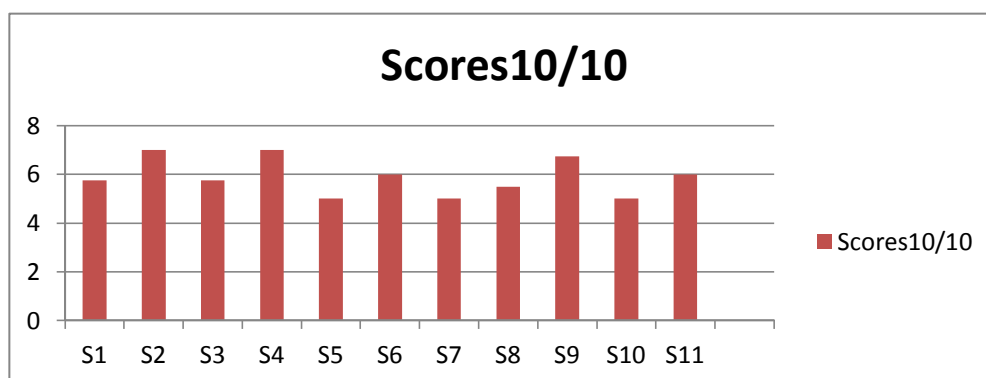
Students	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	Mean
Scores 10/10	5.75	7	5.75	7	5	6	5	5.5	6.75	5	6	5.88

\* S in the table stands for students

\*10/10 means that the pre- test was corrected on ten

The bar graph below represents the results of listening comprehension test of the group B

**Bar Chart 8:** The Learners' Post Listening Comprehension Scores



## Part Two

The results of the post learners' communicative competence test of group A are presented in the following table:

**Table 14:** Post Mean of Learners' Communicative Competence Test of Group A

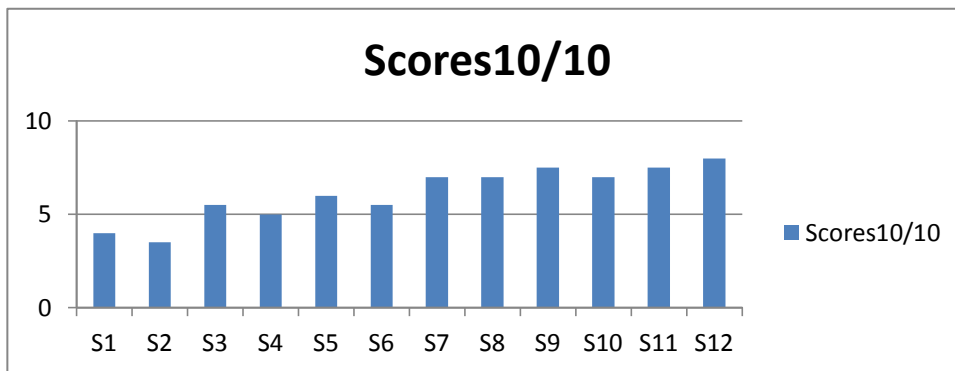
Students	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	Mean
Scores 10/10	4	3.5	5.5	5	6	5.5	7	7	7.5	7	7.5	8	6.12

\* S in the table stands for students

\*10/10 means that the pre- test was corrected on ten

The bar chart below represents the results of learners' communicative competence test of the group A

**Bar Chart 9:**The Learners' Post-Test Communicative Competence Scores



The results of the post learners' communicative competence test of group B are presented in the following table:

**Table 15:** Post Mean of Learners' Communicative Competence Test of Group B

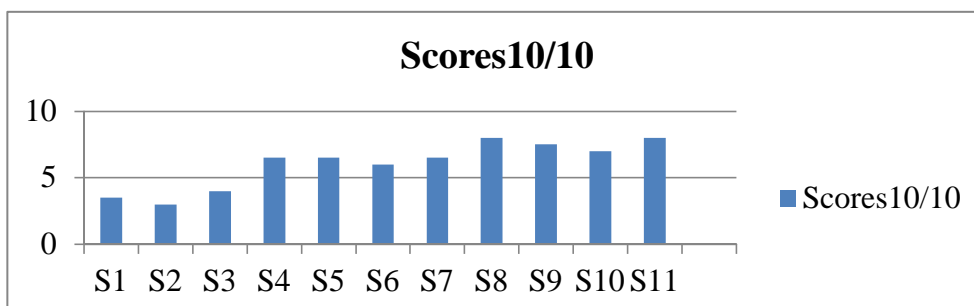
Students	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	Mean
Scores 10/10	3.5	3	4	6.5	6.5	6	6.5	8	7.5	7	8	6.04

\* S in the table stands for students

\*10/10 means that the pre- test was corrected on ten

The bar chart below represents the results of learners' communicative competence test of the group B

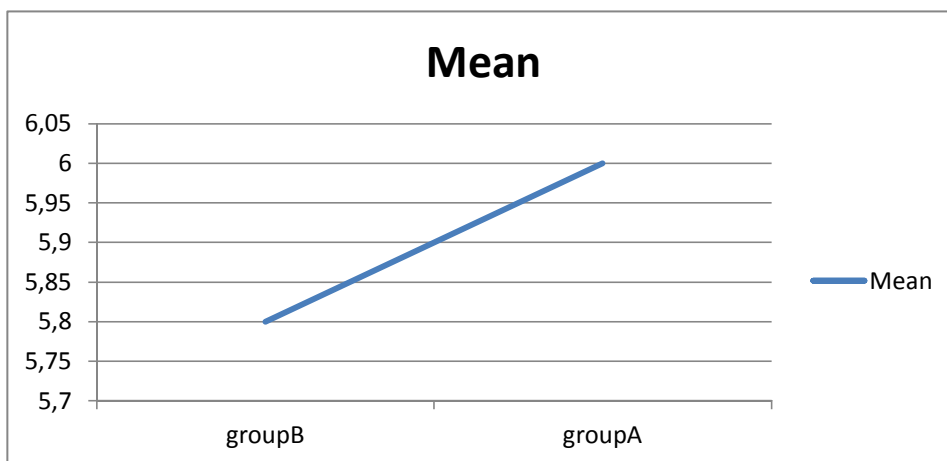
**Bar Chart 10:** The Learners' Post Communicative Competence Scores



### 3.3. Discussion of Post-Test Results

The results of part one in tables 1 and 2 showed the mean of group A and group B at the level of the listening comprehension. The results obtained from the post-listening comprehension test show that the majority of the learners have average listening comprehension at the advanced level. We can notice that more than 17 out of 23 learners have average listening comprehension in this post-test. Therefore, the test shows that students' scores are approximate to each other since the mean of both group A and group B turn around 5.88 and 6.

**Bar Line 11:**The Mean between Group A and Group B in Listening Comprehension

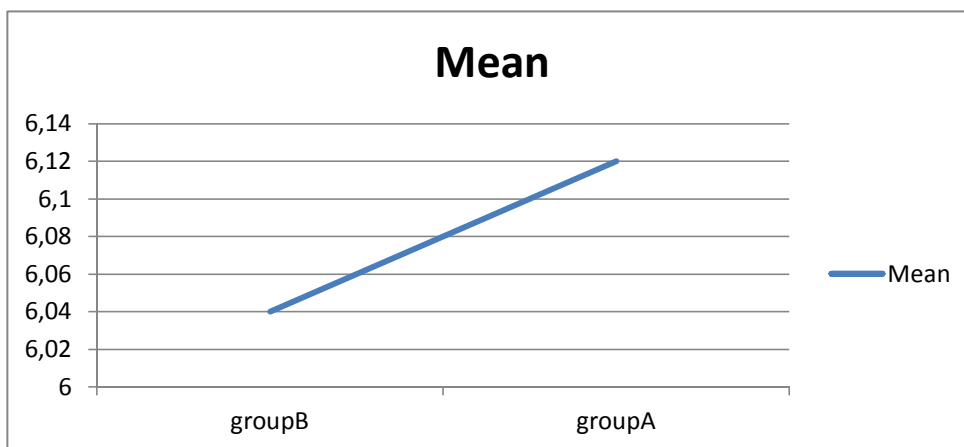


The results of part two in tables 1 and 2 showed the difference between group A and group B at the level of learners' communicative competence.

The results obtained from the post learner' communicative competence test show that the majority of the learners have average in producing language (communicative competence). From the bar graph1, we notice that in group A which consists of twelve students there were 2 students who have bad level, 4 students have average level, 6 students have good level in and no student who had excellent level in communicative competence test and in bar graph 2, we discovered that in group B which consists of eleven students there were 3 students who have bad level, 4 students have average level and 4 students who have good level and no student who has excellent level in communicative competence test. In this post-test, we observe that the majority of students improve their level of communicative competence from low level to average one due to the implementation of communicative listening activities from beginning to advanced level. Moreover, we notice that learners'

discourse competence is improved because they were able to catch different parts of normal speech, they were able to produce continuous and accurate discourse and able to maintain their speech (the useful of strategic competence). During the post communicative activity, we noticed that the majority of the learners pay attention to their linguistic competence (tense, sentence structures, etc.). In addition to these, when summarizing the learners were able to display appropriate eye- contact and smile (useful of sociolinguistic competence). So, we deduce that the successful of this improvement is thanks to the implementation of different communicative listening activities in listening laboratory.

**Bar Line 12:** The Mean between Group A and Group B in Communicative Competence



According to the post- test (listening comprehension and communicative competence), we deduced that during the presentation of the seven lessons (communicative listening activities), both listening and speaking skills were used and developed. That is why, group five improved their speaking skill from beginner level to advanced level.

## 4. Discussion of the Results between Pre- Test and Post-Test

### 4.1. The Pre and the Post Listening Comprehension Test' Discussion

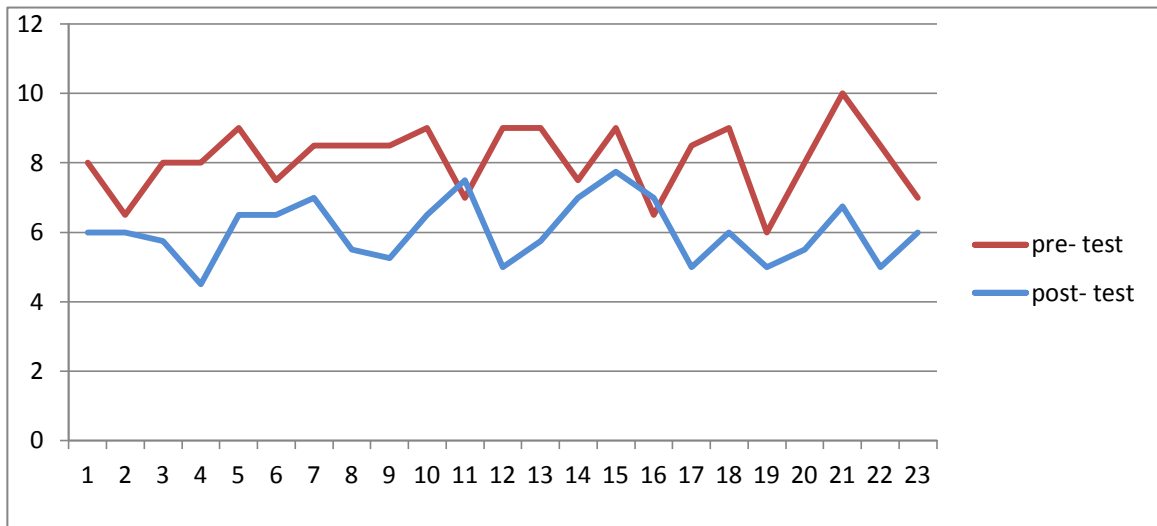
From the pre and the post- listening comprehension test, we observe that the mean of group A and group B turn around 8 and 8.12 in pre- test at beginner level. In the in post-test the mean of the both subgroups turn around 5.88 and 6 at advanced level. So, we say that in the pre- test learners have good listening comprehension at beginner level and in the post-test they have average listening comprehension at advanced level. From these results, we deduce that through the implementation of communicative listening activities, learners have good listening comprehension at beginner level and average listening comprehension at advanced



one as illustrated in the following bar line.

The following bar lines illustrate these results;

**Bar Line 13: Pre and Post-Test' Listening Comprehension**

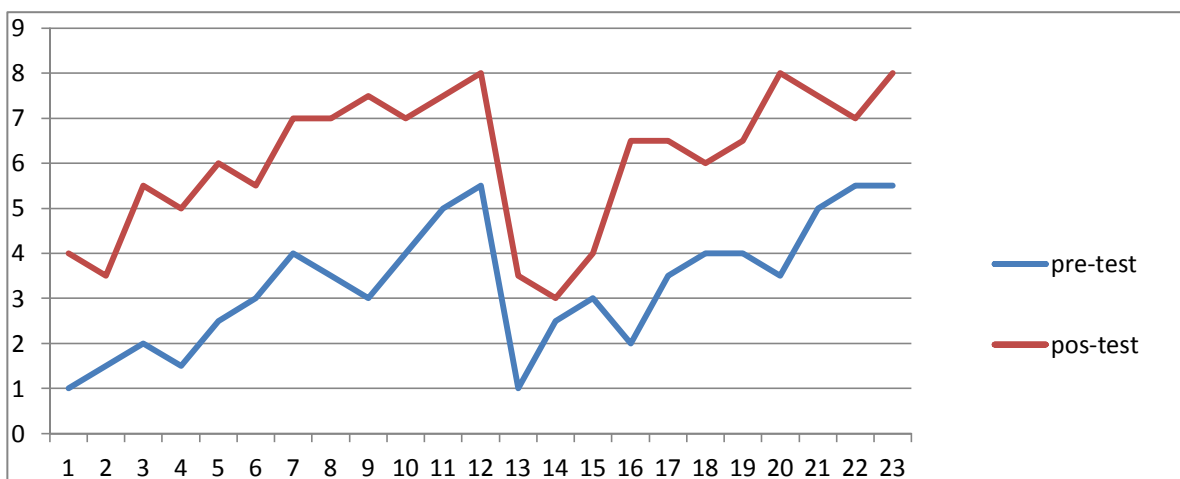


**4.2. The Pre and the Post Communicative Competence Test' Discussion**

From the pre and the post communicative competence test, we observe that the mean of group A and group B turn around 3 and 3.59 in pre- test at beginner level. In post-test the mean of the both subgroups turn around 6.04 and 6.12 at advanced level. So, we say that in pre- test learners have low communicative competence at beginner level but, in post-test they have average communicative competence at advanced level. From these results, we deduce that through the implementation of communicative listening activities, learners develop their communicative competence from low communicative ability at beginner level to average communicative capacity at advanced level as it show in the following bar line.

The following bar lines illustrate these results;

**Bar Line 14: Pre and Post-Tests' Communicative Competence**



## **Conclusion**

To conclude, this section contains four parts; the preliminary test description and the preliminary test results for both listening comprehension and communicative competence. In this preliminary test, we discovered that the two subgroups had a good listening comprehension and low communicative competence at beginner level, the description and the observation of the presentation of the seven lessons with beginner, intermediate and advanced level, the post-test description and the post-test results for both listening comprehension and communicative competence where we discovered that the two subgroups A and B had average in listening comprehension and average communicative competence at advanced level and the discussion of the results between pre- test and post-test of both listening comprehension and communicative competence test where we discovered that the majority of learners improve their listening comprehension as well as their communicative capacity.

### Section Three: Results' Discussion

The majority of learners choose English in order to communicate with the English language fluently and accurately. This shows the importance of the speaking skill in the listening sessions. As future teachers, we find this topic important and very interesting. Therefore, our research work shows the effect of communicative listening activities on developing learners' communicative competence.

This study aims at knowing the effect of introducing communicative listening activities into listening comprehension sessions on first year LMD Students at the Department of English, University of Bejaia to improve the learners communicative competence. Thus, our research topic consists of two variables; communicative listening activities and communicative competence. In order to test our hypothesis we designed a quasi-experimental study where direct classroom observation for both pre and post communicative competence and listening comprehension tests and the implementation of the seven lessons (qualitative method). The quantitative method is also used in this study where the pre and post communicative competence and listening comprehension tests were handed. Thanyalak Oradeeis' research (2012) is based on both qualitative and quantitative methods where he implemented pre- and post- tests (quantitative method) and observation during the implementation of three communicative activities; discussion, problem- solving and role- playing (qualitative method) on 49 students of SatriRachinuthit School, UdonThani, Thailand. Furthermore, Gyeonghui Kim' research (2011) based also on quantitative and qualitative methods on using authentic materials as textbooks to develop Korean students' communicative competence.

The experiment is made on first year LMD students of English at the University of Bajaia especially group five which is divided into two subgroups; group A and group B in listening laboratories. After the analysis of the obtained data, the preliminary test reveals that the student' speaking skill during the listening sessions is ignored and the learners just used to listen, as in Fan Fang' research (2010) found that in Chinese Colleges do not apply Communicative Approach that is to say, the speaking skill is also ignored in Gyeonghui Kim' research (2011) in which he said that in Korean classes, teachers based on reading and listening skills where the speaking skill is neglected. Moreover, we have discovered that the first year LMD students especially group five have good listening comprehension at beginning level but, they have low capacity in producing the output (communicative

competence). Both listening and speaking skills are used and developed where we found that they have good listening comprehension at advanced level and average level in their communicative competence. As Ishrat' research (2012) revealed that teaching through the information gap principle helps learners to speak, encourage participation and use English fluently.

From the pre and the post- listening comprehension test, results revealed that the mean of group A and group B turn around 8 and 8.12 in pre- test at beginner level and in post-test the mean of the two subgroups turn around 5.88 and 6 at advanced level. So, we say that in pre- test the learners for both subgroups have good listening comprehension at beginner level and in post-test they have average listening comprehension at advanced level. From these results, we deduce that through the implementation of communicative listening activities, learners have good listening comprehension at beginning level and average level at advanced one.

From the pre and the post communicative competence test, we revealed that the mean of group A and group B turn around 3 and 3.59 in pre- test at beginning level and in post-test the mean of the two subgroups turn around 6.04 and 6.12 at advanced level. So, we say that in pre- test the learners for both subgroups have low communicative competence at beginning level and in post-test they have average communicative competence at advanced level. From these results, we deduce that through the implementation of communicative listening activities, learners develop their speaking ability from low communicative competence at beginning level to average communicative ability at advanced level.

From these results, we confirm our hypothesis that implementing communicative listening activities into listening sessions develops learners' communicative competence as well as their listening comprehension. So, both listening and speaking skills are important in listening laboratory because they are interrelated. As ThanyalakOradeeis' research (2012) goes hand in hand with his hypothesis that the three communicative activities (discussion, problem- solving and role- play) develop students of SatriRachinuthit School, UdonThani, Thailand communicative competence.

The findings lead us to conclude that listening is a crucial process in communication and introducing communicative listening activities into listening sessions help learners to

know how to negotiate the meaning, how to ask for clarification and what behaviours should be associated when communicating, etc. Thus, the success of these communicative listening activities is attached to the learners' level of understanding of the text being listened to and the level of understanding is depending on some difficulties that teachers have to overcome as; speakers' speech rate, colloquial language and long sentences, etc. In this case, the discussion with learners will be beneficial and learners' needs during the listening sessions should be taken into consideration.

To conclude, the comprehension of communicative listening activities allows developing learners' communicative competence and the kind of these activities should be designed carefully with a clear objective and appropriate materials because during our experiment, we faced many problems where the implementation of communicative listening activities during listening sessions was difficult in language laboratory due to the lack of materials where the majority of computers and computers headsets do not work. This seems to be inappropriate for classroom collaboration and interaction. That is why, during the listening sessions we lost half an hour from the provided time as well as there were many absentees of both subgroups A and B and always the same students who do not come to attend the session. Moreover, we find that the learners were unfamiliar with the use of communicative listening activities (the neglecting of speaking skill). So, future researches should provide appropriate ways in which listening comprehension should be taught, explore the activities and the materials that help learners to admire and enjoy the listening sessions, investigate better ways in which learners can benefit more from listening sessions (ways to improve learners' communicative competence, listening abilities, pronunciation, etc.) and in listening comprehension (we mean when the objective is to understand what is being listened to) should find solutions to the listening difficulties (especially speech rate difficulty) because if the learners do not understand they will not be able to develop anything else. As the study of Benter Oseno Gudu (2015) searched on (Speaking Skills in English Language Using Classroom Activities in Secondary School Level in Uldoret Municipality) recommended that students should be given opportunities to practice using authentic English language in context. Thus, teachers should integrate various activities in a lesson to meet learners' needs and curriculum to acknowledge learners' cultural background in order to enhance their learning outcomes.

## **Section Four: Recommendations**

### **Introduction**

We deduced through the results of the pre- test (by taking into consideration learners' listening comprehension and communicative competence), the implementation of the seven lesson plans (various and different communicative listening activities) and the post-test (learners' listening comprehension and communicative competence) through this research, learners are motivated to learn language since the communicative listening activities match with their goals, needs and interests. However, learners had positive attitudes towards the implementation of communicative listening activities because they came familiar with communication during listening sessions. These have improved their listening comprehension as well as their communicative competence.

In this section we will try to design practical techniques, according to the findings of this research work, that push learners to have positive attitudes towards the listening sessions, at the same time to improve their communicative competence and avoid boredom during listening sessions. These suggested techniques are deduced from the experiment conducted in this research, through the outcomes of the pre- test, the implementations of the seven lessons (communicative listening activities) and the post- test.

### **1. Recommendation for Teaching Listening**

#### **1.1. Introducing Communicative Listening Activities into Listening Sessions when the Aim is Communicative Competence**

As we saw earlier, learners' needs in language learning are shaped by their willingness to use the language and develop their speaking and communicative abilities. In listening sessions, learners do not match their goal of studying English. Therefore, the learners' motivation to attend the listening sessions decreases as they lost their interest in this crucial skill.

It is important to take the learners' needs into consideration when designing the language learning activities, especially during the listening sessions. In addition, the learners are considered as being task-involved when this task has relation with learners' interests (Nicholls, 1990: Cited in Rojas, 1995).

Consequently, to match the learners' goal with the activities performed during the listening

sessions, teachers should introduce communicative listening tasks so as to allow learners to use the language, to be motivated and participate during the listening sessions.

### **1.2. Providing the Learners with Interactive and Enjoyable Environment During the Listening Sessions**

The surrounding and the environment are important in language learning. During the traditional listening sessions, learners are supposed to just understand what is being listened to. Learners' needs are not taken into consideration and the environment is not motivating. Through increasing learners' motivation in listening sessions, their negative attitudes toward the listening sessions will diminish.

### **1.3. The Listening Sessions have to Set a Clear Objective**

In each session, the teachers should set clear objectives to be achieved through the listening process. This helps learners to focus their attention on these objectives and to achieve them (Ziad, 202). The topics and the materials in general should be appropriate to the objectives. Moreover, the teacher should invite the learners to discuss the objectives being set. In this way, the teacher will be aware of what problem the learners have during the listening process and can come with some solutions to overcome these problems.

### **1.4. The Topics Should be Chosen According to the Learners' Needs**

The topics are one of the most crucial aspects that affects on the listening process. Learners are active when the topics have relation to what they think is interesting. The kind of the topic should fit the aim of the listening process (for example when the objective is to enhance learners' communicative competence, a cultural topic will fit the aim because cultural topics allow discussions and opinion exchange).

### **1.5. Comprehension Questions are Important in Listening Sessions**

The comprehension questions during listening sessions guide learners during the listening process. These questions help learners to pay attention to the flow of the event of what is being exposed to. After that, the correction of comprehension questions aim at helping learners to exchange the ideas that each learner has interpreted after the listening process.

### **1.6. The Listening Sessions should Consist of Three Phases**

Listening sessions with their different objectives should have three main phases: pre-communicative task where the teachers provide learners with one pre communicative listening activity to let the learners cope with the content of the lesson by helping them to be aware of what will be listened to. This phase helps the learners to construct a background

knowledge which will help them in understanding the text of the recording (difficult aspects of it) as well as it helps the teachers to know the preferences and the points of view of their students about the subject matter. The second phase is communicative task where the teachers provide learners with one communicative listening activity where the learners are asked to listen carefully, try to comprehend and take notes. After listening, teachers will ask their learners different questions orally (for example correcting the wrong sentences), summarize what they have understood from the recording text, conversation or from the video or doing the role play). Thus, the learners will communicate by expressing their ideas, correcting wrong sentences and doing the role play, ect. Finally, the last phase is evaluation phase where the teachers give feedback to their students and they will check if the provided communicative listening activities bring effective results on having good interaction in the listening laboratory, at the same time the students take into consideration the feedback of the teacher.

## **2. Further Recommendations to Future Research on Listening**

Listening is an important skill which can provide much help to EFL learners. Here are some pedagogical research recommendations concerning listening comprehension

1. The future listening researches should aim at providing the appropriate ways in which listening comprehension should be taught.
2. The future researches should aim at exploring communicative listening activities and the materials that help learners to admire and enjoy the listening sessions.
3. The future researches should investigate better ways in which learners can benefit more from listening sessions (ways to improve learners' communicative competence, listening abilities, pronunciation,ect.)
4. The future researches in listening comprehension (we mean when the objective is to understand what is being listened to) should aim at finding solutions to the listening difficulties (especially speech rate difficulty) because if the learners do not understand they will not be able to develop anything else.

## **Conclusion**

As a conclusion, the purpose of this research is to confirm that introducing communicative listening activities to listening sessions helps learners to enhance their communicative competence. Since listening is the source of any input and knowledge as well as the communicative competence is to say the ability to produce the output appropriately and accurately. Thus, listening and communicative competence are interlinked. However, a



number of issues can affect this relation as the choice of topics and materials. That is why, the level of success of achieving high communicative competence through implementing communicative listening tasks in listening laboratory is attached to other issues that teachers should take them into consideration. So, this section provided some pedagogical recommendations that contribute in designing a good way of teaching listening comprehension.

## General Conclusion

This study shows the effect of introducing communicative listening tasks on First year LMD students' communicative competence at the Department of English University of Bejaia. This study aims at showing the importance of well-designed communicative listening activities in developing learners' communicative ability.

To reach our purpose, we adopted a quasi-experimental design where a quantitative and a qualitative analysis were used. During the experiment, some procedures were taken in order to test our hypothesis. The pre and post- listening comprehension and communicative competence tests are done in order to see whether introducing communicative listening activities affect positively or negatively on the learners' communicative abilities (where the post scores are compared with the pre-scores). The pre-test was handed to learners to know their levels in both listening comprehension and their communicative abilities to produce the English language at the beginner level before the implementation of the seven lessons where we presented in each lesson one pre-communicative listening activity (skill getting) and one communicative activity (skill using) with beginner, intermediate and advanced level. The post-test handed to students in order to know if introducing these communicative listening tasks benefit them positively or negatively on their communicative competence.

After the analysis of the obtained data, the pre- listening test revealed that both subgroups A and B have approximate listening comprehension and communicative competence abilities. Then, the post-test showed that the introduction of communicative listening activities into listening sessions does not affect negatively the learners' listening comprehension and communicative abilities. On the one hand, because the mean of group A and group B turn around 8 and 8.12 in pre- test at beginner level and in post- test the mean of the both subgroups turn around 5.88 and 6 at advanced level. So, from these results, we deduce that through the implementation of communicative listening activities, learners have very good listening comprehension at beginner level, good listening comprehension at intermediate level and average listening comprehension at advanced level. on the other hand, the mean of group A and group B turn around 3 and 3.59 in pre- test at beginning level and in post- test the mean of the both subgroups turn around 6.04 and 6.12 at advanced level. So, we say that in pre- test the learners for both subgroups have low communicative competence at beginner level and in post-test they have average communicative competence at advanced

level. So, from these results we deduce that through the implementation of communicative listening activities, learners develop their communicative competence from low communicative competence at beginner level to average communicative ability at advanced one.

The findings lead us to conclude that listening is a crucial process in communication and introducing communicative listening activities in listening sessions help learners to know how to negotiate the meaning, how to ask for clarification and what behaviours should be associated when communicating, etc. Thus, the success of these communicative listening activities is attached to the learners' level of understanding of the text being listened to and the level of understanding is depending on some difficulties that teachers have to overcome as; speakers' speech rate, colloquial language and long sentences, etc. In this case, the discussion with learners will be beneficial and learners' needs during the listening sessions should be taken into consideration.

To conclude, the comprehension of communicative listening activities allows developing learners' communicative competence, but the kind of these activities should be designed carefully with a clear objective and appropriate materials. Therefore, investigating learners' attitudes and motivation in listening sessions can develop learners' communicative competence.

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## Appendices

### Appendix 01: Preliminary Test

Name: Belouassa Baya

Touloum Katia

Listening Test to First Year LMD Students

Time: one hour

Full Name: ..... Group: .....

#### Part One: (10pts) Listening Comprehension

Listen carefully to the audio recording and answer the following activities;

**Activity One:** propose a suitable title for this audio recording conversation

The title: .....

**Activity Two:** put a cross in the correct answer

**1. Ismael is**

- Ok, but a bit ill.
- Ok, but has a lot of homework.
- Ok, but a bit bored.

**2. 'light and dark' is**

- a horror film.
- a science fiction film.
- a romantic comedy.

**3. The comedy film is about a**

- family.
- shop.
- school.

**4. Jack hates**

- horror films.
- romantic films.
- science fiction films.

**5. They decide to see a**

- romcom.
- horror film.
- science fiction film.

**6. They decide to meet at**

- 7 o'clock.
- Half past seven.
- 8 o'clock.

**Activity Three:** fill in the gaps

**Jack:** me too, but would you like to come with us to .....tonight?

**Ismael:** who's 'us'?

**Jack:** ....., Jamie, .....andSelina.

**Ismael:** Ok, and what is the.....?

**Jack:**we .....know. We can't .....

**Part Two: (10 pts) Communicative Competence**

**Activity One:** summarize orally what you have understood from the audio recording conversation.

## Appendix 02:

### Lesson One: Music' Styles

**Teachers' Names:** Baya Belouassa

Katia Touloum

**Target Students:** 1<sup>st</sup> year LMD students of English

**Lesson:** Promoting learners' communicative listening activities (music' styles)

**Objective:** After listening, learners will be able to understand the conversation between Sara and Dave

**Timing:** 1 hour and half

**Listening level:** Beginner level

Timing	Phases	Teacher tasks	Students tasks	Materials
30mn	<b>Pre-Communicative Task</b>	<p>The teacher will introduce one pre-communicative practice in which we will ask a set of questions to let students cope with the lesson.</p> <p>Questions;</p> <ul style="list-style-type: none"> <li>-What do you do in your free time?</li> <li>-How do you feel when you listen to music?</li> <li>-What type of music are you interested in (rock, pop or jazz)?</li> <li>-Who is your preferable singer? Why?</li> </ul>	Students will listen to the questions given by the teacher and try to answer, communicate and express their preferences.	Teacher talk.
45mn	<b>Communicative task</b>	<p>The teacher will provide students with one listening communicative activity and explain to them the new difficult words as (ballad , nope)</p> <p><b>Activity:</b> is an audio recording conversation between Sara and Dave where students listen carefully and transcribe all the conversation.</p>	Students will listen carefully to the audio recording conversation, try to comprehend at the same time transcribe all the conversation then, they will do the role play (one student asks the other one responds) Later on, students will write the explanation of the new vocabulary.	<p>Audio recording Conversation</p> <p>Teacher talk</p>

<b>15mn</b>	<b>Evaluation phase</b>	According to the previous communicative tasks, the teacher will check if the selected communicative listening activities push them to communicate as well as to interact.	Students will listen and take into consideration the feedback given by the teacher	Teacher talk
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## Appendix 03:

### Lesson Two: Civilization

**Teachers' Names:** Baya Belouassa

Katia Touloum

**Target Students:** 1<sup>st</sup> year LMD students of English

**Lesson:** Promoting learners' communicative listening activities (civilization)

**Objective:** After listening, learners will be able to understand the history of the kings of England

**Timing:** 1 hour and half

**Listening level:** Intermediate level

Timing	Phases	Teacher tasks	Students tasks	Materials
30mn	<b>Pre-Communicative Task</b>	The teacher will introduce one pre-communicative practice in which we will ask a set of questions to let students cope with the lesson. Questions; -Do you have a module of civilization? -What do you think about this module? (is it new, difficult or easy) -What does the word civilization mean for you? -What do you study in this module?	Students will listen to the questions given by the teacher and try to answer and communicate.	Teacher talk.
45mn	<b>Communicative task</b>	The teacher will provide students with one listening communicative activity and explain to them the new difficult words as (barons, monarchies, civilization and Magna Carta) <b>Activity:</b> is an audio recording history talking about the king of England where students will listen at the same time take notes	Students will listen carefully to the audio recording, try to comprehend at the same time take notes then, they will answer orally to the questions given by the teacher. Later on students will write the explanation of the difficult words.	Audio recording Teacher talk

		<p>then, they will answer to the following questions;</p> <ul style="list-style-type: none"> <li>-Did all countries have kings and queens?</li> <li>-What are the countries that are remained as monarchies?</li> <li>-Who is the monarch?</li> <li>-How are these countries called? and why?</li> <li>-When did the kings and queens of England have real power? Then, explain what is happened to their power?</li> <li>-When and how did the king of England have not absolute power?</li> <li>-What did the king of England make?</li> <li>-The barons decided to resist so, what do they do for the king?</li> <li>-How were the rules of the barons?</li> <li>-Does England now still has a constitutional monarchy?</li> </ul>		
<b>15mn</b>	<b>Evaluation phase</b>	<p>According to the previous communicative tasks, the teacher will check if the selected communicative listening activities push them to communicate as well as to participate.</p>	<p>Students will listen and take into consideration the feedback given by the teacher</p>	<p>Teacher talk</p>

## Appendix 04:

### Lesson Three: Changing Lives

**Teachers' Names:** Baya Belouassa

Katia Touloum

**Target Students:** 1<sup>st</sup> year LMD students of English

**Lesson:** Promoting learners' communicative listening activities (changing lives)

**Objective:** After listening, learners will be able to understand what Jane did for African students

**Timing:** 1 hour and half

**Listening level:** Intermediate level

Timing	Phases	Teacher tasks	Students tasks	Materials
30mn	<b>Pre-Communicative Task</b>	The teacher will introduce one pre-communicative listening practice where students listen carefully to the interview (part 1) with Jane talking about a trip she made in 2008. Questions; -Where and when did she go? -What did she decide to do after the trip?	Students will listen to the interview and try to answer and communicate.	Teacher talk.
45mn	<b>Communicative task</b>	The teacher will provide students with one listening communicative activity where they will listen carefully to the audio recording of Jane (part 2) then, they will correct the wrong information written on the board. At the end, the teacher will ask them to summarize the trip made by Jane	Students will listen carefully to the interview, try to comprehend at the same time take notes then, they will correct the wrong sentences orally. At the end, each student summarizes orally what they have understood from the trip.	Audio recording Teacher talk



<b>15mn</b>	<b>Evaluation phase</b>	According to the summaries of the students, the teacher will check if they have understood the trip.	Students will listen and take into consideration the feedback given by the teacher	Teacher talk
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## Appendix 05:

### Lesson Four: A Difficult Celebrity

**Teachers' Names:** Baya Belouassa

Katia Touloum

**Target Students:** 1<sup>st</sup> year LMD students of English

**Lesson:** Promoting learners' communicative listening activities (a difficult celebrity)

**Objective:** After listening, learners will be able to comprehend what they watched

**Timing:** 1 hour and half

**Listening level:** Intermediate level

Timing	Phases	Teacher tasks	Students tasks	Materials
30mn	Pre-Communicative Task	The teacher will introduce one pre-communicative listening practice where students watch a video of Kerri's lunch (part 1). From the video students will guess the surprise for Kerri	Students will watch the video and try to guess the surprise then, they will explain why is Kerri surprised.	A video
45 mn	Communicative task	The teacher will provide students with one communicative listening activity where they will watch the video of Kerri (part 2). Then, students will correct orally the wrong sentences written on the board at the same time the teacher will explain new items (band, punk and gig)	Students will watch the video and try to comprehend at the same time they will take notes. Then, they will correct the wrong sentences. Later on, they will write the explanation of the new items.	A video Teacher talk
15 mn	Evaluation phase	According to the previous communicative listening tasks, the teacher will check if students understand better when watching.	Students will listen and take into consideration the feedback given by the teacher	Teacher talk

## Appendix 06:

### Lesson Five: Failure and Success

**Teachers' Names:** Baya Belouassa

Katia Touloum

**Target Students:** 1<sup>st</sup> year LMD students of English

**Lesson:** Promoting learners' communicative listening activities (failure and success)

**Objective:** After listening, learners will be able to guess the six tips of improving English language

**Timing:** 1 hour and half

**Listening level:** Intermediate level

Timing	Phases	Teacher tasks	Students tasks	Materials
30mn	Pre-Communicative Task	The teacher will introduce one pre-communicative practice in which he will ask a set of questions to let students cope with the lesson. Questions; -Is English language your first choice when you got your baccalaureate exam? -Do you like English language? And why? -What do you do to improve your speaking skill? -Can anyone in your family speak English?	Students will listen to the questions given by the teacher and try to answer, communicate and express their preferences.	Teacher talk.
45mn	Communicative task	The teacher will provide students with one listening communicative activity where students will listen to an audio recording (about six advanced students of English giving their ways of improving English language). The teacher will ask the students to say the six tips as also he will ask them to say their best tip to learn and	Students will listen carefully to the audio recording, try to comprehend at the same time take notes then, they will communicate by saying the six tips of improving English language as well as each student will speak by saying his/her way of improving or learning.	Audio recording Teacher talk

		improve English language.		
<b>15mn</b>	<b>Evaluation phase</b>	According to the previous communicative tasks, the teacher will check if the selected communicative listening activities push them to communicate and guess the most enjoyable tip for the learners.	Students will listen and take into consideration the feedback given by the teacher	Teacher talk

## Appendix 07:

### Lesson Six: The Difference between Russian and British Manners

**Teachers' Names:** Baya Belouassa

Katia Touloum

**Target Students:** 1<sup>st</sup> year LMD students of English

**Lesson:** Promoting learners' communicative listening activities (the difference between Russian and British manners)

**Objective:** After listening, learners will be able to know the difference between Russian and British manners

**Timing:** 1 hour and half

**Listening level:** Advanced level

Timing	Phases	Teacher tasks	Students tasks	Materials
30mn	<b>Pre-communicative Task</b>	The teacher will introduce one pre-communicative practice where students imagine that they will be invited to stay for a weekend with their family. Then, he will ask them to think about three things that would be bad manners to do.	Students will listen to the question given by the teacher and try to answer orally by giving the three bad manners that would be bad ones to do.	Teacher talk.
45mn	<b>Communicative task</b>	The teacher will provide students with one listening communicative activity where students will listen to an audio recording (about Miranda Ingram who is married to Alexander Anichkin talking about the difference between Russian and British manners). Then, they will say if the sentences written on the board by the teacher are true or false and correct the wrong ones.	Students will listen carefully to the audio recording, try to comprehend at the same time take notes. Then, they will communicate by correcting the wrong sentences.	Audio recording Teacher talk
15mn	<b>Evaluation phase</b>	According to the previous communicative tasks, the teacher will check if the students distinguish between the Russian and British manners.	Students will listen and take into consideration the feedback given by the teacher	Teacher talk

## Appendix 08:

### Lesson Seven: Social Networks

**Teachers' Names:** Baya Belouassa

Katia Touloum

**Target Students:** 1<sup>st</sup> year LMD students of English

**Lesson:** Promoting learners' communicative listening activities (social networks)

**Objective:** After listening, learners will be able To guess the advantages and disadvantages of social network (Facebook)

**Timing:** 1 hour and half

**Listening level:** Advanced level

Timing	Phases	Teacher tasks	Students tasks	Materials
30mn	Pre-Communicative Task	The teacher will introduce one pre-communicative practice in which he will ask a set of questions to let students cope with the lesson. Questions; -Do you prefer to use Facebook or any other social networks? -If yes, how do you think about it? -How much of time do you spend on Facebook or other social networks?	Students will listen to the questions given by the teacher and try to answer, communicate and express their preferences.	Teacher talk.
45mn	Communicative task	The teacher will provide students with one listening communicative activity where students will listen to four people who phone radio programme; George, Beth, Cathlin and Ned. Then, they will answer to this question; -In this radio programme, who is the most positive and negative about Facebook? And say why are they positive and negative?	Students will listen carefully to the audio recording, try to comprehend at the same time take notes. Then, they will communicate by responding to the question given by the teacher.	Audio recording Teacher talk

<b>15mn</b>	<b>Evaluation phase</b>	According to the previous communicative tasks, the teacher will check if the selected communicative listening activities push them to communicate and guess the advantages and disadvantages of Facebook.	Students will listen and take into consideration the feedback given by the teacher	Teacher talk
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**Appendix 09:**  
**Characteristics of the Lessons' Observation**

<b>Checklist of the Seven Lessons</b>			
<b>Characteristics of Observation</b>	<b>High</b>	<b>Average</b>	<b>Low</b>
<b>Participation</b>			
<b>Motivation</b>			
<b>Interest towards Subject Matter</b>			
<b>Anxiety</b>			
<b>Shyness</b>			
<b>Communicative Competence</b>			
<b>Interaction</b>			



**Appendix 10:**  
**Characteristics of Pre and Post- Tests' Observation**

<b>Checklist of the Preand Post- Tests' Communicative Competence</b>				
<b>Characteristics of Observation</b>	<b>Very bad</b>	<b>Bad</b>	<b>Average</b>	<b>Good</b>
<b>Linguistic Competence</b>				
<b>Sociolinguistic Competence</b>				
<b>Discourse Competence</b>				
<b>Strategic Competence</b>				
<b>Pronunciation</b>				
<b>Learners' Context</b>				

## Appendix 11:

### Post-Test

Name: Belouassa Baya

Touloum Katia

Listening Test to First Year LMD Students

Time: one hour

Full Name: ..... Group: .....

#### Part One: (10 pts) Listening Comprehension

Listen carefully to the audio recording and answer the following activities;

**Activity One:** propose a suitable theme for this audio recording

The theme: .....

**Activity Two:** fill in the gaps

The ..... and .....students from London, who is only ....., can speak eleven languages fluently. In a video for the BBC News website he demonstrated his.....by speaking in all of them, changing quickly from one to another. Rawlings said that winning the competition was ..... . He explained, I ..... advertised and I heard .....I never imagined that it would generate this .....attention.

**Activity Three:** are the following sentences false or true then, correct the wrong one.

1. The student of London is only 18 years old, can speak 11 languages accurately.  
.....
2. Rawlings wins the competition.  
.....
3. Rawlings' dad is Greek.  
.....
4. As a child, Rawlings learnt Spanish, Greek and Italian.  
.....

5. Rowlings' dad worked in Japan for ten years.

.....

6. After visiting Holland at the age of 14 he decided to learn German.

.....

7. He taught himself many languages by watching films and listening to music and travelling to the countries.

.....

8. Russian language is the easiest one for him.

.....

9. Greek language is beautiful for him because of his mother.

.....

10. The next language that Rawlings hopes to learn is French.

.....

**Part Two: (10 pts) Communicative Competence**

**Activity One:** summarize orally all what you have understood from the audio recording text.