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Abderrahmane Mira University-Béjaia

Faculty of Letters and Languages

Department of English

Investigating the effectiveness of adapting Film-based technique during Listening Sessions, on Developing Students Listening Skills as a way to improve their Oral Communicative Competence

Case Study: first Year LMD Students of English at Béjaia University

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MASTER OF ARTS in the Didactics of English

Submitted by: Lynda Hamani   Supervised by: Mr. Karim Medjkoune

Board of Examiners:

President: Mr. Sofiane Maameri

Supervisor: Mr. Karim Medjkoune

Examiner: Mrs. Fadila Kaci

Abstract

Throughout conducting this research, we have observed that the first year students' of English at the University of Bejaia listening skills are poor which hamper their oral communicative competence. Thus, we have hypothesized the use of films as a teaching technique during listening sessions,in order to develop those students' listening skills as a way to improve their oral communicative abilities .The primary objective of this research is to prove that the implementation of film-based technique during listening sessions will be an effective and motivating way to develop the students' listening skills as a way to improve their oral communicative abilities. To this effect, we have opted for the use of the experimental method to treat the research problem .The research participants who are fourteen in number were divided into two groups of seven students each; an experimental group on which film-based technique has been implemented during the period of the research, and a control group on which the mentioned teaching technique has not been implemented .We have opted for the use of both questionnaires and observation grids as our data collection tools. The observation grids were used twice with both groups at the beginning and at the endof the experiment, to diagnose students' listening level before and after the implementation of the teaching technique .The other research instruments which are the preliminary and post-questionnaires were handed for the students of each group to have access to the students' attitudes before and after the experiment .The data obtained from the two questionnaires are analyzed using descriptive statistics, which show a change in the attitudes of the experimental group at the end of the experiment, unlike control group's attitudes which remain the same .The results of the data analysis obtained from the observation grids have shown that the experimental group students' listening skills have been developed after experiencing film-based technique during their listening sessions comparing to the listening level of the control group students which have not been ameliorated. Therefore, these research findings validated our research hypothesis.

Key words: film-based technique, effectiveness, listening skills, oral communicative competence

Acknowledgments

Dedications

I dedicate this work to the best father in the world and to my mother. To my sisters: Farida, karima, Anissa, and to my younger sister wissam.

To my Brothers Kemal and Nadir.

To my Nephews: , and nieces.

To my uncles, and to my younger uncle Mouloud who gave me the chance to enter school at an early age.

To my grandmother.

To my childhood friends: warda and kahina.

To all my friends and classmates from ESP and didactic specialties especially: Tata, Karima , Adel, seddik.Lyes .

To all the members of the Hamani Family .

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List of Abbreviations:

EFL: English as a Foreign language

CLT: Communicative language Teaching

SLA: Second Language Acquisition

LMD: License, Master, Doctorate

NLP: Neuro-Linguistic Programming

VAKOG: Visual, Auditory, Kinesthetic, Olfactory, Gustatory

BBC: British Broadcast Channel

General Introduction

A good teacher , bases his course content on a rigorous analysis of students' needs .He starts by investigating his/her students strengths and weaknesses and goes on striving to bridge their necessities with the lacks so as to overcome the different learning difficulties. Indeed, good teaching is the art of harmonizing content and techniques .For that, effective teachers are those who devise a number of different types of activities that are suitable for the kind of students they will teach and to select a wide range of material whenever possible.

   English teachers are aware of the fact that their students most wanted need is to communicate with English language fluently and spontaneously; and this show the importance of the speaking skill with a little neglection of listening skill, but can students speak fluently without receiving vocabulary and the way how it is pronounced?.Thus for many years, listening has been the 'Cinderella skill' in foreign language teaching as cited in .It has been marginalized by its elder sister-speaking. Most teaching methods seemed to concentrate on the productive skills for the claim that knowledge of the target language means mastery of speaking and writing ,which lead to consider listening and reading as secondary skills in foreign language teaching and learning and to ignore the interaction the receptive decoding skills and the productive encoding ones .However, recently the focus on oral language skills gave a new breath to listening .Many voices including James Asher and Gillian Brown have raised the necessity to foster foreign language learners' listening and speaking abilities. These voices seemed to share the main purposes of Communicative Language Teaching (CLT)by devoting great importance to listening comprehension in foreign language classrooms, a skill which constitute an important aspect of oral communicative competence and contributes to its development .

Listening to a foreign language in no more a passive skill as it requires the use of many cognitive abilities. Furthermore, it requires understanding and meaning extraction and acquisition.

1. Statement of the problem:

Listening was given its importance only with the emergence of Communicative Language Teaching (CLT), which devote great importance to this skill in the development of learners' oral communicative competence. From our learning experience we noticed that this skill is still neglected by teachers and learners comparing to the speaking skill, neglecting its important role in oral communicative competence development. Besides, by referring to Stephen Krashen input hypothesis as argued by Krashen (1993) that *«L2 acquisition takes place when a learner understands input»* and input is received by listening to the native speakers, or to the other language users; thus to acquire language, we have to receive comprehensible input.

Throughout a constant observation of first year students of English during their listening sessions at Bejaia University; students' hesitation to correspond well to the listening material and to communicate is clearly observable. In other words students'

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communicative competence-including listening and speaking skills- is poor. From our English language learning experience, we relate this to the teaching techniques used by teachers who are in charge of the listening credit, and to the students' unwillingness to correspond to the listening material. Thus, in order to engage our learners during their listening sessions and help them in developing their oral communicative competence; we have suggested the use of film-based technique during their listening sessions.

Therefore the central problem of the current research work is, does the adaptation of film-based technique during first year LMD students of English listening sessions, lead to develop their listening skills;as a way to improve their oral communicative competence?

2.Research questions and hypothesis

Acquiring a high oral communicative abilities seem to be a hard issue for learners which require the use of other language skill (listening) which occur in the acquisition of comprehensible input which will be produced as an accurate output during the listening sessions. Thus, there are some questions to be answered throughout our research work and they are related to the above central research problem.

This main problem can be divided into the two related questions:

1-Do the actual teaching techniques used during the listening sessions, can develop the first year students' listening skills so as to improve their oral communicative competence?

2-Can the use of films during listening sessions, be of any important role in developing first year students' listening skills as a way to improve their oral communicative competence?

3-By investigating the positive impact of listening skill on speaking; to which extent Stephen krashen input Hypothesis can be relied upon our research?

In an attempt to bring a remedy to the existing problem, we hypothesis that, if teachers of listening credit adapt film-based technique during their sessions, then the students' listening skills may be developed, thus their oral communicative competence could be improved.

3. Aims of the study:

The present work aims at:

- Knowing the first year LMD students' attitudes towards the listening module, and their evaluation of the relation between listening and oral expression modules.

-Evaluating the effectiveness of the adaptation of film-based technique during the listening sessions on the development of first year LMD students' listening skills, as a way to improve their oral communicative competence.

-Raising teachers' and staff awareness about the importance of listening credit in the students' English language learning. Therefore, providing more time and importance to this module.

4.Background and Significance of the study:

What is often observed at the University level is that listening is vital to improve speaking, thus listening and speaking sessions go in parallel. Although much research has been conducted on the topic, it is still felt that this topic is in its infancy, in a way that they focused on enhancing strategies to develop speaking, and have ignored that improving teaching strategies in listening is one way through which students' speaking abilities are evolved. J.J Wilson (1988) truly believe in the effectiveness of using films and TV as part of learners' listening program, Stephen Krashen (1982) also put a great stress on the importance of comprehensible input in the acquisition of L2. Moreover, Momoko Adachi (2003) conducted an experiment on low-motivated learners with low-level, then from the repeaters collected feedback about the use of movies in the classroom seemed to be very positive in a way that, they become very interested in English classes. Even if the topic is already conducted by many researchers but with different objectives, tools, population and even in different conditions. So for the sake of further investigation it is worth creating and innovating means, offering new horizons for the coming generations to ameliorate teaching techniques during the listening sessions to graduate EFL students with a high level of speaking English.
The significance of our research will be shown from the results, by confirming or rejectingour hypothesis. The results will give opportunity to teachers of listening to know the students' evaluation to the listening sessions, and to raise their awareness towards developing new teaching techniques during listening sessions as a way to engage and motivate their learners, raising the stuff awareness about the importance of the listening module by providing more time and knowledgeable teachers to this module. Secondly, implementing film-based technique during listening sessions will help students to receive comprehensible input, that will be produced as a comprehensible output.

5. Research methods:

The method which seems adequate to meet the objectives of this research is the experimental one. One group of the research participants formed the experimental group, with which our new technique will be applied. In contrast the control group remains learning listening with the former techniques. The purpose of using the experimental design is to see the difference between the results achieved by both groups after applying the research experiment on the experimental group alone. Besides, a triangulated method is used in collecting data, an observation checklist, a questionnaires; preliminary and post-questionnaires ,and diagnostic test are administered to the students of both groups(the experimental and control group) to gather pieces of information about their attitudes before and after implementing the experiment .Observation checklists are also used before and after implementing the research experiment to evaluate the research participants listening level in both groups.

6.Population:

Since our work is done on the purpose of evaluating the effectiveness of film-based technique during the listening sessions, on the development of the students' listening skills as a way to improve their communicative competence. This can be observed and dealt with first year EFL students as they are the only level who has the listening credit. Even if they are first year students, but this was not an obstacle because they have already been exposed to English Language in the Middle and High Schools ,with the background that they got from the first semester studying at University; which allow us to apply the technique on them . Thus , the pre-test that we assigned for them before starting the implementation of the treatment on the experimental group helped us to evaluate their listening level, and detect their weaknesses , then we applied our remedy on the experimental group.

7. Sample:

Our sample is constituted of 14 students selected from two groups; these two groups are selected randomly from 20 groups of first year students of English at Bejaia University. Then the 14 students are selected regarding their level after analyzing the pre-test from the two groups. They have been in contact with the English language for a long period of time (four years in the middle school, three years in the secondary school and some seven months at University). We have chosen to conduct our research with this level, because our technique has to be applied on the students during listening sessions for the purpose of developing their listening skills so as to improve their oral communicative abilities. Thus, listening unit is introduced only for the first year students of English at Bejaia University. The students have already been exposed to listening during the first semester what permits us to evaluate their actual level, then to implement the new technique.

8. Description of the Study

The dissertation comprises two main Parts. The first Part is entitled "Literature Review" which is divided into two chapters; the first one "Developing oral communicative competence through listening" involves some definitions of communicative competence and communicative language. Besides,exposing the main principles of communicative language teaching.Then, it proceeds by defining the types of listening, its place in language teaching; examining the learners' need by listening to English. The chapter ends up by examining Stephen Krashen input hypothesis involving the role of comprehensible input in leading learners to produce at the same time comprehensible output.The second chapter is entitled "teaching listening through films"Indeed, justifying the selection of film as an audiovisual aid to teach listening implies an examination of its importance in the foreign language classroom,a determination of the main factors that influence this choice , as well as setting the main principles and consideration in films' selection and presentation . The second part of our research is then, the practical part which is divided also into two chapters. Thus, the first chapter of the practical is the third chapter of our work, is entitled" Methodological Design , and Presentation of General Findings" which is divided too in to two sections; the first section is entitled "Methodological Design"it deals with the method adopted in the work, the research participants, the data collection tools and proceduresThe second section of this

chapter entitled" A Presentation of the General Findings" it presents the findings we obtained before we started the experiment. The fourth chapter is under the title" Results, Limitations and Recommendations for Further Research" it is divided into four sections.The first one is under the title "Classroom Implication" where the implementation of our teaching technique (film-based technique) during listening sessions is presented. The second section is entitled "Analysis and Description of the Results" it provides a detailed analysis and discussion of the results obtained from the post- questionnaire and the post-test after the experimentation. The third section is then, entitled "Discussion and Interpretation of the Results" where we present the final results of the study. The final chapter is entitled "Limitations and Suggestions for Teachers and Stuff" which include the main obstacles we have faced throughout conducting this research, and some recommendation for teachers and stuff concerning the teaching of listening credit at the University of Bejaia, and the students' listening level; by considering the importance of listening in English Language Teaching and Learning.

Part One

Theoretical Background

Chapter I

Developing Oral Communicative Competence Through Listening

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Introduction:

The emergence of Communicative Language teaching (CLT) leads to develop learners' oral communicative abilities. Even though the latter constitute one of the learners' most requested needs .The way English is taught as a foreign language seems to do little to lead foreign language learners to satisfy this need,and achieve their ultimate goal of communicating in English language. Hence this chapter looks at listening as an EFL credit from a communicative language teaching perspective attempting to suggest a method that is likely to guide the teaching of listening towards developing (cherishing) the learners' oral communicative skills. It begins by defining communicative competence and exposing the main principles of communicative language teaching.Then, it proceeds by defining the kinds of listening; examining the learners' need by listening to Englishand its place in language teaching. The chapter ends up by examining Stephen Krashen input hypothesis involving the role of comprehensible input in leading learners to produce at the same time comprehensible output.

Chapter I: Developing Oral Communicative Competence Through Listening

I.Communicative Competence

It is a term coined by the anthropological linguist Dell Hymes (1967-1972) cited in Celce-Muricia (1995);he put forward this notion in response to the theories of the formal linguist Noam Chomsky (Chomsky 1957-1965),who focused on linguistic competence and claimed according to Celce-Muricia (1995) that*« any consideration of social factors was outside the domain of linguistics»* (1995,p,12).Hymes(1972) argued that «*in addition to linguistic competence, one also need notions of sociolinguistic competence to account for language acquisition and language use»* (1972, p, 274) so the linguistic competence which consist of rules for describing sound systems and for combining sounds into morphemes and morphemes into sentences ,will probably need notions of sociolinguistic competence for using this language appropriately in context. Hymes thus argued that« *language structure and its acquisition were not context-free»* (1972, p, 160), while Chomsky had claimed they were i.e.: an innate language mechanism was sufficient to account for first language acquisition according to Chomsky in contrast to Hymes.Thus much of Hymes justification for the development of his theory of communicative competence is based on his criticism of Chomsky's linguistic competence. In other words communicative competence was developed as a contrast to *Chomsky's* linguistic competence.

Canal and Swain(1980) added strategic competence(the ability to compensate for problems or deficits in communication and various types of planning)to the linguistic and sociolinguistic competence that Hymes (1972) had proposed; however,they referred to linguistic competence as grammatical competence. A few years later, Canale (1983) added discourse competence (the ability to produce and interpret language beyond the sentence level) to the model. In the mid-nineties Celce-Muricia et al (1995) proposed that actional competence (the ability to comprehend and produce all significant speech acts and speech act sets) which should also be part of communicative competence.

These authors made two changes in terminology; The Canale -Swain model: that sociolinguistic competence be modified to sociocultural competence(the cultural background knowledge needed to interpret and use a language effectively) and that grammatical competence be re-labeled as linguistic competence to explicitly include the sound system and the lexicon as well as the grammar (morphology and syntax). One of the important contributions of Celce-Muricia et al(1995) was to specify that the various components of communicative competence were interrelated and that it was important to properly describe

the nature of these interrelationships in order to fully understand the construct of communicative competence. This is fully expressed by Hymes(1972) *«I should take competence as the most general term for the capabilities of a person»* (1972, p.282)

This chronological evolution of communicative competence can be best summarized by this figure presented by Celce-Muricia et al(1995,p.43)*:*

Chomsky (1957,1965)	Hymes(1967,1972)	Canale and Swain(1980)	Canale (1983)	Celce- Muricia et Al (1995)

Linguistic Competence

Linguistic Competence → Grammatical Competence → Grammatical Competence → Lingustic Competence

Sociolinguistic Competence → Strategic Competence → Strategic Competence → Strategic Competence

Sociolinguistic Competence → Sociolinguistic Competence → Sociolinguistic Competence

ActionalCompetence

Discourse Competence → Discourse Competence
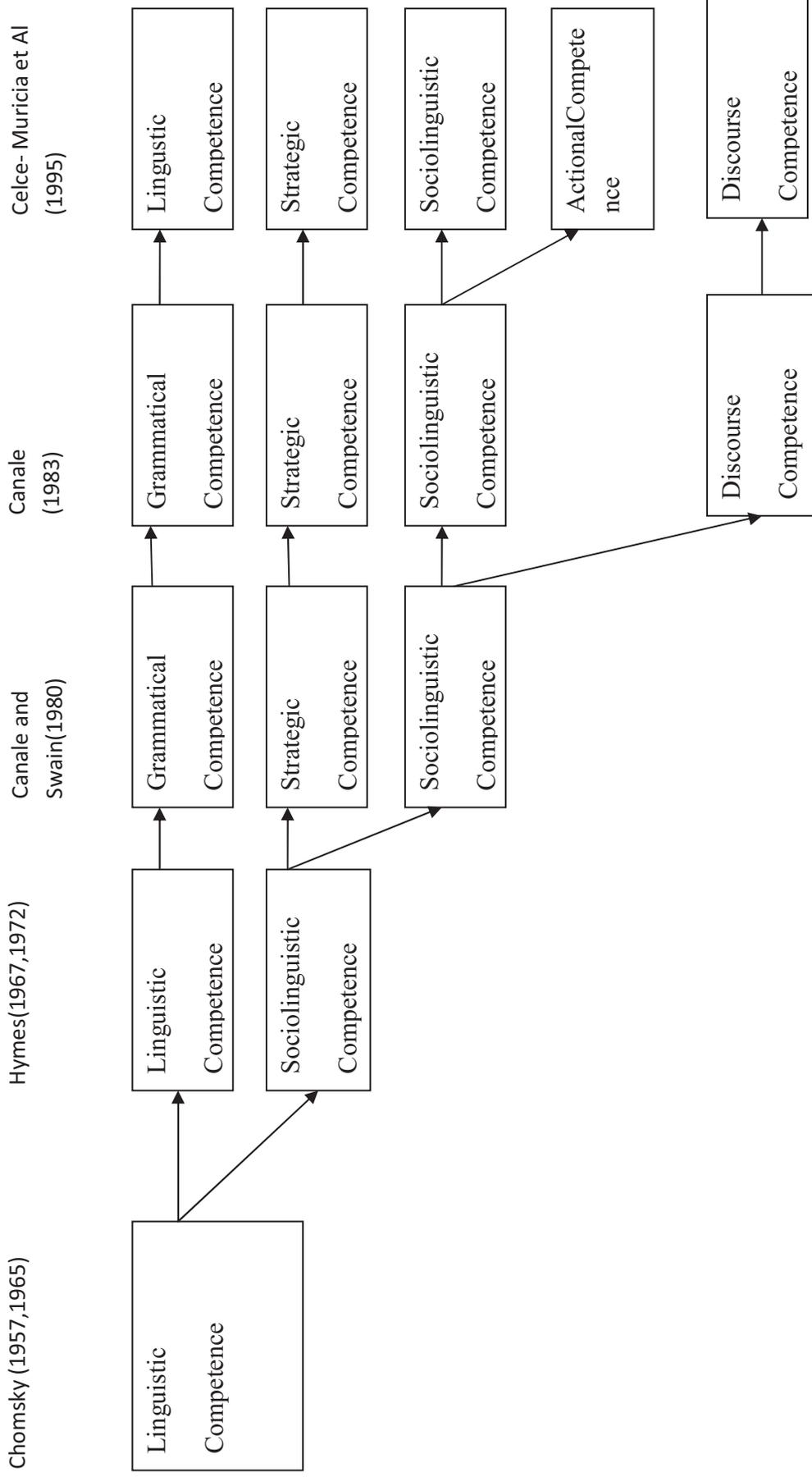
Figure3.1. Chronological evolution of communicative competence

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Communicative competence has been declared the primary goal of language teaching. Thus many approaches to language teaching have been based on this assumption including the Audio-lingual method and the situational language teaching in the early 1970's; therefore, a shift in focus from a linguistic structure-centered approach to a communicative approach was signaled in the late 1970's and early 1980's, bringing broader implications to the main goal of foreign language teaching .In this section, I shall start by exposing these implications ;highlighting the most prominent features of the communicative approach.

I.1.Structural and Functional views of Language

From the above introduction; we notice a fact that the communicative approach to language teaching came as a reaction to the structural view of language .Thus William littlewood(1981) claimed that the structural view of language focuses on the grammatical system describing ways in which linguistic elements can be brought together.

This knowledge of linguistic structures and that of other linguistic rules form learners' linguistic competence which enables them to produce from a finite number of linguistic structures an infinite number of sentences and utterances to best express the meanings they want to convey .This reaction against the structural view stems from the belief that language comprises not only structural aspect, but most importantly functional one.

The structural view; however, looks at language as a static closed system rather than a dynamic open system achieving by its means effective communication .That's why it proved to be insufficient to account just for the instrumental character of language, and therefore deserved to be supplemented by, but in no way replaced by the functional view of language, which cannot also be on its own sufficient to achieve communication. As it is expressed by Littelwood**:**

> «*The structural view of language has not been in any way superseded by the functional view .However, it is not sufficient on its own to account for how language is used as a means ofcommunication.» (198,p.XII)*

The functional view of language perceives language as a social interaction, and lends considerable attention to the functions that the different phonological, grammatical and semantic structures of language have to perform in communication .The communicative approach is, then, based on a combination of the traditional structural view of language with

the newer functional one .This is clearly expressed by the following quote by William Littelwood:

> *«A communicative approach opens up a widerperspective on language .In particular ,it makes us considerlanguage not only in terms of its structures (grammar and vocabulary), but also in terms of the communicativefunctions that it performs. In other words, we begin to look not only at language forms, but also at what people do with these forms when they want to communicate with each other».(1981,p.X).*

A single linguistic structure can have different communicative functions depending on the situational and social environment in which it is used. On the other hand, one communicative function can be expressed by a number of different linguistic structures. Therefore, the choice of a sentence structure highly determines its function and meaning. Learners may be awareof the different linguistic structures, but cannot relate them to their appropriate functions when communicating whereas language learning requires from them to be both structurally competent and communicatively effective. Widdowson strikes this in his terms:

> *«When we acquire a language we do not only learnhow to compose and to comprehend the correctsentences as isolated linguistic units of randomoccurrence; we also learn how to use sentencesappropriately to achieve a communicative purpose.»(1987,p.2)*

Indeed, it is the communicative approach strong appeal to teach students how to relate the different linguistic structures to their communicative functions depending on the context in which they occur in concrete situations.

Being a two-sided process, effective communication requires from students to understand as well as to express different functional meanings appropriately.

I.2.Understanding and Expressing Functional Meanings

Communicative competence summons students' ability to decipher appropriately whatever message delivered by the speaker(s) as well as to express the nuances they want to convey in the best possible way. It,then, summons the skills of decoding and encoding communicative messages.

William Littelwoodstates that:

> *«The most efficient communicator in a foreign languageis not always the person who is best at manipulatingits structures. It is often the person who is most skilledat processing the complete situation involving himselfand his hearer, taking account of what knowledge is already shared between them(...) and selecting itemswhich will communicate his message effectively».(1981, p. 4)*

Thus the speaker has to produce sufficient language to express his communicative purpose, then making the message meaningful to the hearer; taking into account his/her linguistic and communicative competences.Besides; decoding the meanings introduced in a given communicative incident correctly requires from the hearer on his/her side:

➢ The ability to understand the different linguistic structures and vocabulary items used by the speaker.

➢ Enough knowledge of the possible communicative functions corresponding to different linguistic structures.

➢ The ability to link the different linguistic structures to the non-linguistic knowledge-situational and social knowledge-; to be able to comprehend the successfully the functional meanings the speaker intends to convey.

William Littelwood states that:

> *«In the same way as for comprehension, then, the learner needs to acquire not only a repertoireof linguistic items, but also a repertoire of strategiesfor using them in concrete situations».   (1981, p.4)*

On the other hand, encoding the adequate meanings of verbalized messages efficiently requires from the foreign language communicator more than skillful mastery of different linguistic structures. It requires from him/her making correct judgment of the hearer's linguistic and non-linguistic knowledge, and then selecting the language that best interprets the intended

communicative purposes in accordance to the judgment he/she has made .Expressing functional meanings can be achieved through role-playing activities, in which the focus made on thecommunicative effectiveness and the social acceptability of the language being used.

> *«The learner can be helped to use language asan instrument for social interaction, for examplethrough role-playing activities, in which emphasis on both communicative effectiveness and thesocial acceptability of the language used».(ibid,1981,p.7)*

Indeed, the communicative approach stresses the importance of giving foreign language learners enough opportunities to foster strategies for comprehending and interpreting adequately language used in communication as well as to practice the spontaneous, fluent, and efficient use of language for communicative purposes in real situations.

I.3.Understanding and expressing Socio-cultural Meanings

In addition to the knowledge a hearer has at his disposal, further important factors that highly determine the speaker's choice of language forms are the social situation in which the communication incident takes place as well as the cultural background of the communicators.

Being the vehicle for social interaction, language is not restricted to conveying functional meanings; it also conveys social meanings. Therefore, learners must become aware of the sociolinguistic conventions of the various foreign language forms in order to avoid producing socially offensive one. Intricately intertwined with the sociolinguistic conventions, *«effective communication is impossible without some understanding of the culture of the speakers ofthelanguage» (Rivers: 1986, p. 11).*One instance is that learners must become aware of the fact that producing full sentences with 'bookish 'grammar and very careful pronunciation reflects a high level of communication formality, and hence, a considerable social distance between the communicators. Another instance is that learners should be trained to avoid being misled by transferring the realizations of their native language to the foreign language settings which would result in a breakdown in communication.

Indeed, Hymes (1974) identifies six socio-cultural variables and constraints that highly affect the selection of successful forms of utterances, and sensitivity to which partly determines a speaker's communicative competence. They are as follows:

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Setting: The 'When' and' Where' of speech affects its form.

Participants: Four participants role have been identified by Hymes: addressor, speaker, addressee and audience. Speech to one's lecture or boss, for instance, is different from speech to one's bosom-friend.

Purpose: In speech, much attention is paid to the purpose or 'communicative functions' of language. Instances of speech acts' purposes are: greeting, command, advice, persuasion…etc.

Key: The term refers to the 'tone, manner, or spirit' in which the speech act is issued. An advice, for example, can be performed in a cheerful and flippant key or in a distance and severe one.

Content: The topic discussed determines the language forms to be chosen. Certain topics which are widely spoken about in some societies may be regarded 'taboo' in other more polite communities.

Channel: There are two main channels for verbal communication: speech and writing. A written message is likely to differ in form from an equivalent spoken one.

Jeremy Harmer (2001)addsgender to the above Hymesian variables. Indeed, linguistic research clearly shows that the speech delivered by men differs from that used by women in all ways. Sometimes, these differences can be quite noticed. This implies that language choice is influenced by the sex of the speaker.

Women have a tendency to use more prestigious forms of language than men. They also see to talk less than men in mixed sex conversations. The origin of this gender differentiation may be attributed to the fact that, being a social phenomenon, language is tightly tied to social attitudes. Men are socially different from women in the sense that society attributes to them distinct social roles and experts different behavior patterns from their part. Gender differentiation in language mirrors this social reality.

Indeed, the communicative approach calls for the necessity to train foreign language learners in understanding and manipulating the appropriate socio-cultural significance of different language forms in order to be unobtrusive, and hence communicatively competent and effective.

Throughout this section. We have attempted to expose the main skills which form learners' communicative competence, and make up the communicative approach theoretical perspective. In is, indeed, the main goal of Communicative Language Teaching to apply this theoretical perspective by considering communicative competence the requested language teaching objective and by highlighting the interdependence of language and communication.

II.Communicative Language Teaching (CLT)

The emergence of communicative language teaching saw its first stirrings in 1970s. This has been the dominant teaching methodology adopted in the developed countries. Among its principles, the use of English for real communication rather than demonstration of grammar and vocabulary of the target language; the use of information gap activities, role play, games and discussion of real issues….etc. Besides, CLT seeks to engage students in real use of language through meaningful interaction and personalization. In a way that ,it attempts to develop students' communicative competence by encouraging dialogue from the beginning as was the case with Audiolingualism, and using any means they can- gestures, mimes….etc just to reach the ultimate goal which is communication. JJ Wilson illustrates this view when stating that:

> *«CLT brought with its significant developmentsin terms of listening to l2. It emphasized authenticityof materials, context and responses. The passagestudents listen to in communicative approach tendto be closer to real-life use of language than was thecase in ,say, Audiolingualism, which often usedcontrived dialogues as carries of the target grammar».(1988,p.20)*

The main development in listening in CLT stems from the way, in which the passages are chosen to be used for communicative purposes in where students tend to use the received input in real communication. This view is strongly emphasized by Wilson when stating that:

> *«Listening in CLT has a communicative purposein that students are expected to use the informationthey hear, just as we do when we listenoutside the classroom.»(1988,p.20)*

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II.1.Communicative Activities: Types and Characteristics

The most dominant feature of Communicative Language Teaching is that everything which is done is done, with the purpose to promote learners' communicative abilities. For this, learners need to be given ample opportunities to practice the use of language through communicative activities.

J. Richards and T. Rodgers set principles on which communicative activities are based. These include:

- *Communicative principle:it consists of activities whichInvolve authentic communication that promotes learning.*
- *Task principle: teaching through activities that involveinteresting tasks to learners; for meaningful tasks promotelearning and support it.*
- *Meaningful principle: students learn best when the language used is meaningful to them.(1986, p.66)*

Morrow (in Johnson & Morrow 1981), from his part ,sets three main features that, if all in common found in a given activity, determine it as being truly communicative. These include: information gap, choice, and feedback.

An information gap exists when a piece of information being at the disposal of one interlocutor, in a given communication incident is ignored by the other communicator(s).For instance, if two interlocutors know that *'The Crucible'* is a play by Arthur Miller and one asks the other: 'who write The Crucible?', and the other answers 'Arthur Miller', their exchange is not truly communicative.

In communicative activities, the speaker should have a free choice of both the form and the content of what she will say. If learners' task in a given activity is limited to producing the same idea in the same way, they have no choice of 'what' and 'how' to say. Therefore, real communication does not take place.

Real communication bears purposes in which a speaker can assess the success of his performance on the basis of the feedback he receives from the listener. For instance, if the utterances 'I spent them in London' is the answer a speaker receives to the question' where did you spend your last holiday?' , this makes him aware that the meaning of his question has been understood as he intended. If the speaker does not receive such feedback, the exchange

then is not considered truly communicative. Activities in which learners are asked to produce accurate and fluent linguistic structures through a transformational drill are very useful, yet they are not really communicative in the sense that the speaker receives no communicative feedback from the listener, hence cannot evaluate the success of his intended meaning. However, in this case, the learner can receive a feedback from his teacher or peers based on structural criteria.

Indeed, an important dichotomy is made between two main types of communicative activities which are based on the principles sited above and endowed with the three principle features, suggested by Morrow, that characterize communicative activities. These include:'Functional communication activities' and 'Social interaction activities'.

Functional communication activities

We clearly notice in the first section of this chapter that communicative competence entails« *the ability to find language which will convey an intended meaning effectively in a specificsituation»*Littelwood (1981, p. 20). The types of activities which reflect functional effectiveness are referred to as' functional activities'. They engage learners in problem solving activities or overcoming an information gap by means of whatever language they know. That is, it does not matter whether the language they have opted for isn't adequate to a given situation. Even its grammatical accuracy may not matter. In such type of activities, learners' main bother is on how effectively and how successfully the language learners have at their disposal may at conveying their intended meanings. Success in then, determined by their ability to satisfy the demands of whatever communicative situation they are confronted with.

Social Interaction Activities

It is also clear from the first section of this chapter that communicative competence, focuses on the functional aspects of language forms as well as the socio-cultural meanings. Thus, the competent communicator pays great attention not only to the functional effectiveness of the language he uses but also to its suitability and acceptability to the social with which he is confronted. The types of activities which emphasize on both the social and functional aspects of communication are called: 'social interaction activities'. They require from learners to convey their intended meaning in the best possible, but also to place emphasis on the socio-cultural context in which communication occurs. Simulation and role

playing are examples of such sorts of activities that are likely to be performed within the classroom boundaries , via creating various social situations that learners may encounter outside; this in addition to conversation and discussion activities. This is best expressed by littelwood:

> *«Learners must still aim to convey meaningseffectively,but must also pay greater attentionto the social context in which the interactiontakes place»(1981, p. 20)*

In the early stages of learning, success is measured by the degree of grammatical and phonological accuracy. Later on, it comes to include the degree of socio-cultural adequacy of the language used in particular situation.

II.2.Aims of Communicative activities

The aims teachers seek to achieve through classroom communicative activities can be summarized under four main heading according to Littelwood (1981):

They provide learners with 'whole-task practice':

Fostering learners' communicative proficiency entails from them more than training in the part skill of producing samples of correct sentences and utterances separately from the context which they might fit. It entails an increase total skill or whole task-practice in the classroom through different types of communicative activities that should be prepared in such a away to fit learners' cognitive and language abilities ,and that allow them to try an actual communicative use of language on the basis of the part skills they have already gone through and acquired before.

They increase learners' motivation:

Motivation is considered as the wave that pushes the learning process. It can easily be assumed that learning don not take place with insufficient motivation. Cogitating about the reasons that cause a given learning activity to attract learners' interest and attention and deserve their involvement whereas other activities are met with learners' apathy. Thus learners need to be involved in those activities that involve them and increase success. This view is supported by Littelwood when claiming that:

«The learners' ultimate objective is to take partin communication with others. Their? Motivationto learn is more likely to be sustained if they cansee how their classroom learning is related tothis objective and helps them to achieve it withincreasing success» (1981, p. 17)

The learners' ultimate goal is to communicate effectively with other speakers of the foreign language in such a way to transact the business of everyday life and establish social and personal relations on the basis of mutual understanding. If they can perceive that their classroom activities are closely tied to this goal and contribute to lead them towards fulfilling it successfully, their motivation to learn will be increased .Indeed, and this is the golden gift communicative activities offer to learners of a foreign language since they allow them to feel the naturalness of the classroom tasks.

They permit natural learning:

Examining the way a foreign language is learnt in a natural environment reveals that the learning process can be carried out without teacher interference at all, since the needed stimuli and experience are made available by the environment. What is most crucial for the learner is that he needs ample opportunities to understand on his own the foreign language input as well as to produce it himself to convey his communicative purposes without any mediator.

Applying this view to the classroom learning doesn't imply that the teacher is no more needed in the teaching process because the foreign language classroom is not the natural environment for learning, hence it will not supply learners with the needed exposure to the foreign language nor will it provide them with the necessary motivation to use language for communication purposes unless it is intentionally organized and structured by the teacher. Rather than despising and ignoring his pedagogical role, the teacher is summoned to recognize that learning a foreign language cannot be achieved as a direct consequence of his own instruction and that he has to tailor his role to his students' learning needs. This implies a view of the teacher as facilitator of learning rather than an 'instructor'.

Being the main goal of foreign language learning, communicative competence can be achieved through processes occurring inside the learner and over which the teacher has no direct supervision except that he can offer the required stimuli and experience they need. Whatever the effort the teacher makes and whatever an influence he does in his attempt to contribute at his course development, learners will resort to their internal processes that are

likely to affect the learning sequence they would follow .Hence, communicative activities require from the teacher to withdraw so as to lay the ground to learners for spontaneous and natural learning processes.

They create a context that boosts learning:

Communicative competence develops through processes inside the learner; a further factor that contributes at hindering these learning processes is the learners' affective status.

In some teaching situations, we may often find foreign language learners with a high level of inhibition and anxiety. For instance, some students are afraid of becoming subject to their peers ridicule comments whenever the y attempt to take role in the learning process. In such circumstances, learners suffer from the complex inferiority before that the audience criticize them .They don't feel the desire to communicate with their peers or teachers nor do they bear positive attitudes toward their learning environment. They rather prefer to keep silent in the hope that they will not be asked to participate openly by their teacher.

Developing communicative skills. However, requires motivated learners who constantly seek to impose their individuality and identity also to develop positive relationships with the people around them. It then necessitates a learning environment that offers security and a sense of value as independent individuals. Creating such a classroom atmosphere depend on the existence of positive interpersonal relationships that eliminate all sorts of inhibition among learners .Communicative activities are likely to encourage such relationships via encouraging communicative interaction which would create opportunities for cooperative relationships among learners and between teachers and learners, so as to help learners to express their identity, adapt and integrate the foreign language to their own personality, and hence to feel more secure when using it. Briefly speaking, communicative activities create a classroom atmosphere that encourages and supports the learner in his efforts to learn.

Indeed, the last two points in this part will be more clarified in the next sections dealing with both' teachers' and 'learners' roles in Communicative Language Teaching.

II.3.Teachers' Role in the Language Teaching Process

Teachers have two main roles within communicative language teaching; the first role is, then, facilitating communication in the classroom .Adopting this role successfully rests upon the teachers' ability to use the foreign language he is teaching himself fluently and accurately.

In other words, he should be a model of a competent communicator. Thus he has to create situations that are likely to engender communication among students by designing dynamic and creative activities .Activities that have the potential to stir learners' motivation and involvement and to generate a relaxed and enjoyable classroom atmosphere are highly praised .Also making the learning experience interesting .This view is expressed by Littelwood when stating that:

> «*The concept of the teacher as 'instructor' is thusInadequate to describe his overall function .In aBroader sense, he is a 'facilitator of learning'*»(1981, p. 92)

Facilitating communication in the foreign language learning classroom. However, doesn't depend only on the teacher's competence and adapted methodology. The teacher must consider learners' affective world, too.Therefore, he should avoid censuring learners. Instead, he should give them enough opportunities and encouragement in their competences and potential abilities to raise their expectations about learning, increase their self-confidence along with their self-esteem, and help them to get rid of debilitative anxiety which would ultimately result in fostering their eagerness to interact in the classroom. Like a clinical psychologist ,the foreign language teacher has to supply the necessary help for learners facing difficulties without making them aware of the learning obstacles .He should be a considerable person who cares about being warm, friendly, and open minded with his students in order to avoid the social distance between them. In other words, he should be 'a human among humans' via establishing mature relationships with his students based on mutual understanding .On the other hand, he must work to establish cooperative relationships among learners to help breaking the barriers existing between them and that greatly influence their involvement in communicative activities.

Once classroom communicative activities are in progress, teachers' role become less dominant.Thus his second role is to act as an independent participant within the classroom .He acts as an organizer who co-ordinates the different learning activities in such aaway to establish a coherent progression in their content from the known to the unknown. He seeks to maintain order in the classroom and control learners' behavior while learning takes place through learners' independent activities. The teacher intervenes only when necessary; if learners become enable to correspond to a given situation, the teacher can provide them with the necessary advice and the needed language items .In case they disagree on a given point, he

is available to resolve their disagreement in a kind way by providing learners with necessary guidance ,Help ,and advice .This is expressed by Jeremy Harmer when stating that:

«They should be able to correct people withoutoffending them (……)Teachers who respect students do their best to see them in a positive light. They are not negative in about their learners or in the way they deal with them in class. They do not react with anger or ridicule when students do unplanned things but instead use a respectful and professionalism to solve the problem» (2007, p. 27)

Although the teacher's role within Communicative Language Teaching is less dominant and less direct than it is in a teacher centered-method, it is still very paramount for the success of the learning experience. This implies that CLT is much more oriented towards learner-centeredness .A shift in focus from teacher to learner stems from the awareness of the important position the latter undertakes in the teaching/learning process. This invites the exploration of learners' role within CLT.

II.4.Learners' Role in the Language Learning Process

Harmerdescribe learners as follows:*«Getting students to do various kinds of homework, such as written exercises, compositions or further study is one of the best ways to encourage students autonomy»* (2007, p. 21)

Communicative Language Teaching seeks for learners autonomy by considering them as performers, problem solversand discussion initiators .They are above all communicators in the sense that according to J.Harmer (2001):

> ➢ They are much more oriented towards language use rather than language usage.
> ➢ They form members of a group. Hence, they bear a view of learning as a cooperative rather than an individual process.
> ➢ They are required to learn from the teacher and their peers through constant interaction and discussion, as well as from other teaching resources.
> ➢ They are constantly engaged in negotiating meaning via trying to understand correctly the foreign language produced by others and seeking to

make themselves clearly understood even if their knowledge of the target language is still not mature.

➤ They can find their own way, make their own opportunities for practice, and operate perfectly without being always guided by the teacher. In other words, they are expected to be more independent, autonomous, self-reliant, and responsible leaders and managers of their own learning.

➤ They monitor and assess their own progress

➤ They enjoy a certain tolerance of ambiguity in the different learning tasks rather than seeking for things to be always cut and dried.

➤ They demonstrate a high degree of self-confidence accompanied with a strong willingness to take risks in initiating classroom interaction and discussions.

➤ They learn the maximum from the errors they do or their peers produce.

➤ They are enough creative.

➤ They show a strong willingness to listen attentively to the target language being used in the classroom.

➤ They demonstrate a strong willingness to experiment new things and contemplate their outcomes. Thus, they are ready to take risks.

II.5. Techniques and Materials

There are many techniques and materials that are associated with Communicative Language teaching according to JJ Wilson (1988) including:

Authentic materials

In order to be able to find the link between classroom learning tasks and the world outside, students need to be exposed as often as possible to natural language in a variety of situations. This could be achieved through the use of authentic language materials such as :radio, television ,video, newspapers, and films….etc.Students with low level of proficiency in the target language may find difficulties to cope with materials such as the ones sited above .In this case, realia that don't contain dense language is more accessible to them provided that it can engender classroom discussion.

Role play

Role plays are very useful technique for their potential to offer students lot of opportunities to practice the communicative use of language via assuming different social roles in different social situations. Role plays can be very structured in the sense that students know their roles as well as the discourse they should produce. In short sort of role plays, information gap exists for the natural unpredictability caused by students' inability to guess what the other participants will produce exactly .In less structured role plays, students are informed by the teacher about the roles they should assume, the situation with which they are confronted, and the subject of the discussion .However, students are free to choose what they will say. This types of role plays is more communicative for the freedom of choice it gives to students .In both types of role plays, students receive feedback as to what extent their communication has been successful.

Problem solving techniques

Using problem solving tasks is very efficient in Communicative Language Teaching because they contain the three features which characterize communicative activities, and can be structured in such a way to involve students in sharing information and negotiating together to reach a solution. One example of such techniques are activities where students are shown some scenes from a film and predict what will come next, or what has already happened .The teacher can play the film but hiding the images then asking students to judge whom the character are ,what events are going on …etc

By viewing some scenes, an information gap exists since students don't know the whole content of the film, and even if the film is based on a story that learners already know, or have already studied as the example of the series Tudors England that learners already studied. They cannot be sure that it is too faithful to its source nor can they be sure about the way the film director would interpret the different events of that story .In addition when viewing picture less scenes, students cannot be sure that the description of the setting and characters, for instance, exactly as they could imagine before they check.

In such activities, choice as prominent feature of communicative activities also exists because students are given the opportunity to choose their predictions as well as the way they would form the language they would use in the best way.

Chapter I: Developing Oral Communicative Competence Through Listening

Throughout this section I tried to highlight the main features of Communicative Language Teaching which calls with a great concern with reality :a concern with the reality of communication as it occurs between speakers of the target language outside the classroom, a concern that could be understood through the wide range of communicative activities and techniques it suggests as well as the authentic materials it permits in the classroom to breakdown its barriers with the outside world ,in addition to a concern with the learners and emphasizing their creative role in the learning process .

Although all language are meant to be fostered through CLT, oral communicative ability seems to have the lion's position for the belief that language is best represented through speaking ,and the awareness that oral communicative competence is the most difficult skill to be achieved by learners. For that reason I would like to turn my attention to listening which is considered a key strategy to develop learners' oral communicative ability.

IV. Different Kinds of Listening

IV.1.Extensive Listening

Extensive listening refers to what students often listen to outside the classroom, for pleasure or other reason, and the input is often received through CDs,MP3 players, on the internet, or on TV, briefly, it is a kind of listening which is done without the intervention of the teacher .According to J. Harmer

> *A distinction can be drawn between intensive and extensivelistening (…)the latter refers to listening which the studentsoften do away from theclassroom, for pleasure or some other reason. The audio material they consume in this way-oftenon CDs in their cars, on MP3 players, DVDs, video or onthe internet-should consist of texts that they can enjoylisteningto because they more or less understand themwithout the intervention of ateacher or course materialsto help them (2007,p. 134)*

Thus foreign language learners may be exposed to extensive listening for two main aims: First, a very important use is introducing students to old material which is already known by them or they have already studied in the classroom so that they can see it in a new way, real, and natural environment rather than restricted to the classroom context in which it was perhaps first introduced .For example,when studying the Tudors England in civilization unit

in its written version in the classroom,its corresponding filmic adaptation represents an authentic material that is likely to present studied material in an oral form with real, live English speech and an accompanied visual version to account for the non-verbal aspect of la and language that corresponds to listening material.Extensive listening to the real English makes students feel the link between the classroom tasks and the language world, and hence can perceive the naturalness of their learning.

Second, extensive listening gives learners plenty of opportunities to hear and become unconsciously familiarized with new vocabulary items and language structures and trains them spontaneously to pick up the appropriate pronunciation of English words, phrases, and utterances .A story contained in a novel or a play. Shakespeare's Romeo and Juliet play; represented through a play on TV is an instance of extensive listening material that is rich with unknown lexis and language structures. Comprehension is not seriously hindered because the compelling concern of the play or story attracts learners' attention, and the presence of the accompanied images and a great body of familiar language items and structures is likely to open the way towards sufficient understanding of the story's gist .Thus comprehension can take place without learners' awareness.

One of the advantages of extensive listening is that it does not need to be carried out under the supervision of the teacher. However, unlike tapes which can be used by the learners individually in a language laboratory that is endowed with the tape records, junction boxes, and good headphones where a learner can work without disturbing other members of the group, viewing a film can be done only collectively in the language laboratory by using data show due to the lack of the means. Hence, in this case students would not be given the freedom to use the listening material whenever and whatever they want. For instance, they have to listen all at the same time and cannot be free to introduce subtitles or review a given scene. One flexible alternative is to provide the language laboratories with more technological means to give the students freedom to work on individually, or to make the film available to students for home loan .Thus extensive listening will be part of students courses.

One of the disadvantages of extensive listening is that only the keenest students would bother about listening to English tapes or watching movies outside the classroom .The foreign language teacher then needs to constantly encourage his/her students by giving them reasons to listen extensively .This could be achieved via accompanying the listening activity with classroom tasks .For instance the teacher can ask students to summarize and/or analyze the

content of the film that he asked them to watch at home ,then writing their own comments ,and/or answering questions which the teacher prepared for them. Once arriving at class they can exchange their information with their peers , and hence contribute to the progress of the whole class unconsciously .The motivational power of such post-viewing classroom tasks should not be ignored

IV.2.Intensive listening

Intensive listening is defined by J.Harmerin the following quote as:

> *Intensive listening is different from extensive listening in thatstudents listen specifically in order to work on listening skills, and in order to study the way in which English is spoken, Itusually takes place in the classrooms or language laboratories, and typically occurs when the teachers are present to guideStudents through any listening difficulties, and point them toAreas of interest.(2007 p. 134)*

Unlike extensive listening which is much more concerned with the free and general exposure to English language, not necessarily under teacher's control .Intensive listening ,then takes place in a structural situation under the teacher' supervision. It aims at exposing the foreign language learners to different language material in order to develop greater control to it or to help them achieve further comprehension and understanding of items related to specific learning objectives.

The spoken language contained in a conversation is often different from the written language which perhaps more familiar to students. Thus, listening to English native speakers would make students' ear familiar to the vocabulary of conversations, accurate pronunciation, various phrasal verbs, idiomatic expressions, and colloquial lexical items….etc. This would attract students' attention to form the habit of using , those language items that they have listened to, when communicating with other speakers of English .It is necessary .However, to use listening materials that focus on Anglo-Saxon-standard language- rather than colloquial language .For example, a speaker saying,' enter' and 'repeat' instead of 'come in' and 'say it again'.

Intensive listening focuses on the phonological aspect of language,by attempting to improve students' ability to distinguish between the different English sounds, sounds

segments,and recognizes the international phonological devices standing for the suprasegmental level along with their corresponding significance:stressed versus unstressed words, rising versus falling intonation, long versus short pauses…etc. A rising intonation, for instance, may stand for a question whereas different stress placement in the same word may signal change in its grammatical function and a stressed word in an utterance may stand for the most significant item and thereby deserves the listeners' attention .Indeed, intensive listening can help learners not only to understand what they hear,but also to acquire a native like pronunciation; avoiding producing too much errors.

Intensive listening can also focus on the grammatical aspect of language by fostering students' ability to comprehend grammatical signals .For example, the final's' in 'trees' and 'flowers' signals the plural form whereas it stands for a singular third person present tense in the verbs 'listens' and 'speaks' signaling their concord with the subject. The's' in 'student's' .However, is the sign for the possessive case. Another example is that the final 'er' in' smaller' and 'taller ' signal the comparative form of short adjectives whereas the final 'est' in the same adjectives stands for their superlative forms .Moreover, students can improve their ability to recognize the grammatical forms and functions of different types of sentences :affirmative, negative, interrogative, and exclamative. Since the communicative competence invites students to master the spoken language ,intensive listening attract students' attention to the different possible ways of arranging sentences in such a way to achieve speech coherence and cohesion. Sentence co-ordination and subordination and transition signals are instances of such possible grammatical link. Familiarizing students of English with such grammatical aspects through intensive listening would contribute in improving the grammatical accuracy and correctness of their spoken language.

The lexical level of language can also be targeted by intensive listening in the sense that it trains learners to grasp the correct meaning of the different lexical items depending on the context or situation in which they occur .In addition students can be trained to pick up the key words, idioms that appear in speech .Another .Another lexical area that is worth mentioning is the practice in listening of words that have semantic relationships .For instance, if the students hear the word 'hospital' ,they would expect to hear other words associated with it such as: 'nurse', 'doctor' , 'ambulance', 'patient' …etc. Familiarizing students with such lexical items would not only improve their ability to comprehend the native speakers' speech, but also train them to become accurate when producing the language.

Chapter I: Developing Oral Communicative Competence Through Listening

Students can hear but not listen; they can also listen but not understand what they have listened to. Thus listening for meaning is a crucial skill that is highly emphasized by intensive listening. That's why it is a necessary condition for the listening material to be within the students' intellectual and maturational level. Listening for meaning requires a careful selection and presentation of the listening material in a sequential manner going from simple to complex passages. Materials that are compatible with the learners' academic syllabi would interest learners. A further factor that is closely tied to listening for meaning is the degree of formality of the language contained in the listening material which can be familiar, neutral or formal. For most learners, neutral English seems to be more accessible whereas regional and class accents seem to be confusing, especially on the first hearing .The speed of delivery and the degree of language density also affect learners' understanding of the listening material .Obviously, the more rapid is the speech, the more difficult and demanding understanding will be .All the factors related to the listening material ,affect in a way or another foreign language learners' listening comprehension , the acoustic environment should be far from any disturbing noise or interference and endowed audio and visual aids for good quality.

An important aspect of the spoken language that cannot be denied for its valuable contribution to enhance learners' understanding of the listening material are the non-verbal features .Since the latter don't appear through oral passages. Therefore, it is highly advisable for foreign language teachers to introduce audio-visual materials such as: films ,internet…etc ;so as to help learners understand the speech which is accompanied by gestures ,the different body movement ,and facial expressions used in that speech, and subsequently using them while communicating with speakers of the that language(English).

Developing students' oral communicative abilities can be achieved only through listening .For that special techniques have been suggested by foreign language teachers to engage learners' concentration to the listening material then tease their willingness to speak by providing to them effective post-listening activities. Some of these intensive listening techniques according to Jonathan Newton (2009) are:

Playing the Tape without Sound

Students with their teachers are required to discuss what they watch , what clues are revealed through images, what different character appearing on the screen are saying .Then ,

the learners will be given the opportunity to discover whether their predictions were true, when the teacher rewinds the video and introduces the already viewed images with their corresponding sound.

Playing the Tape but Covering the Pictures

Unlike with the first technique, students will attempt to decipher the meaning of the listening material, they try to guess the setting of communication, whom the different participants are, what are their roles, what events are taking place and what are the various non-verbal features that are accompanying speech…etc. When they have ended their prediction, the teacher rewinds the video and plays it with the visual images accompanying the sound so that they can discover to what extent their predictions were right or not.

Freezing the Pictures

The teacher presses the pause button stopping the video at a given point and asking to guess what is likely to come next.

For easier and better understanding of spoken English and to help learners obtain an interesting language input, a combination of extensive and intensive listening is highly praised. According to J.Harmer, «*Listening to both kinds is especially important since it provides the perfect opportunity to hear voices other than the teacher's, enables students to acquire goo speaking habits as a result of the spoken English they absorb ,and helps to improve their own opportunities*» (2007,p. 134)

V. The students purposes for listening to English

In speaking learners are motivated by the communicative purpose that they seek to achieve while being in a conversation; Listening also need to be identified with purposes, even with extensive listening learners need to listen for pleasure which is a purpose .According to littelwood (1981)

> «*(…) this purpose determines to a large extentwhat meanings he must listen for, and whichparts of the spoken text are most importantto him(…) a task may require for him listen for specific pieces of information distributedthroughout the text*»(1981, p. 69)

Chapter I: Developing Oral Communicative Competence Through Listening

In this section we will attempt to highlight the reasons for listening to English according to Wilson (1988) which are mainly:

To get access to the world

International news has been dominated by Britain and USA. Today although there are a number of large media organizations growing rapidly in other countries as France24, AL Djazeera…etc but most foreign news on television comes from either Reuters(UK) which started in 1850 when Paul Julius Reuter started sending news by carrier pigeon, to be followed after few years by the foundation of Reuter's news agency in London(its growth was based on journalistic scoops such as the assassination of President Lincoln).In addition to this agency there is also APTN(a US company) and BBC which was founded in 1922 to broadcast over the radio ,and its first director ,John Reith, announced   that the company should 'inform, educate and entertain' which are also good reasons for listening to English.

Pleasure

Perhaps even more through news information-sharing, the English language has spread through entertainment, primarily Hollywood, Rock and Pop music .Besides, for many students music can be a great motivation for learning English language ,especially for teenagers who want to understand just what those famous singers are really singing. Thus for young learners who have a shorter concentration span than other older students, enjoyment is one of the main criteria for any activity.

Travel/Tourism

English is often called **Lingua Franca**, which is a tool for international communication .A language that two people of two different mother tongues use to communicate so English is the language shared between the travelers and tourists use whatever they go.

Work purposes and Academic requirements

English is the international language for many fields: science, technology, medicine, even sailors have their own dialect called Sea speak, based on a simplified version of English language. All over the world conferences take place in English .This means that for academic requirement in a number of fields,it becomes necessary to understand the spoken English.

Also business, in the age of Globalization was relied to English as the common language of the world of business for historical and political reasons. Thus for many individuals, job prospects, status, financial reward and opportunity for travel all depend on their mastery of English language. These are strong reasons for listening to English.

VI.The place of Listening in Language teaching

Mastering the four principle language skills equals mastering the language, listening is probably the least understood, the least researched, and historically the least valued skill.

In the past foreign languages were learnt mainly by reading and translation rather than listening. In the second half of the twentieth century, there was a research into how people learn first and second languages, as well as, development in linguistics, sociology and anthropology, which led to an understanding that listening is probably the key initial skill. Thus we cannot produce comprehensible output without being exposed to comprehensible input.

Another factor that led to changes in foreign language education was. During the Second World War the US's Army Specialized Training Program trained a number of soldiers to learn foreign languages .These soldiers spent years focusing on developing their grammatical competence and acquiring new vocabulary from books, but when it came time to speak or to listen to an enemy conversations over the radio waves,their language skills were inadequate,then the authorities realized that a new methodology required,and this is how **Audiolingualism** emerged.

Audiolingualism which put uses record drills, put listening at the center of language teaching pedagogy; the idea was based on a premise from psychology called **Behaviourism ,**in which courses were based on good response to the stimuli to gain reward, students were asked to hear long passages-mainly dialogues-in which the main grammatical elements are presented and then, students repeat it to learn it. The reward here is the better understanding of language; NoamChomskyaccording to Wilson (1988, p.18) claimed that people could learn languages through habit formation he also argued that language could not be delimited to a fixed number of sentences, and that people were capable to express an infinite number of thoughts, but with the growing popularity of Chomsky's ideas, Audiolingualism days were finished to be replaced in 1970s by the humanistic methods. The centrality of listening remained, and was reinforced by the work of Stephen Krashen**.**

The methodology thatKrashendesigned according to Wilson(1988,p.18) in order to put the input hypothesis and the other theories into practice was called **theNatural Approach** which places listening at its center and the language was to be graded according to the natural order in which people acquire l2(for example students should not be introduced to the present perfect until they acquire the simple present)

The input Hypothesis formed the methodology of James Asher called the **TotalPhysical Response (TRP)** which based on the principle that learning L1 and L2 follow similar processes;listening comes before speaking ;delaying the need to speak thus there was no pressure on the student to speak. Some practitioners argue that the techniques of TRP are to be used with elementary levels and children.

VII.Stephen Krashen input Hypothesis' position in listening

The idea of input has been central in the growing up of listening in language learning, the oral input consist of any aspect of language .According to Wilson

> *«A careful scripted piece of input for the language classwill contain target grammar and/or target vocabulary.More natural input will probably also contain discourseMarkers.»(1988, p. 18, 19)*

Input gives opportunity for incidentalvocabulary learning-when the students pick up words by chance rather than by teachers' design-thus incidental vocabulary learning received because the topic may be of personal interest to the learner, and perhaps he/she needs to use it to accomplish a personal goal.

The theory of StephenKrashen input hypothesis is extremely influential in the field of second language acquisition (SLA) were listening was at the center of Krashen's theory considering it the room that opens the door to input .According to Krashen '*languages areacquiredwhen people understandmessages'*(Wilson, 1988, p. 18) **.**The input hypothesis is consistent with what we know about the children's L1 acquisition, according to Krashen the child remains silent listening to what his/her parents say and his/her brain stores it all ,categorizes words, parses verbs ,examines meaning, makes hypothesis ,then a few months later the child starts to speak .Besides, Krashen (1993,page 50) states that "*L2 acquisition takes place when a learner understands input, and the right level of input is attained automatically when interlocutors succeed in making themselves understood in*

communication" .Therefore, comprehensible input is achieved when using situational context to make messages clear through input modifications found in foreigner talk-the language native speakers use when addressing non-native speakers- **i.e**the speaker has to address in a very simplified language, to makes his input understood and available to the hearer who would also try to make sense to the received input in the context of speaking .

Jonathan Newton states that, *«The meaning focused input strand involves learning through listening and reading-using the language receptively»* (2009, p.3**) .**It is called meaning-focused input, because the learners' main interest should be on understanding and gaining knowledge from what they read and listen to, and here my main interest is on listening .For that typical activities can be carried out to receive comprehensible input by listening to short stories, watching TV or films. Thus being a good listener can exist only if certain conditions are present according to J.Newton (2009,p 4,5):

> ➢ *Most of what the learners are listening to is already familiar to them.*
> ➢ *The learners should be interested in the input and want to understand it.*
> ➢ *The learners can gain some knowledge of the unknown language through context clues, and background knowledge.*
> ➢ *When there are large quantities of input.*

Although many researchers criticize Krashen's (1985) input hypothesis; none woulddisagree with the idea that meaningful comprehensible input is an important source of language learning, then as with the aim of our research developing oral communicative competence through listening comprehension; I have not to neglect the role of comprehensible output in plays also an important role in second language acquisition. Besides, Merill Swain to Rod Ellis (2008, p. 49) suggests that a number of specific ways in which learners can learn from their output; output can serve a consciousness-raising function by learners to notice gaps in their interlanguages .That is,by trying to speak or write in the L2 they realize that they lack the grammatical knowledge of some feature that is important to what they want to say. Second, output helps learners to test hypothesis. They can try a rule that they have received as input and see whether it leads to successful communication, or whether it elicits negative feedback. Meaning-focused output can be reached through focusing on language productivity by carrying out activities as taking part in a conversation, giving speech…etc. Comprehensible input is a good source which would surely lead to comprehensible output.

Conclusion

Throughout this chapter we have been introduced to the communicative competence highlighting its aims ,its main activities then recognizing the two kinds of listening ,the reason for listening to English and its place n the language teaching then emphasizing on Stephen Krashen's input hypothesis and its implementation on SLA and on teaching listening without ignoring the transmission of this input to output which would lead to our aim of the chapter developing oral communicative competence through listening. The conclusion of this chapter is an invitation for teachers if listening to adapt an approach in listening sessions; this entails using films to teach listening with the aim to develop the learners listening skill which would lead to improve their oral communicative competence. Understanding this point implies a consideration which extent films are compatible to learners' level, suitable to the conditions of the teaching environment ,and adequate to learners' need to develop their listening and speaking skills; the suggested strategy needs to be clarified as what principles to consider while choosing a given film to be presented to learners. All these aspects and others constitute the main concern of the following chapter.

Chapter Two

Teaching Listening Through Films

Introduction

The previous chapter made a strong emphasis on the communicative competence, which can be developed through listening; suggesting in this chapter the use of films wishing to be adapted as a strategy during listening sessions. Justifying the selection of film as an audiovisual aid to teach listening implies an examination of its importance in the foreign language classroom,a determination of the main factors that influence this choice, as well as setting the main principles and consideration in films' selection and presentation,clarifying the suggested method entails an accurate explanation of the main procedures to be followed in order to adapt it in the best possible way.

I.The place of Audiovisual Materials in the EFL Classroom

Nihil in intellectu quod non fuitpriusinsensu.(Aristotle) cited in (Comenius " OrbisSensualism")

By translating the above to English, it means that every piece of knowledge passes first through the senses. The quote is printed on the title page of one of English editions of Comenius' famous language teaching textbook, the OrbisSensualium, or TheVisible World in Pictures**.** The quote is also present in his preface. Aristotle was the pioneer to realize the importance of senses, affirming that they are the key to all knowledge; for our contact with the outside world. However, it was Comenius who first seems to have understood the importance of the senses in language teaching and learning.

We use our senses, adapt ourselves to our environment, and to communicate by language means with other people living it .But, we also learn about it via the use of language, which is until the present days the medium of nearly all formal teaching. Thus language is not separable from the world around us; and knowledge of the language also passes through the senses first .This shows the importance of senses in language learning and justifies educators' strong appeal to learn language through senses in the recent years.

Educators believe that language teaching/learning is more effective when combined with a sensory experience. Applying this view to the teaching of English as a foreign language, the use of senses is warmly welcomed in the teaching/learning processes. The following unanimous quote is a type-written on a white paper and was stapled on the door of English Department at the University of Bejaia:

A more practiced eye;

A more receptive ear;

A more fluent tongue;

A more involved heart;

A receptive mind;

These are the characteristics we want to stimulate inour students to become proficientlanguage learners.

This quote illustrates that the senses of sight and hearing, along with the ability of speaking are necessary for the production of proficient language learners .A fact in the above quote is

that the methods that are highly praised in foreign language teaching are those which use the learners' sense of sight, hearing as well as speaking .Such methods are often known as audio-visual methods and the materials teachers use in these methods are called audio-visual aids including: computers, internet, TV, CD Rom, video/DVDs or VCDs ,and films.

It is commonly agreed that the presence of audio-visual aids is paramount in the language teaching and learning in order lead students to plunge in a given communicative bath. J.Harmer affirms this when stating that:

> «*Most students need to understand what peopleare saying them in English,either through faceto face,on TV or on the radio, in theatres andcinemas, or on tape, CDs or other recordedmedia. »*(2001,p. 133)

Therefore, the importance of audio-visual aids is almost taken for granted   and   their effectiveness in the foreign language teaching and learning seems to be undoubted; mainly at completing a lack in communicative competence. However, it should be pointed out that the effectiveness of the audio-visual aids is not limited to communicative competence; they many contribute to improve writing and reading skills as well.

In Algeria, until present days ,English language teaching relies mostly on the teacher who seems to the important aid that is available without problems in front of the learner in the classroom ,and even in language laboratories in which the teacher has just to guide the students listening ,but due to the lack of aids and problem we get to manage if they are available ;the teacher is always in the sight of the learner standing in the classroom, sitting on his desk or walking around the classroom while explaining. Thus, he can be considered as an audio-visual aid; as he is heard by the students while speaking , looked at while explaining ,and using body movement and facial expressions ,but time to time students don't look to the teacher; they rather lower their heads and concentrate on the lesson through listening. However, the teacher as an audio-visual aid proved to be insufficient to produce fluent English especially in listening sessions. Attempting to bring something where language is original and natural with a visual support to be a source of motivation to students, the audio-visual aid opted for is film. This choice is not made randomly .It is governed by many factors and considerations.

II.Factors influencing the choice of film as an audio-visual aid in the listening sessions

Many factors affect our choice of film as an audio-visual aid that is meant to improve students' communicative throughout intensive listening sessions. These factors fall under two main categories: Factors related to teaching/learning situations and others related to the teaching and learning aims and objectives.

II.1The Teaching/Learning Situation

Under the general considerations of teaching and learning situation we lie four main considerations. These start with learners' language level and individual variations, teachers' attitudes as well as the opportunity offered by teaching and learning environment.

II.1.1Learners' language level

In any language teaching and learning context, course design and material selection should take into consideration learners' cognitive and linguistic capacities ,in order that the learner be able to perceive language features that are not over his/her linguistic knowledge and his/her language experience. Thus a careful analysis of the learners' level and capacities is necessary before the selection of any audio-visual aid to be used in the language classroom. Otherwise, the foreign language learners who are meant to listen, understand and produce, will be neither understood nor produced by them, and hence the requested learning objectives will not be achieved.

We cannot assume that all first year students of English at the university of Bejaia can be able to predict and understand all what they see and hear of the film; as some of them if not many, seem to find difficulties in understanding even their non-native teachers, then what about the native speakers who appear on the screen using various English language dialects, registers, creoles, speaking by using assimilation and cutting words…etc. Very clear, here, is the fact that within the same level, a variety of levels may be found .However ,the introduction of film as an audio-visual aid during listening sessions, perhaps, may be a source of motivation for EFL learners ,and then ,the selection of a historical film with standard English to a first year students as they are beginner adults and the topic of the film may attract their attention because it will be an initiation to their second year courses in civilization

credit and a good source of comprehensible input may ,perhaps ,lead them to double their efforts to study more listening sessions and encourage even extensive listening.

II.1.2. Learners' individual variation

According to the theory of Neuor-Linguistic Programming (NLP),human beings 'use five primary representative systems' to experience the world.' VAKOG' it is the acronym which describes this system .It stands for «Visual(we look and see) ,Auditory (we hear an listen) , Kinesthetic (we feel externally , internally ,or through movement), Olfactory(we smell things),and Gustatory(we taste things)» (J.Harmer , 2001: 46).While exposing all the systems in their attempt to experience the world,most people tend to privilege one primary system over the rest. Some individuals, for instance, respond more powerfully to music than to images because the auditory system is their preferred one.

Bringing the VAKOG formulation to the language classroom, seems that students' responses to a certain stimuli differ widely according to their preferred primary system. DedeTeeler, for instance ,suggests that Kinesthetic learners and visual one respond differently when using internet as a language learning tool in the classroom .Thus according to the VAKOG formulation, some students respond positively to what they hear whereas others gain most knowledge from what they see, feel or do .

As an audio-visual, aid film attracts primarily learners' visual and auditory systems. The natural oral presentation of films will be welcomed by those auditory students in the classroom, who will exploit the visual system too but with less emphasis on. On the other hand visual learners will respond well to the images of the film .It should be pointed out , that students reliance on the visual aspect of the film neither opposes nor contradict the main aim standing behind introducing film in listening sessions since visual material can be used to promote learners' communicative abilities. Thus, if the suggested method is successful even kinesthetic learners can gain too much from the introduction of film, because of the rich repertoire that he can get from the film to use to perform role plays.

II.1.3.Teachers' attitudes

Using films in the language laboratory is a method that is new in practice but not stranger to the teachers of listening at the University of Bejaia.However, I respect to individual differences in teachers' abilities and competences ,what could be perceived as an easy activity

by some teachers could be considered as hard by others .In this case ,those interested teachers by the suggested method seems to carry with its connotations of difficulty in its implementation should seek to familiarize themselves with the it because effective teachers are supposed to continually seek a high degree of expertise via constantly learning not only the new subject matter knowledge, but also the new teaching methods that are related to it, and that may make them better educated, and hence, better educators. They have to break all the barriers if front of them and to challenge all the difficulties they may suffer from or encounter. In short, it is the teacher' professional responsibility to develop their teaching competence as well as their instructional practices. Their flexibility is highly good for the development of the teaching and learning processes.

II.1.4.Technical, Physical and Economic Conditions

In an increasingly multimedia age in which technology arrived to high achievement, the celebrity of film as an audio-visual aid to the language learner seems to have some problems. Underlying this reality is the fact that the selection of a film as an audio-visual aid in listening has been limited by the technical, physical as well as economic conditions of most Algerian Universities, providing a multimedia room with a required software to send the film to all the students so with the short recorder tapes,so as to give them the freedom to work on it individually without disturbing or being disturbed by other class mates.

II.2 teaching /learning aims and objectives

The pedagogical implications for using films in the listening sessions are various and numerous.Here are opinions and research findings by some figures in the field of language education that appear to judge film as an excellent tool to develop students' listening skill and improve their speaking abilities .However, it should be pointed out that by exposing the following review ,we are neither predicting nor pre-judging the results of our conducted research because what would prove to be effective teaching material for Chinese students ,for example, may not have the same results with Algerian ones.

In an attempt to provide effective guidance in developing competent speakers of English, **Kang Shumin**in an article entitled"Factors to Consider: developing Adult EFL Students' speaking Abilities"(2002),focuses on interaction as the key to improve the EFL learners' speaking abilities. He; therefore, advocates the introduction of extensive exposure to authentic language through audio-visual stimuli including film. This exposure is to be accompanied

with opportunities to use the language as a possible recipe to stimulate learners to talk.Such visual-oral activities are worth compensation for the lack of opportunities to interact with native speakers,thus it provides the comprehensible input by listening to the film and producing it as comprehensible output later on .According toShumin, if carefully selected films can provide:

> (*a*)"The motivation achieved by basing lessonson attractively informative content material.
>
> (b) The exposure to varied range of authenticspeech, with different registers, accents,intonation;rhythms, and stress.
>
> (c) Language used in the context of realSituations, which adds relevance andInterest to the learning process."(Carrasquillo in Shumin, 2002,p. 140)

"Making the most of movies" is the motto adopted by Jane King, the author of an article entitled "Using DVD Feature Films in the EFL Classroom" (2002). In this article King defines the merits of feature films as a rich and dynamic teaching id that makes up for all the weaknesses of the old methods,it stresses the importance of meaning rather than form, and fluency rather than accuracy that makes the learning experience more interesting .According to him, the realism of movies provides a wealth of contextualized linguistic,and authentic cross-cultural information. It fosters students' listening comprehension strategies and improves their speaking abilities through constant exposure to native speakers:

> «*Films are such valuable and rich resources for teaching for they representcolloquial English inreal life contexts rather than artificial situations,an opportunity of being exposed to different native speaker voices, slang,reduced speeches, stress,accents and dialects.*»(Jane King,2002, p.2)

King gives further by stating that teaching English through movies will not be successful, unless it is accompanied with activities that generate discussion and elicit response.

The strength with Momoko Adachi's article "Multiple Intelligence Theory and EFL Classroom"(2003) is the fact that the feedback about using movies as a teaching resource does not stem from teachers or specialists in the field of English language teaching ,but rather from the part of English students who are the primary concerned organisms ;as using films to teach English is done for their own sake ; and is meant mainly to develop listening skill and improve communicative competence increasing their speaking proficiency. Attempting at

collecting data from the repeaters class that comprises students who have the failed English once or more and who were really low-level and very low motivated, the repeaters' feedback about using movies in the classroom seemed to be very positive. For example,one student used to skip school whenever an English class was on the schedule; obviously because he abhorred English. However, after introducing   English movies in the classroom, change in his behavior was rather fast. Thus, instead of being reluctant towards studying English, he begun to be motivated and interested in English classes. This change in behavior expanded to cover his classmates .One student wrote:"*Now I feel close to English, fromwhich I used to stay away asmuch as I could"(p.8*) .This illustrates that English movies tighten the obstacles faced by the English learner in his journey to learn English, and widen the facilities in understanding and approaching the language as used by native speakers. In addition to that students started to learn many words and expressions successfully and it was very difficult for them to forget what they have learnt, because it just sticks to their minds easily .Their listening comprehension had improved due to the constant exposure to English movies. One student wrote:"*English sounds slower thanbefore*" *(p. 9);*and this shows that learners became accustomed to normal speed pronunciation.

Now that we have thoroughly justified the adequacy of film to the target situations as well as its relevance to the intended teaching/learning objectives ,we can shift to talk about the main principles and considerations that we should take into consideration while selecting it and presenting it.

III. Principles and Considerations in Film Selection and Presentation

Teachers adapting film as teaching aid in listening sessions have to go carefully in the selection of the material as well as in the main steps they follow in scheduling and selecting it.

Engaging learners of English in watching films that are stranger for them to understand would engender in them a negative feeling toward getting involved in an experience that expresses connotations of failure. Once getting lost while attempting to decipher the language of films, learners' reluctant towards this method would be high. If the learners of English as a foreign language are to develop their listening skill and to improve their oral communicative competence through films, they should understand the language of the films to which they are exposed to.

The fact that films present problems of oral comprehension for most learners. Therefore, to overcome reluctant towards the film-based method to teach listening, learners need to be exposed to simple scenes from films so that they at least acquire an intermediate level in listening and understanding English used in natural contexts before they can cope with the full- length films. Scenes endowed with the following characteristics are likely to lighten learners' verbal comprehension, and hence offer an ample opportunity to produce correct utterances. Jane King (2002 .p,10) suggests the following points to be taken into consideration by the teacher before selecting the movie.

➢ Scenes that are short enough to overcome memory problems, and that can easily be absorbed by all the students with their variations.

➢ Scenes with a lot of actions and a direct connection between action and speech to allow learners to guess as well as to check more readily the meaning of the different utterances and sentences they are exposed to.

➢ Scenes with simple and clear chain of actions and time consuming special effects are likely to encourage learners to focus on the verbal language of the film, and hence to attempt to produce oral utterances when the teachers stops them to ask questions rather than concentrating on the complex details they are afraid to miss ,or to understand.

➢ Scenes containing anything that shows down the language pronunciation speed. One example of such scenes is when one of the characters is unable to communicate rapidly and smoothly, because he/she is deaf ,dumb, or a foreigner cousin his/her language has to be interpreted both for the characters of the scene and for the audience i.e. the learner.

Such kinds of scenes are likely to train learners progressively in listening to the verbal language produced by the English native speakers and decoding it successfully .Starting to expose them to simple scenes first to reinforce learners' self-esteem also their ability to understand natural spoken English, increase their self-confidence ,help them to overcome the inhibiting effects of anxiety that lay result from learners' fear of failure to get familiar with the new material ,and ultimately open their appetite to more exposure to different scenes of films .On the other hand exposing learners to more complex and elaborate scenes, including scenes with a high verbal density and few amount of interactive language ,scenes with many ironic commentaries and a high degree of naturalism in the speech, could be postponed to a degree where teachers of listening credit assume familiarity of learners with the new material and perceive their readiness to tackle more difficult scenes .

Whether to view the whole film,or selected scenes teachers of listening should opt for versions of the film where clear modern English go over archaic language like the film adaptations of classic novels by Dickens .Moreover, teachers have to avoid film versions with many dialect and regional accents because local color in the film would catch learners on English in local confusion making the film inaccessible to them. Furthermore, the detailed study of the film's original work -the written story- should come first before viewing the whole film or the selected scenes. Film introduction is merely an attempt to provide learners with an adequate language input; aiming to develop their listening and speaking skills through constant exposure to natural English. Films are also meant to supplement,clarify, and illuminate books; raising their more interest more interest in them which may result in stimulating classroom discussion and interaction.

Some English films are endowed with aids to comprehension in the form of subtitling , providing learners, thereby, with the script of the film's spoken language .When thinking whether or not to use captioned films while intending to develop learners' communicative competence, teachers of listening credit should recognize that the eye is stronger than the ear , and hence, will dominate .If learners of English as a foreign language are offered with both reading and listening ,their attention will be directed to reading the written text which is obviously the most accessible channel for them to since their reading skills are much greater than their listening skills. They may end up by ignoring the film's verbal language,substituting it by the written text which would result in fostering their reading abilities while the ultimate goal by introducing films in listening sessions is to develop their listening skills so as to improve their speaking abilities .Thus teachers of listening should not introduce films with subtitles to give more chances to students to receive oral input.Hymes*(1974*) states that:

> «*What is being communicated by the film characterson the screen .Therefore, subtitles may not be ablefully the oral communication that is used by the actorsin the film .Voice, intonation, and kinesics may be missedby (learners) while reading thesubtitles*»(*1947,P.3*)

Conclusion

The success of film-based technique to teach listening is partly determined by the degree, the teachers of listening would work choosing the film to, exposed to learners taking into account their language level, their individual differences ,the teachers own attitudes, the technical, physical and economic conditions of language laboratories ,teaching/learning intended goals by opting on this strategy of teaching and finally respecting the principles and considerations in film's selection and presentation which is an important factor. Using films successfully is with learners of English as a foreign language is also determined by both the quantity and the quality of post-listening activities that teachers should do to develop students speaking abilities as asking them to play in the roles orally in oral sessions.

Part Two

Practical Part

Chapter Three

Methodological Design and Presentation of General Findings

Chapter three: Methodological Design and Presentation of General Findings

Chapter three: Methodological Design and Presentation of General Findings

Introduction

This chapter deals with the methodology used in this research. It contains two sections;"A Description of the Research Design and Methodology" it presents the research participants, and gives further details about the method used, the design of our research and the data collection tools and procedures. The second section of this chapter entitled" A Presentation of the General Findings" it presents the findings we obtained before we started the experiment

I. Research Design and Methodology

I.1.Research Variables

-The independent variable in this research is the film-based technique that is implemented during listening sessions. This technique involves students watching individually with the use of head-phones a selected historical film.

-The dependent variable: is the students' listening skill that is supposed to be developed through applying film-based technique .The students are asked by their teacher to watch the selected film. This technique permit the students' listening skills to develop which probably would lead to improve their oral communicative competence.

I.2. Research Participants

The research subjects are 14 students selected from two groups; these two groups are selected randomly from 20 groups of first year students of English at Bejaia University. Then, the 14 students are selected regarding their level after analyzing the pre-test from the two groups. They have been in contact with the English language for a long period of time (four years in the middle school, three years in the secondary school and some seven months at University). We chose to conduct our research with this level, because our technique has to be applied on the students during listening sessions for the purpose of developing their listening skills so as to improve their oral communicative abilities. Thus, listening unit is introduced only for the first year students of English at Bejaia University. The students have already been exposed to listening during the first semester what permits us to evaluate their actual level, then to implement the new technique.

I.3. Research Methodology

We have chosen to use the experimental method because it is more suitable for our study. We have divided the fourteen selected research participants into two groups; seven students are participating as the experimental group on whom the film-based technique is applied. The group is taken as the control group i.e. film-based technique is not involved in their listening sessions .By using this method we aim at comparing the final results from the two groups, examining the usefulness of the research technique of teaching listening through

films in developing students' listening skills which will lead to improve their oral communicative abilities, and then proving the validity of our research hypothesis.

I.4. Data Collection Tools

Three research instruments are chosen for data collection.

I.4.1. The questionnaire which is our first data collection tool; it is not time consuming and easy to administer i.e. it helps the researcher in gathering a large amount of data in a short period of time. The preliminary questionnaire was handed to the both groups (experimental and control groups) but for the latter group there was a consideration of more than seven students for the purpose of gathering a great amount of data about the students' general attitudes towards listening and oral sessions; while the post- test questionnaire was handed only to the fourteen research participants (the experimental and control groups) to complete. The two questionnaires are the same done for the purpose of seeking whether the experimental group attitudes will change after the implementation of film-based technique, and the control group attitudes will always remain the same or change. The questionnaires consist of open-ended questions, in order to help the researcher to get more precise pieces of information from the subjects. They were distributed for the students and taken back in the classroom, because this helps the researcher to turn back all the distributed copies.

I.4.2. The observation checklist: is our second data collection tool; it helps the researcher to directly observe the behavior of the research participants and evaluate their performance.Thus, for this research two observation grids are used;the first one at the beginning of the experiment,and the second one at the end of the experiment for; the purpose of comparing the findings concerning the two groups of the research study after the implementation of the technique. The checklist is entitled" Students' Listening Level" and include four items on which we tried to evaluate the students' listening level at the beginning and the end of the experiment by scoring them. Thus, we evaluated each student according to some criteria included in the dour mentioned items, these items are: - Grammar Accuracy which includes four criteria: 1. Ignorance of grammar rules. 2. Lot of grammar mistakes. 3. Few grammar mistakes. 4. Correct grammar use. –Punctuation includes four criteria: 1. No knowledge about the use of punctuation marks i.e. punctuating randomly. 2. No use of punctuation marks. 3. Good use of punctuation marks with few mistakes. 4. Good use of punctuation marks with no mistakes. - Paragraph Coherence and Cohesion includes the following four criteria: 1. Bad use of conjunctions, thus the summary become a Hoch Poach

of conjunctions. 2. Shifting from the main topic of the paragraph, and writing separated sentences. 3. Making the summary easy to understand, by connecting between the ideas with appropriate coordinating and subordinating conjunctions. 4. Writing the summary as a whole connected unit. – Appropriate vocabulary which includes also four criteria: 1. summarizing the tape using words that are different even in meaning from the ones used by the speaker in the tape. 2. Writing a summary of four sentences in two sentences, due to their poor listening skills and their insufficient vocabulary. 3. Writing a coherent summary carrying the same idea of the listened topic by using some of the words they have listened to in the tape, or using their own words which are almost synonyms to the ones used by the native speakers.4. Detecting all the words as used by the native speaker. The observer used this tool at the beginning and the end of the experiment to compare the research participants (control and experimental groups) listening level before and after the experiment, and to see whether the experimental group's listening level have been ameliorated after the implementation of drama-based technique.

1.4.3. Pre- and Post-tests (diagnostic test) : It is our third data collection tool used twice before and after the experiment with both groups(control and experimental groups), to evaluate our research participants listening level before and after the experiment ; thus, before starting the experiment we have chosen with the help of the subjects' teacher a topic from BBC world news about "Chinese Immigrants to Australia" where we asked the students to summarize after listening to it twice , then we evaluated their listening level using an observation checklist. After the implementation of film-based technique on the experimental group students, we designed a Post-test for the two groups too which is the same as the Pre-test for the purpose of comparing if there is any changement and difference between the level of the two groups after the implementation of the teaching technique only on the experimental one, thus to confirm or/and reject the hypothesis .The tests were corrected with the help of the subjects' teacher to avoid any subjectivity.

I.5. Data Collection Procedures

We got the permission from the subjects' teacher for carrying out the experiment during her listening sessions .At the beginning the subjects were not informed about the research we were non-participant observer, then by starting to apply the experiment we informed them. The preliminary questionnaire was distributed to the students in the classroom with the presence of the teacher, in order to elicit the students' attitudes towards listening and oral expression sessions. The post- test questionnaire was handed after the application of film-

based technique during listening sessions for a set of sessions to know if the students' attitudes towards listening and oral sessions have changed. Concerning the observation it was used twice with both groups of the experiment. The students were observed first at the beginning of the research(before applying film-based technique) to evaluate their listening level ,and the second time after applying the technique and finishing the experiment to see whether there is any change in their level, and whether is enhanced after the application of the technique comparing to the control group. Finally the gathered data is analyzed using descriptive statistics; the results of the questionnaires and the observation checklists are presented using tables, graphs, and histograms followed by discussions.

II. A Presentation of General Findings

In this section a presentation of the general findings is done, in apurpose of showing the results we obtained before we start our experiment.

II. 1. A Presentation of the Preliminary and Pre- test results

This sub-section deals with the general presentation of the results of the Preliminary Questionnaire as well as the Pre-test.

II.1.1. A Presentation of the Preliminary Questionnaire Results

The preliminary questionnaire contains sixteen questions; they are almost all open-ended questions and they are divided into three sections. The questionnaire title is 'Students' attitudes about listening and oral expression modules'. It aimed at knowing the students' general attitudes towards the sessions of listening and oral expression evaluating the relation between them, and knowing the students' opinions about the implementation of film-based technique in their listening sessions.

-The first section (A) contains four questions, entitled 'Students' choice for learning English'. The purpose behind this first set of sections is to get general information about students' motivation in learning English.

-The second section (B) consists of five questions, it is under the title 'Students attitudes towards the module of listening' aimed at knowing the students' motivation in the module of listening and how they evaluate it.

-The third section (C) contains seven questions entitled ' Students' motivation in oral expression ,and their evaluation of the relation between oral and listening modules', designed for the purpose of knowing the students' opinions about the relation between listening and oral sessions , and their opinions about the use of film-based technique in their listening sessions.

The questions are written in simple English in order to be understood the students with their different levels. Forty-seven copies of the preliminary questionnaire were distributed for the students to get more pieces of information about the students' attitudes; the questionnaire was distributed to the students in the classroom with the presence of the teacher and all the copies were returned back. Table 1 shows the number of handed and returned copies of the preliminary questionnaire.

Table N°1:Number of Handed and Returned copies

Copies	Number	Percentage
Handed	47	100%
Returned	47	100%

II.1.1.1. The Preliminary Questionnaire Analysis and Discussion of Results

Section (A) 'Students' choice for learning English'

Q1: Before enrolling for a degree in English, how did you perceive English language learning?

a- Easy

b- Have only some difficulties

c- Difficult

Chapter three: Methodological Design and Presentation of General Findings
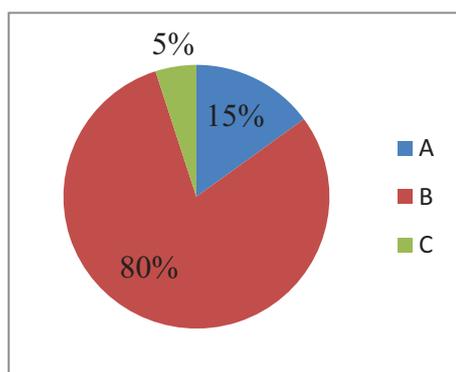
Graph 1: The control group
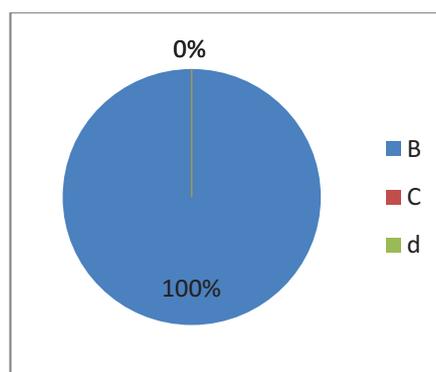
Graph2: The experimental group

Graph 1 and 2: students' opinions about English language learning

From **graph 1** and **2** we notice that the majority of the students from both groups have an acceptable level in English language, in a way that they perceive English language as neither too easy nor too difficult, but have certain difficulties that they can surpass by time; what helps us to notice that the majority of them have an acceptable level in English language even before enrolling for a degree in English. What we conclude from this is that even if they are first years but they have an acceptable level in English which permit us to apply the experiment on the experimental group.

Q2: Are you learning English?

a. To get a job ☐

b. To live in a country where English Language is spoken. ☐

c. To use it as a mean for communication and travelling ☐
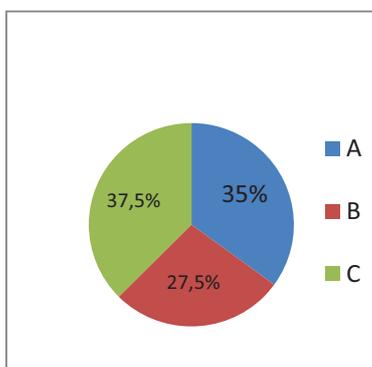
Graph 3: The control group
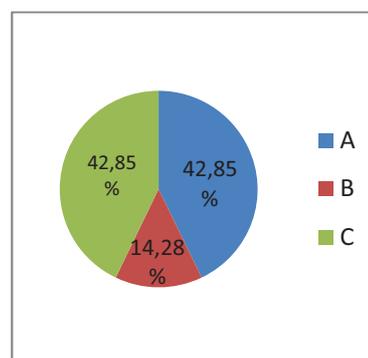
Graph 4: The experimental group

Graph 3 and **4**: The students' motivation for learning English

Graph 3 and **4** show that the majority of students from the control group want to learn English for the purpose of communicating with other English Language speakers, and the experimental group the percentage of students' aim for learning English to get job and using it as mean for communication is the same .We can conclude from these results that communication is the main goal by learning English language for most students ,so it is necessary to work on the purpose of enhancing their speaking skill.

Q 3: Now that you have enrolled for a degree in English, do you?

a. Still enjoy learning it

b. Wishing to change another field of study
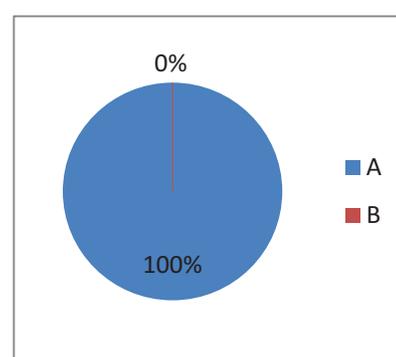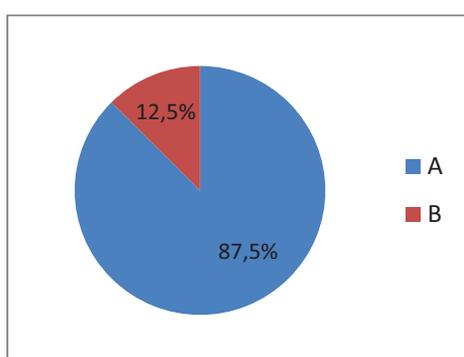
Graph 5: The control group **Graph 6:** The experimental group

Graph 5 and **6:** Students' evaluation of English Language Learning

Graph 5 and **6** show that the great number of the students from both groups still enjoy learning English, after specializing in English Language at University .These results indicate that they are motivated to learn and master this foreign language, thus teachers have to diversify their teaching strategies to maintain this motivation, and attempt to engage the minority that are dimotivated.

The experimental and control groups justifications for their Willingness to learn English are summarized as follows:

-Because it was my first choice,my patient and I want to master it and native speakers speaking level.

-Because it is an international language, so I want to master it to communicate easily with anyone in the world.

-Because I enjoy learning English Language and discovering new vocabulary .I like this curiosity which push me to search for new words and their pronunciation, and by this way I can improve my speaking.

Almost all the students' justifications on their answer that 'they want to change another field of study are related to their dissatisfaction about some modules, and more precisingly about the methods used by some teachers.

Q4: Which one of these skills do you want to master better in English Language Learning?

Listening ☐ Reading ☐ Speaking ☐ Writing ☐

Please,saywhy……………………………………………………………………………
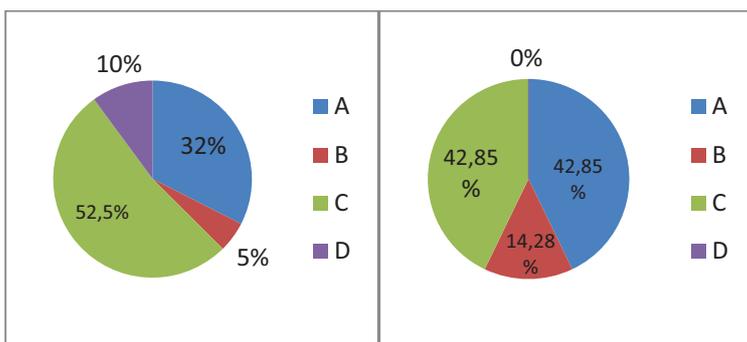
Graph 7: The control group   **Graph 8:** The experimental group

Graph 7 and **8:** Students' Degree of interest on Language skills

Graph 7 and **8** demonstrate that Listening and Speaking skills are the two favored skills that the majority of the students want to master in English Language Learning. The percentage of speaking 52,5% is higher than the one of listening 32,5% for the control group, and for the experimental group also speaking has higher percentage of interest from students 57,14% than listening 42,85%. From these results we deduce that speaking and listening have a great value in their language learning, thus the teachers who take charge of these modules have always to engage their learners. Speaking has more popularity among students more than listening, so teachers of listening module have to search for new and motivating technics to engage their students.

Both groups' justifications for this choice is summarized as follows:

-Because my first goal from learning English Language is to communicate with other English Language speakers , and to show my culture to them.

-Because Listening is the background from which speaking develops, and listening to native speakers is a good way from which our speaking can be improved; by learning new words and how they are pronounced.

-Because I want to get more opportunities to speak English Language, in order to enhance my poor pronunciation.

Section (B) Students' attitudes towards the module of Listening

Q5: Do you like the module of Listening

a. Yes

b. No

Please,saywhy…………………………………………………………………………
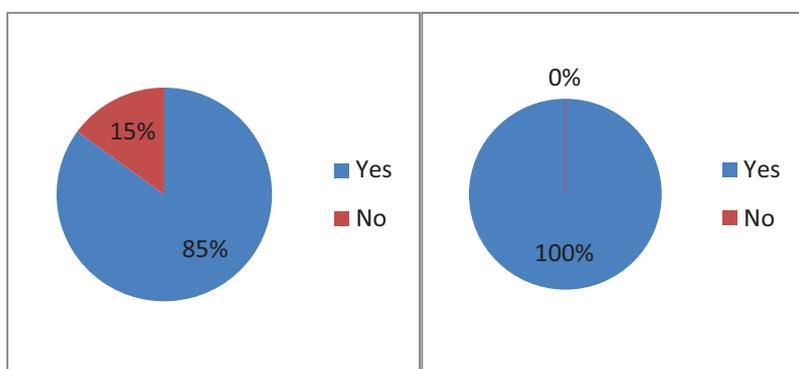
Graph 9: The control group   **Graph 10:** The experimental group

Graph 9 and **10:** The students' like and dislike to the module of listening

Graph 9 and **10** indicate that almost all students 85% from the control group and 100% from the experimental group; like the module of listening. Which help us to conclude that listening has a great importance in their language learning.

The students of both groups justifications for answering 'Yes' are summarized in the following sentences:

-Because we have the chance to practice what we learn from listening to native speakers in oral sessions.

-Because it helps us to know more about the different English dialects, and how to pronounce words as native speakers.

-Because it is very important to be a good listener so as to be competent to communicate with other English Language speakers.

For those who opted for option (b)'No', they can all be summarized in the fact that they prefer other language skills.

Q6: How often do you participate during the listening sessions, when the teacher asks you questions about the tape that you have listened to?

a. Always ☐   b. Sometimes ☐   c. Rarely ☐
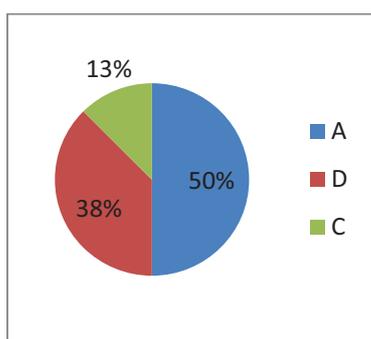
Graph 11: The control group   **Graph12:** The experimental group
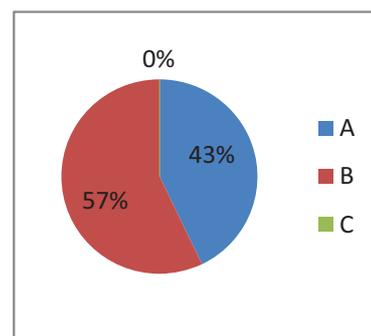
Graph 11 and **12**: Students' motivation in listening sessions

From **graph 11** and **12** we notice that the majority of the students from the control group elected option (a) 50% of them participate always during the listening sessions, while the percentage of the students who participate just sometimes during the listening sessions 57,14% is higher than those who participate always 42,85% .We deduce from these results that the experimental group need something that will engage them to participate more during listening sessions.

Q7: How do you evaluate the listening sessions?

a. Motivating

b.Encouraging

c. Boring

d. Others, please specify..…………………………………………………………………
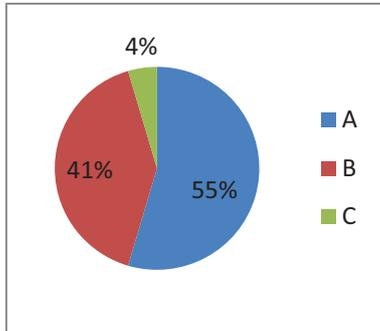
Graph 13: The control group   **Graph 14:** The experimental group
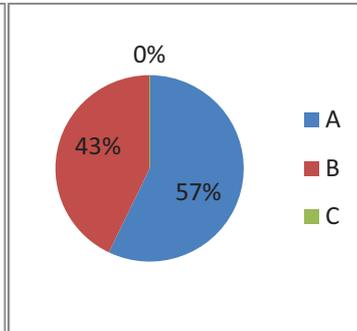
Graph 13 and **14**: students' evaluation to listening sessions

Graph 13 and **14** reveal that the majority of the students from both groups evaluate listening sessions from a positive side as being motivating .What help us to conclude that listening module is important for the students and motivate them; therefore, this module should be given enough importance by providing more than one half an hour per week for listening sessions.

Q8: During the listening sessions, when listening to the tape the teacher gives to you; do you understand it?

a. Always ☐   b. Sometimes ☐   c. Rarely ☐   c. Never ☐
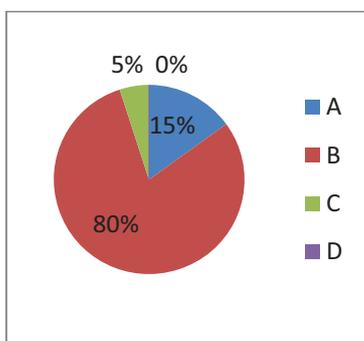
Graph 15: The control group   **Graph 16**:The experimental group
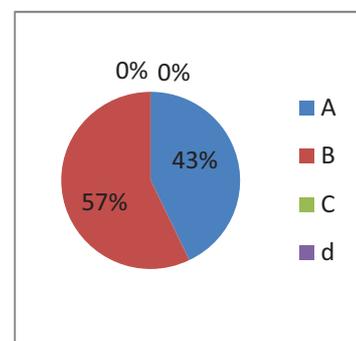
Graph 15 and **16**:Evaluation of the students' listening skill

Graph 15 and **16** demonstrate that the majority of the students from the control group 60% understand the tape that the teacher gives to them while the experimental group the majority of them 57,14% do not understand always the tape just sometimes. What help us among other factors to select those students to be our experimental group,in a way that may be the language used in the tape surpass their level and they need an audio-visual aid as films to help them to understand with images,and to expose them first to simple language then as their level will be raised the level of difficulty will be raised too.

Q9: After listening to the tape, then the teacher asks you to fill in the blanks with words from the tape. Do you find?

a.All the missing words

b. Some

c.Very few

d.Rarely
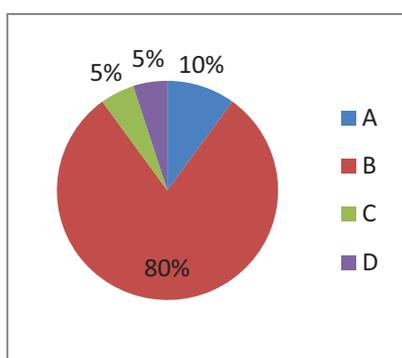
Graph 17: The control group   **Graph 18:**The experimental group
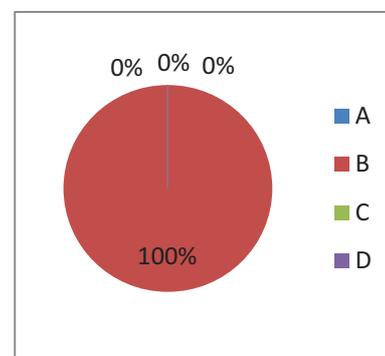
Graph17 and **18**: Students' ability to find all the missing words from the tape.

Graph17 and **18** indicate that the great number of students from the control group 80% do not find all the missing words to fill in the blanks, While all the students from the experimental 100% do not also find all the words. Thus, we notice that video tape is a good listening aid, but as we suggested before that the students need an audio-visual aid as film to help them in understanding with images and enjoying the listening sessions. This is compatible with Wilson's ideas (1988,page 120) that films as an audio-visual aid can be exploited for listening.

Section (B): Students motivation in oral expression, and evaluation of the relation between oral and listening modules.

Q10: How important is speaking in your English Language Learning?

a. Very important ☐

b. Important ☐

c. Not important at all ☐

Please, say why …………………………………………….....................................
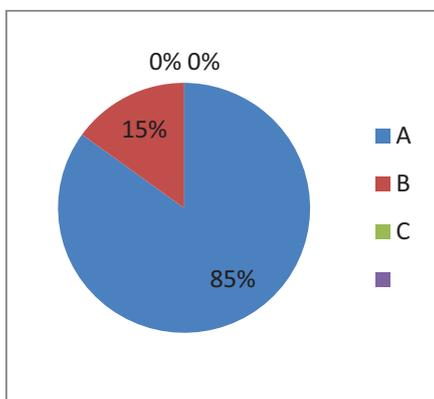
Graph 19: The control group   **Graph 20:** The experimental group
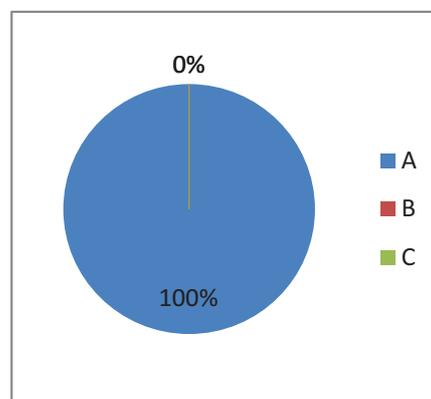
Graph 19 and **20**:The importance of oral expression for the students

Graph 19and **20**show that the majority of students from both groups consider speaking as being very important in their language learning. Therefore, these results reinforce what we have already said that communication is the main goal of English language learners , so they need to improve their oral communicative abilities.

Both groups' justifications for this willingness to speak English can be summarized as follows:

-I find that speaking is a very important skill, because it encourages students to express their ideas and to defeat shyness.

-Because by practicing speaking a lot my pronunciation will be improved, thus I ca communicate easily with other English Language speakers.

Q11: In your opinion the sessions of oral expression and listening should?

a. Go in parallel

b. Each one alone

In terms of timing at the University practice
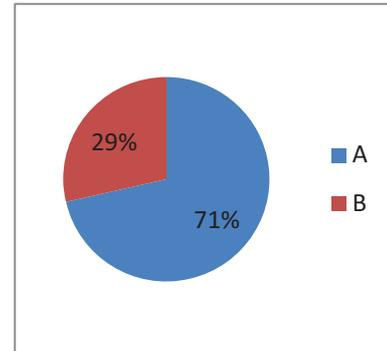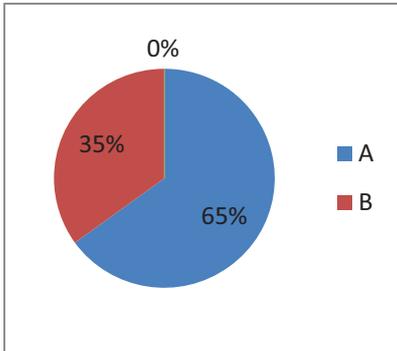
Graph 21: The control group   **Graph22:**The experimental group

Graph 21 and **22:** Students' evaluation of the relation between Listening and oral expression

Graph 21 and **22** demonstrate that the great majority of students from both groups think that the sessions of listening and oral expression should go in parallel in terms of timing at the University practice; from which we deduce that listening and oral expression have a strong relation in a way that listening complete speaking.

Q12:In your opinion the teacher of listening should be the one of oral?

a. Yes   **b**. No
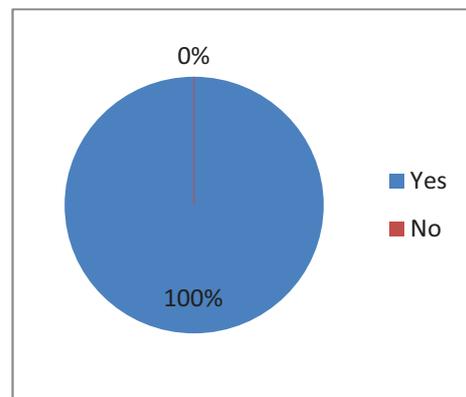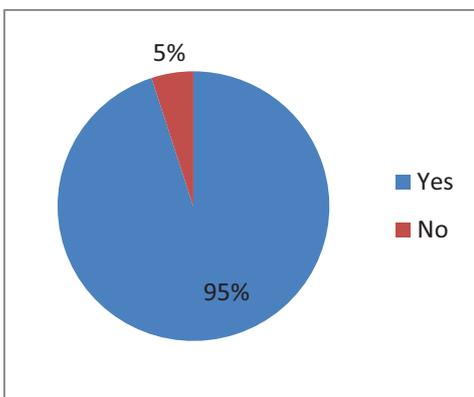
Graph23:The control group   **Graph24:**The experimental group

Graph 23 and **24**: Students' opinions for having one teacher for both listening and oral expression

Graph 23 and **24** show that the majority of students from both groups agree with the idea that the teacher of listening should be the one of oral expression, in a way that he will be careful to make connection between the program of listening and that of oral i.e. he/she chooses the lessons of listening so as to be good sources from which students can learn vocabulary to be produced in oral expression.

Q13: Which module do you find more interesting in English Language Learning?

a. Listening
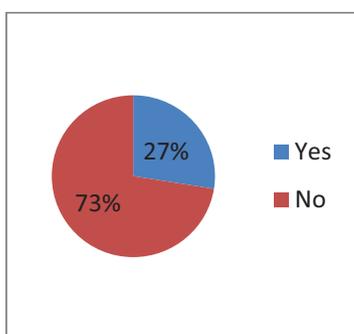
b. Oral expression

Graph25:The control group   **Graph 26:** The experimental group
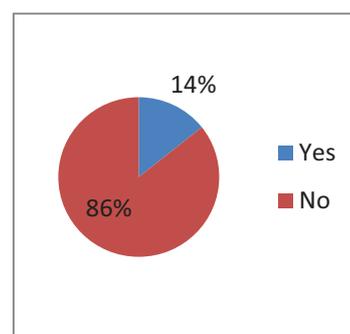
Graph 25 and **26**: Students' preferable module

Graph 25 and **26** indicate that in both groups almost all students prefer the module of oral expression more than listening. This reflect the fact that students are more engaged in oral expression sessions than listening sessions; what should not be neglected by the teachers who have to look for what may involve and motivate their students during their listening sessions to enjoy it.

Q14: Do you think that the information that you get during the listening sessions can be processed to be produced as sentences during oral expression sessions?

    a.   Yes

    b.   No
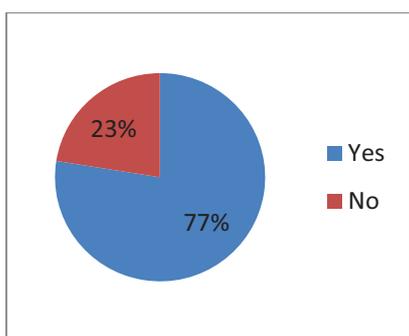
Graph27: The control   group
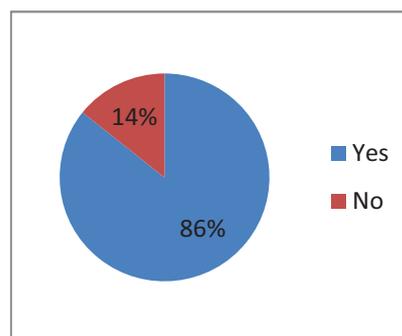
Graph 28: The experimental group

Graph 27 and **28:** Students' opinions about the fact that Listening sessions can be a good source for oral expression

From **graph 27** and **28** we notice that the majority of students from both groups think that the input that they receive from their listening sessions can be processed to be produced as an output during their oral expression sessions. Thus, from these results we can notice that listening is a good source of comprehensible input that helps students to produce comprehensible output.

Q15: Are satisfied by the method used by your teacher of listening?

a. Yes   ☐

b. No   ☐

Please,justify---
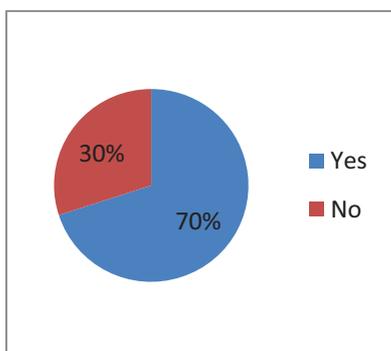
Graph29: The control   group
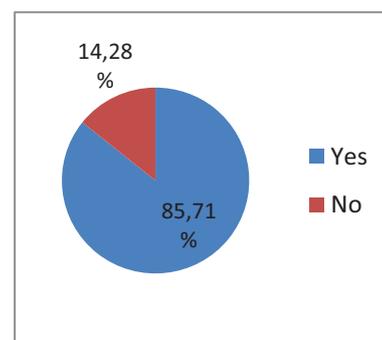
Graph 30: The experimental group

Graph 29 and **30**: students' opinions about their teachers' method used during the listening sessions

Graph 29 and **30** demonstrate that the majority of the students in both groups are satisfied by the method used by their teacher of listening focusing on the justification that their teacher help them a lot by allowing them to listen to the tape more than five times, what allow even the less competent students to understand the tape . And their justifications are summarized in the following sentence:

-Because our teacher let us to listen more than five times ,what allow us to find the missing words slowly ,for example if the exercise asked to .

While the students who said 'No' their justifications are summarized as follows:

-Because we have only one session in the week when we do only one or two exercises and it is not sufficient.

-Because the topics that our teacher asks us to listen to are almost the same i.e. they look like, so we want something new.

We can conclude from these justifications even if they represent the minority that they need something new and authentic.

Q16: Do you think that using films as a strategy during the listening sessions can be motivating for you?

a. Yes

☐

b. No

☐

Please, say why---
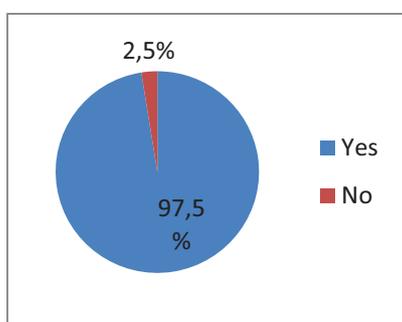
Graph 31:The control group   **Graph 32:** The experimental group
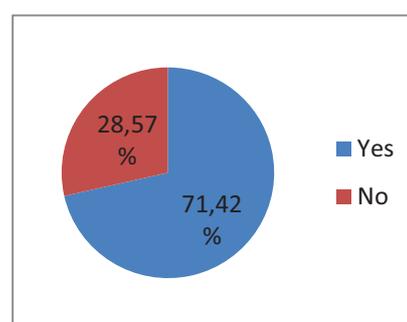
Graph 31 and **32:** Students' believes in the effectiveness of using film-based technique during listening sessions.

Graph 31 and **32** show that almost all students from the control group believe that the use of film-based technique in their listening sessions ,can be a source of motivation for them, and only one students who disagree with this .The experimental group also the majority of the students7 1 ,42% elected option(A) 'Yes' and only 28,57% said 'No'. Thus almost all students from both groups believe that this technique may let their listening sessions more alive which will motivate and engage them.

The experimental and control group justifications for their agreement for using film-based technique in their listening sessions are summarized as follows:

-Because using films in our listening sessions will bring us to the natural use of words.

-Because films make us so comfortable and let us enjoy our listening sessions; it allows us also to learn lot of vocabulary and expressions used by native speakers.

-Because It is a very motivating,practical and better than the other old techniques.

-Because we love TV and by using this technique we will feel so comfortable .Also the gestures used by actors help us to detect the words,then by this way we will never forget the words that we listened to.

-Because it is a very good way to learn new vocabulary spontaneously, by enjoying our listening sessions.

Concerning the students' justifications about their disagreement for using film-based technique in listening sessions are:

-It is not enough

-It can be boring

These two justifications among other points which helped us to choose our experimental group , in order to expose them to the new technique to see whether their opinions will be changed after the application of this technique.

Table N° 2/:The Preliminary Questionnaire Items' Suggestions

Question N°1	Before enrolling for a degree in English, how did you perceive English Language Learning?	
	Easy	a
	Have only some difficulties	b
	Difficult	c
Question N°2	Are you learning English?	
	To get a job	a
	To live in a country where English is spoken	b
	To use it as a mean for communication and travelling	c
Question N°3	Now that you have enrolled for a degree in English, do you?	
	Still enjoy learning English?	a
	Wishing to change another field of study?	b
Question N°4	Which one of these skills do you want to master in better in English language?	
	Listening	a
	Reading	b
	Speaking	c
	Writing	d
Question N°5	Do you like the module of listening?	
	Yes	a
	No	b
Question N°6	How often do you participate during the listening sessions, when the teacher asks you questions about the tape you have listened to?	
	Always	a
	Sometimes	b
	Rarely	c
Question N°7	How do you evaluate the listening sessions?	
	Motivating	a
	Encouraging	b
	Boring	c
Question N°8	During the listening sessions, when listening to the tape the teacher gives to you, do you understand it?	
	Always	a
	Sometimes	b
	Rarely	c
	Never	d
Question N°9	After listening to the tape, then the teacher asks you to fill in the blanks with words from the tape. Do you find?	
	All the missing words	a
	Some	b
	Very few	c
	None	d
Question N°10	How important is speaking in your English Language Learning?	
	Very important	a
	Important	b
	Not important at all	c

Question N°11	In your opinion the sessions of oral expression and listening should: In terms of University practice	
	Go in parallel	a
	Each one alone	b
Question N°12	In your opinion the teacher of listening module should be the one of oral?	
	Yes	a
	No	b
Question N°13	Which module do you find more interesting in English Language Learning?	
	Listening	a
	Oral expression	b
Question N°14	Do you think that the information that you get during the listening sessions can be processed to be produced as sentences during oral expression sessions?	
	Yes	a
	No	b
Question N°15	Are you satisfied by the method used by your teacher of listening?	
	Yes	a
	No	b
Question N°16	Do you think that using films as a strategy during the listening sessions can be motivating for you?	
	Yes	a
	No	b

Table N° 2 is a guide to remember the propositions of our preliminary questionnaire. We did it in a purpose to let the following graph clear to be understood. For example question N°1 has three propositions: for which we referred with the alphabetic letters a ,b , c ,d ,thus the first proposition is presented by the letter "a" the second by the letter "b" the third by the letter "c" and the fourth if any by the letter "d"

Histogram N°1: The comparison of the Control and Experimental Groups' attitudes about listening and oral expression units
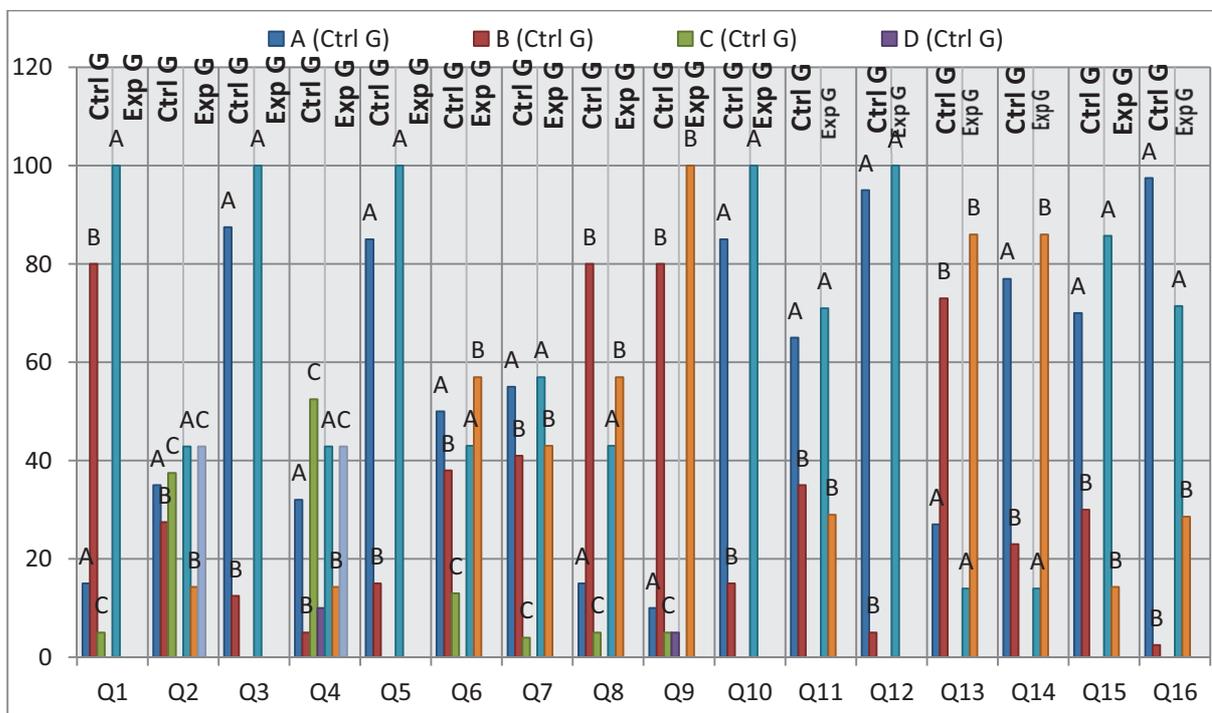
Histogram N°1 shows that there is a smooth difference between the attitudes of the two groups, towards the modules of listening and oral expression. Thus, by looking to the first item we notice that the majority of the students from both groups perceive that they have only some difficulties in English Language learning, and by moving to the other questions we notice that the students' answers are nearly the same, then by focusing little bit on question N° 13 we can notice that the great majority of students from both groups are more engaged towards oral expression sessions than listening sessions. When coming to the question N°15, we can notice that the majority of students from both groups (experimental and control groups) are satisfied by the method used by their teacher of listening, but with the justification that their teachers use a very simplified teaching method; in a way that he repeats the tape for them several times what allow all the students to understand it. Then from question N° 16 show that almost all students from the control group believe that the use of film-based technique during their listening sessions can be a source of motivation for them, and only one students who disagree with this .Also the majority of the students from the experimental group 71, 42% believe that the implementation of film-based technique during their listening sessions will be motivating and engaging, and 28, 57% have a negative view towards our teaching technique. These findings represent our students' general attitudes about the modules of listening and oral expression, how they evaluate the listening sessions, and finally how they

evaluate our suggested teaching technique, before implementing it on the experimental group students.

II.1.2.The Results of the Pre- study

Results of the pre-study are presented in tables 34 and 35(pages51 and 52) that form the observation grids used to evaluate students of both groups level of listening;It is an a BBC world News Report about entitled' Chinese Immigrants to Australia".Below we present the rating scale of the observation grid.

> ➢ Rating scale for the pre-test observation for both groups the experimental group and the control group:

Grammar accuracy:

1: Ignorance of grammar rules

2: Lot of grammar mistakes

3: few grammar mistakes

4: Correct grammar use

Punctuation:

1: No knowledge about the use of punctuation marks i.e. punctuating randomly.

2: No use of punctuation marks

3: Good use of punctuation marks with few mistakes

4: Good use of punctuation marks with no mistakes

Paragraph Coherence and Cohesion:

1: Bad use of conjunctions, the summary become a Hoch Poach of conjunctions

2: Shifting from the main topic of the paragraph, and writing separated sentences

3: Making the summary easy to understand, by connecting between the ideas with appropriate coordinating and subordinating conjunctions.

4: Writing the summary as a whole connected unity.

Appropriate Vocabulary:

1: Summarizing the tape using words that are different even in meaning from the ones used by the speaker in the tape.

2: Writing a summary of seven sentences in two sentences, due to their poor listening skill and their insufficient vocabulary.

3: Writing a coherent summary carrying the same idea of the listened topic using some of the words they have listened in the tape, or using their own words which are almost synonyms to the ones used by the native speaker.

4: Detecting all the words as used by the native speakers

Note:"s" refers to students

"x" refers to the appropriate answer

Table 3: Results of the Pre-test results of the experimental group

Students	Grammar accuracy				Punctuation				Paragraph Coherence& Cohesion				Appropriate Vocabulary				Average
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
S1			x			x			x					x			7/20
S2			x			x					x				x		10/20
S3			x				x			x					x		9/20
S4	x				x				x						x		11/20
S5	x					x				x				x			6/20
S6	x					x				x				x			3/20
S7			x			x					x			x			12/20
Total																	8,28

Table 4: Results of the Pre-test observation of the control group

Students	Grammar Accuracy				punctuation				Paragraph Coherence& Cohesion				Appropriate Vocabulary				Average
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
S1	x					x			x					x			1/20
S2			x			x			x						x		8/20
S3			x				x				x				x		9/20
S4			x				x				x				x		11/20
S5			x				x				x				x		11/20
S6			x			x			x						x		10/20
S7			x				x								x		12/20
Total																	8,85

II.1.3. Discussion of the Pre-test results

The results obtained after the preliminary observation that are demonstrated in tables(3 and 4) pages51) ,show that there is a in the listening skill level of the two groups(experimental and control).The tables above show that the majority of the students from both groups use grammar rules with mistakes, and/or even they ignore it at all; there are some students who do not punctuate the summary ,and even they punctuate it but with mistakes, in addition to their ignorance of using conjunctions, and while summarizing they shift from the main idea by writing separated sentences. Concerning the vocabulary we can notice that they do not receive the required input (vocabulary) so as to produce it as output during oral sessions.

The results of both groups approximate each other , with a smooth high score of the control group8,85 out of 20 as compared to the experimental group who has 8,28 out of20 .This is a good starting point for our research because it will reveal the difference between the scores of the two groups, if any, after conducting the experiment.

Histogram N°2: The Comparison of the Control and Experimental groups' scores of Students Listening Competence Questionnaire
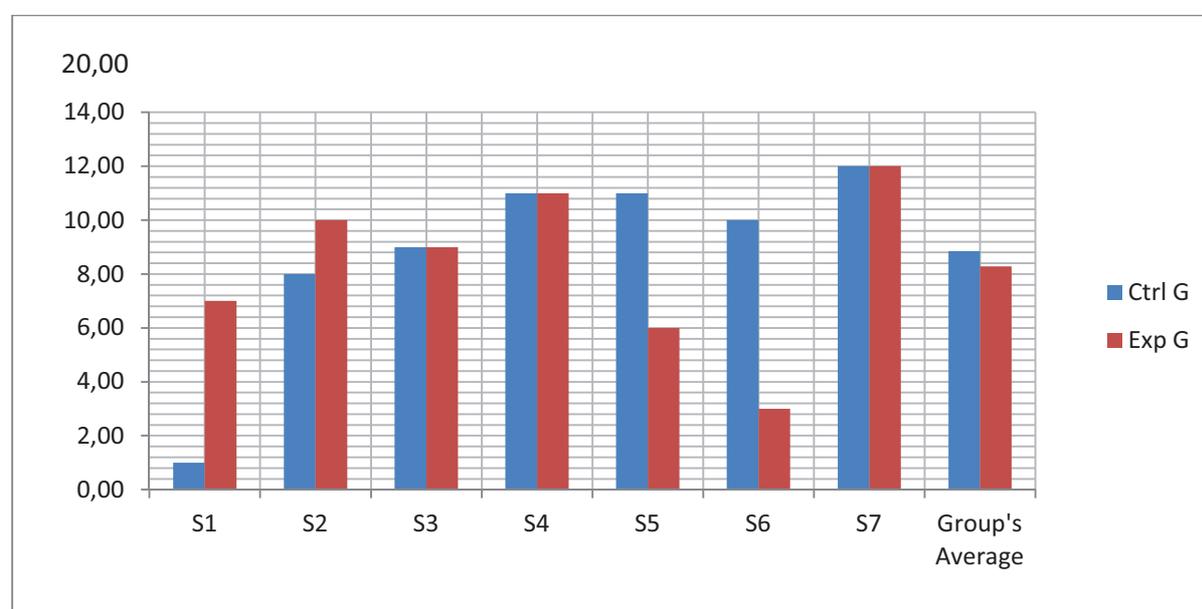
From **Histogram N°2** we notice that there is not a notable difference between the listening level of students. For instance, student N°4 and N°7 of the two groups (control and experimental) got nearly the same score, but with students N° 1and N°6 the difference is notable. Then, by moving to students N° 3 and N° 2 we notice that their scores are nearly the same. But students of the control group N° 5 and N°6 scores are higher than the ones of the experimental group. By moving to the group's average we notice that before the

implementation of our teaching technique the group average of the control group is higher than the one of the experimental group.

Conclusion

Throughout this third chapter we have been introduced to the practical part of our research; presenting our research design and methodology,the research variables, the population, the method used as well as the data collection tools and procedures. We presented also, the general findings we obtained before we start our experiment. Therefore, the results obtained from the preliminary questionnaire, and the pre-test observation checklist showed that the research participants (experimental group and control one) attitudes towards listening and oral expression sessions have smooth difference , as well as their listening level obtained as the result of the pre-test.

Chapter Four

Results, Limitations and Pedagogical Recommendations

Chapter Four: Results, Limitations and Pedagogical Recommendations

Introduction

After presenting our research design and methodology; making sight on the general findings. Now it this fourth chapter we discuss and interpret the results we arrived to throughout conducting this study , including the problems we have faced, and finally providing some recommendations for teachers of Listening credit and the stuff. This chapter involves four sections; the first one is under the title "Classroom Implication" where the implementation of our teaching technique (film-based technique) during listening sessions is presented. The second section is entitled "Analysis and Description of the Results" it provides a detailed analysis and discussion of the results obtained from the post- questionnaire and the post-test after the experimentation. The third section is then, entitled "Discussion and Interpretation of the Results" where we present the final results of the study. The final chapter is entitled "Limitations and Suggestions for Teachers and Stuff" which include the main obstacles we have faced throughout conducting this research, and some recommendation for teachers and stuff concerning the teaching of listening credit at the University of Bejaiia , and the students' listening level; by considering the importance of listening in English Language Teaching and Learning.

I. Film-Based Technique Implication in Classroom Application

This section explains the procedure we followed while implementing our teaching technique on the students of the experimental group.

I.1. Implementation of Film-Based Technique during the Listening Sessions

One session of one hour and half was devoted from the Department of English at the University of Bejaia, to a sub-group from each group of first year students of English to practice their listening skill. Therefore, with the help of the subjects' teacher who gave us the permission to conduct the experiment in her sessions. We started to apply the technique on the students of the experimental group who are three from one group and four from other group after informing them about the new technique that will be used during their listening sessions; we started to teach them listening using a selected historical film' The Tudors' which contains nine episodes one hour for each .We opted for this kind of movies because the language used is simple and standard that the students can understand ;and since they are first year students they need to start with simple language then as their level increase we can expose them to movies and scientific documents with different English dialects. Besides, by exposing our first year to this historical movie ,we can create from the listening sessions a good source not only for oral expression module, but even a good source for their second year civilization module in which 'Tudors' is part of the program .Thus, they will have a good initiation to their second year civilization module.

In the beginning the subjects' teacher devoted one hour and half of her listening sessions to do the experiment on the experimental group, and then with time limitation we gathered all the seven research participants and we worked outside their programmed listening sessions for three weeks.

The following steps are followed in implementing the film-based technique during the listening sessions:

First, presenting the teaching technique to the students, finding that some students are already familiar with watching movies in English, but they prefer to have this as part of their

listening program because the teacher can select the for them movies from which they can have more benefits.

Second, providing them with a brief introduction about "The Tudors' royal family" who rained England for many centuries. Next, providing each students with a laptop and headphones to let them feel at ease while watching the movie, then asking them to start watching the movie all at the same time. Besides, in order that our students do not get bored we stop them each 15 minutes to ask them questions about the viewed scenes, then asking them at the end of each session to summarize the episode orally to assess their listening and speaking at the same time.

With our observation to the experimental group, we have noticed that with each evaluation our students used vocabulary that they have learnt from the film, and which is new for them as the words (widow, crown,to rain, to execute,arrogant, the hierarchy ...etc) and even have learnt something about English History and their old culture.

After more than sixteen hours of applying film-based technique during the listening sessions on the students of the experimental group; the Post Questionnaire is distributed for the students of both groups,and the Post test is designed. The results of the Post Questionnaire and the Post-test are as follows:

II. Analysis and Description of the Results

This section deals with the analysis of the Results obtained with the two groups, after the implementation of the teaching technique on the students of the experimental group. It then, describes these results.

II.1.Analysis and Description of Post-Questionnaire Results

This sub-section dealswith the way we analyzed the Post-Questionnaire; then, we describe the results we arrived to.

II.1.1 Students' Attitudes towards Listening and Oral Expression Modules

The Post Questionnaire is exactly the same as the Preliminary Questionnaire; done on the purpose of knowing whether the experimental group attitudes will change after the implementation of film-based technique during their listening sessions, while the control group attitudes will remain the same .The questionnaire consists of sixteen questions entitled' Students' attitudes about the modules of listening and oral expression'. It is distributed just to the fourteen students forming the control and the experimental groups .It is divided into three sections:

-The first section (A) entitled 'Students' choice to learn English' done for the purpose of knowing whether the students of the experimental group are still motivated by learning English language.

-The second section(B) was under the title' Students' attitudes towards listening' ,aimed at knowing whether the research participants attitudes have changed about their evaluation of listening sessions.

-The third section(C) entitled' Students' evaluation in oral expression, and their evaluation of the relation between oral and listening modules' the aim behind asking asking this set of questions is to seek whether the students attitudes about the relation between oral and listening sessions have changed, and whether the experimental group participants who disagree with the use of film-based technique have changed. Table 3 show the number of handed and returned copies of the Post Questionnaire

Table N°3: number of Handede and Returned Copies of the Post-Questionnaire

Copies	Number	Percentage
Handed	47	100%
Returned	47	100%

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II.1.1. 1 .The Post-Questionnaire Analysis and Discussion of Results

Section (A) 'Students' choice to learn English'

Q1: Before enrolling for a degree in English,how did you perceive English language learning?

a- Easy

b- Have only some difficulties

c- Difficult
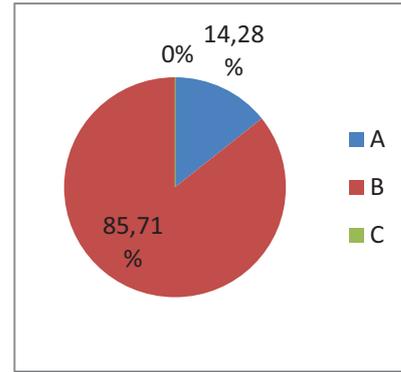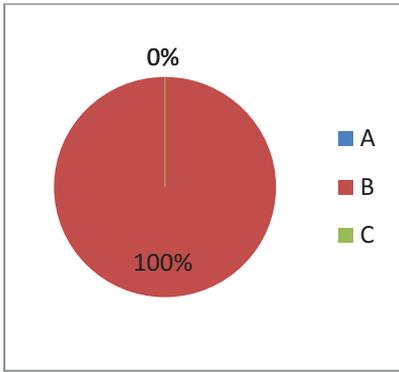
Graph33:The controlgroup **Graph 34**: The experimental group

Graph33 and **34** students' opinions about English language learning

From **graph 33** and **34** we notice that the majority of the students from the experimental groups think that English Language Learning contains some difficulties85,71% and 14,28% think that English Language is easy ,while all the control group think that they have an acceptable level in English language ,in a way that they perceive English language as not too easy or too difficult, but have certain difficulties that they can surpass by time; what helps us to notice that this is the first change in the attitudes of the experimental group .

Q2: Are you learning English?

a. To get a job ▢

b. To live in a country where English Language is spoken. ▢

c. To use it as a mean for communication and travelling ▢
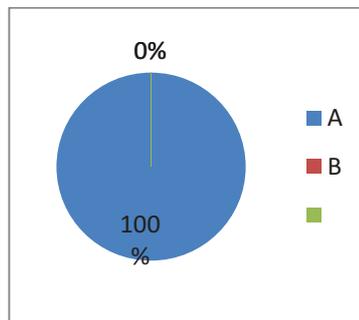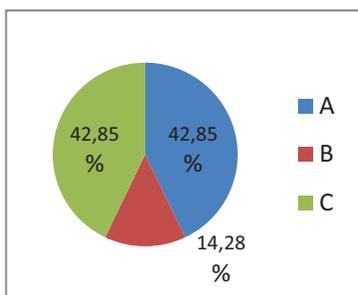
Graph 35: The control group   **Graph 36**: The experimental group

Graph 35 and **36**: The students' motivation for learning English

Graph 35 and **36** show that the majority of students from the control group want to learn English for the purpose of communicating with other English Language speakers, and the

experimental group the percentage of students' aim for learning English to get job decreased after the applying the experiment, thus the great majority aimed at learning English for communication .We can conclude from these results that communication become the main goal by learning English language for most students of the experimental group , while the control group percentage for learning English for the aim of communicating and getting a job are the same .

Q 3: Now that you have enrolled for a degree in English, do you?

a. Still enjoy learning it

b. Wishing to change another field of study
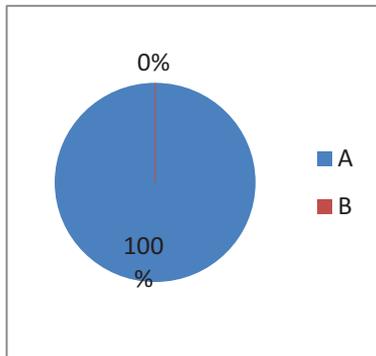
Graph37: The control group   **Graph 38:** The experimental group
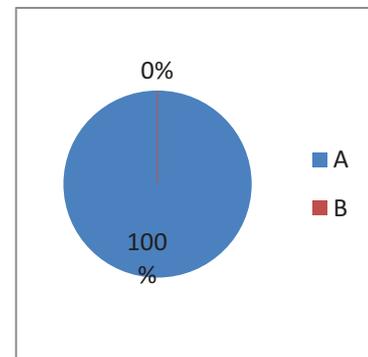
Graph 37 and **38**: Students' evaluation of English Language Learning

Graph 37 and **38** show that all the students from both groups still enjoy learning English, after specializing in English Language at University .These results indicate that they are motivated to learn and master this foreign language,and that the experimental group motivation in learning English didn't change and they still have the patience to discover new things about English Language.

The experimental and control groups justifications for their Willingness to learn English are summarized as follows:

-I enjoy learning it, and I will never forgive up with my efforts to learn more to be a competent English Language speaker.

-Because English was my patience since the middle school, thus I want to discover new things about this language and I want to be a good teacher.

Q4: Which one of these skills do you want to master better in English Language Learning?

a. Listening ☐   b. Speaking ☐   c .Reading ☐   d. Writing ☐

Please,   saywhy………………………………………………………………………………………
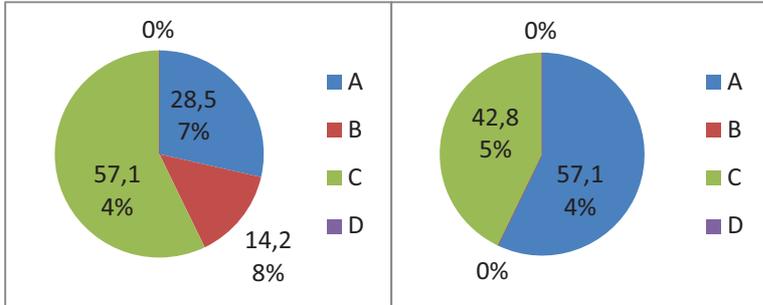
Graph 39: The control group   **Graph 40:** The experimental group

Graph39 and **40**: Students' Degree of interest on Language skills

Graph 39and **40**showthat Listening and Speaking skills are the two favored skills that the majority of the students want to master in English Language Learning. The percentage of speaking 57,14% remains higher than the one of listening 28,57% for the control group, but the experimental group become interested more in developing their listening skills over the other language skills . From these results we can conclude that speaking and listening have a great value for the students of both groups in developing their language learning, and that the control group interest on speaking remains the same giving the same justifications while the experimental group attitudes have changed after being exposed   to the new technique in their listening sessions justifying this changementby the following summarized sentences:

-Because listening is a good way through which we can develop our speaking skill.

-Because by listening we can develop our pronunciation and learn new words that we can use to speak fluently (speaking development is dependent on listening)

Section (B) Students' attitudes towards the module of Listening

Q5: Do you like the module of Listening

a. Yes

b. No

Please,saywhy…………………………………………………………………………………………
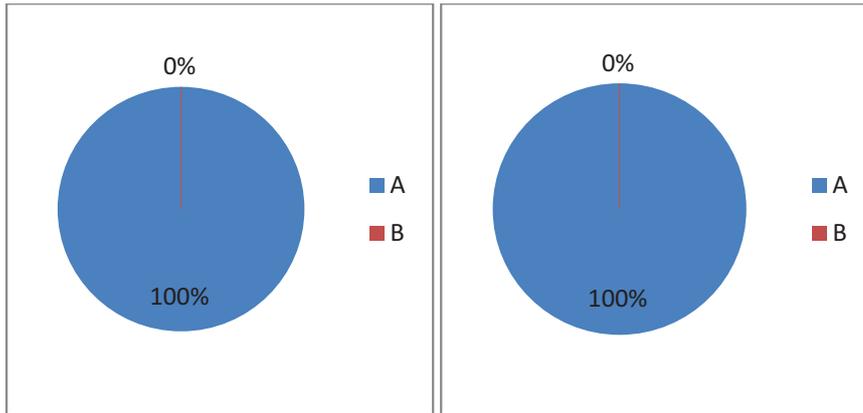
Graph 41: The control group   **Graph42:** The experimental group

Graph 41 and **42**: The students' like and dislike to the module of listening

Graph 41 and **42** demonstrate that all students from both groups and 100%; like the module of listening. Which help us to conclude that the listening has a great importance in their language learning.

The students of both groups justifications for answering 'Yes' are summarized in the following sentences:

- The module of listening is the most favored for me, because it allows us to acquire new vocabulary by listening to the native speakers, and then by having a big amount of vocabulary we can become competent in the other skills.

-Because it is a module which allow us to discover the different English Dialects, and discover new things about English language even about its culture by listening to BBC world news reports.

Q6: How often do you participate during the listening sessions, when the teacher asks you questions about the tape that you have listened to?

a. Always ⬚   b. Sometimes ⬚   c. Rarely ⬚
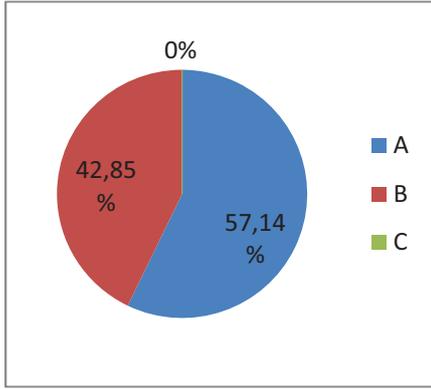
Graph 43: The control group   **Graph44:** The experimental group
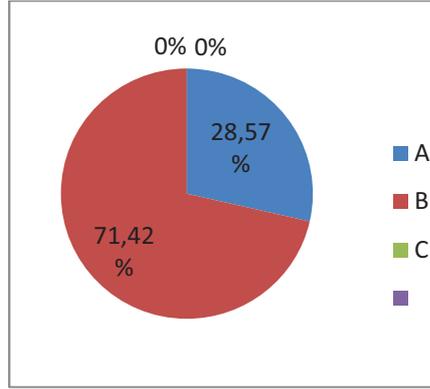
Graph 43 and **44**:Students' motivation in listening sessions

Graph 43 and **44**show that the majority of the students from the control group elected option (b) 71,42% of them participate just sometimes during the listening sessions, while the percentage of the students who participate just sometimes during the listening sessions 42,85% is less than the percentage of the students who participate always 57,14% .from these results we conclude, that even the students who hesitate to participate during the listening sessions ;after the implementation of the technique in the classroom; participate always.

Q7: How do you evaluate the listening sessions?

a. Motivating

b.Encouraging

c. Boring

d. Others, please specify..………………………………………………………………
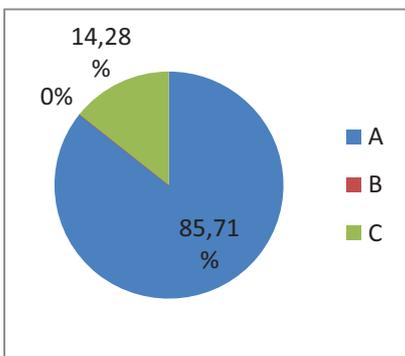
Graph 45: The control group   **Graph 46:** The experimental group
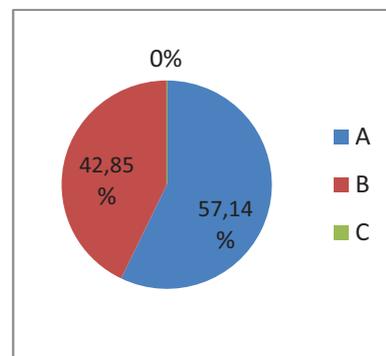
Graph 45 and **46**: students' evaluation to listening sessions

From **graph 45**and **46** we notice that the majority of the students from both groups view that listening sessions are motivating and encouraging .What help us to conclude that listening module is important for the students and motivate them; therefore, there is always some students from the control group who still have a negative look at listening sessions, but all the students of the experimental group consider listening as a source of motivation and encouragement for their learning process.

Q8: During the listening sessions, when listening to the tape the teacher gives to you; do you understand it?

a. Always ☐　　　　**b.**Sometimes ☐　　　　**c.** Rarely ☐　　　　**d.** Never ☐
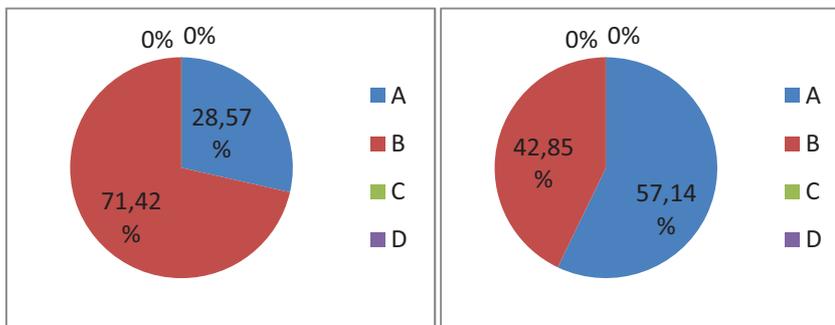
Graph 47:The control group　　　　**Graph 48**:The experimental group

Graph 47 and **48:** Evaluation of the students' listening skill

Graph 47 and **48** indicate that the majority of the students from the control group 71,42% do not understand always the tape that the teacher gives to them while the experimental group the majority of them 57,14% understand always the tape . What make the things clear is the fact that before the use of the film-based technique in the listening sessions this percentage (57,14%) represent the majority of the students who understand the tape just sometimes, but now after teaching them listening through film-based technique the audio-visual material helps them a lot to receive comprehensible input .

Q9: After listening to the tape, then the teacher asks you to fill in the blanks with words from the tape. Do you find?

a. All the missing words　　　　　　**c.** Very few

b. Some　　　　　　　　　　　　　　**d.** Rarely
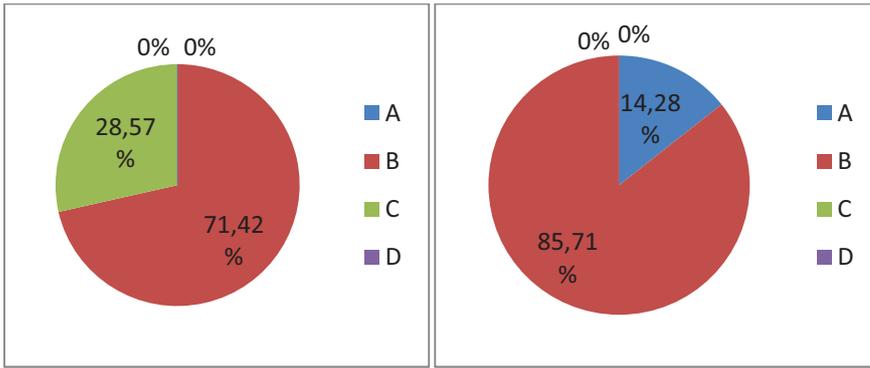
Graph 49: The control group   . **Graph 50:**The experimental group

Graph49and **50:** Students' ability to find all the missing words from the tape.

Graph 49 and **50** show that that there students from the control group 28,57% who still do not find all the missing words to fill in the blanks and the majority 71,42% find some words, While almost all the students from the experimental 85,71% find some of the missing words and even there are a minority who find all the missing words. Therefore, we notice that film can be a good listening technique in a way that it permits the learners to learn in an enjoying way and the images help them a lot in understanding the words, then memorizing then easily.

Section (B): Students motivation in oral expression, and evaluation of the relation between oral and listening modules.

Q10: How important is speaking in your English Language Learning?

a. Very important

b. Important

c. Not important at all

Please, say why …………………………..……………….......................................
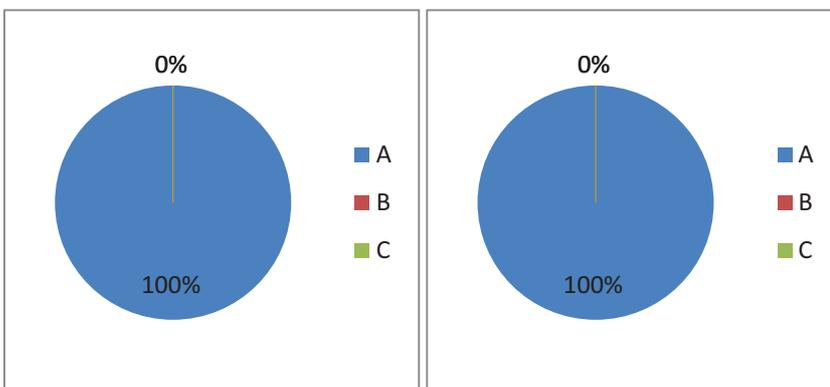
Graph 51: The control group   **Graph 52**: The experimental group

Graph 51 and **52:**The importance of oral expression for the students

Graph 51 and **52** show that all students from both groups evaluate speaking as an important language skill. Therefore, these results are the best argument that communication is the main goal of English language learners, so they need always what will push them to speak.

Both groups' justifications for this willingness to speak English can be summarized as follows:

-Because is through speaking that we express our feelings and ideas, and we can communicate with others.

-Because if we don't speak English well others cannot understand us.

Q11: In your opinion the sessions of oral expression and listening should?

a. Go in parallel

b. Each one alone

In terms of timing at the University practice
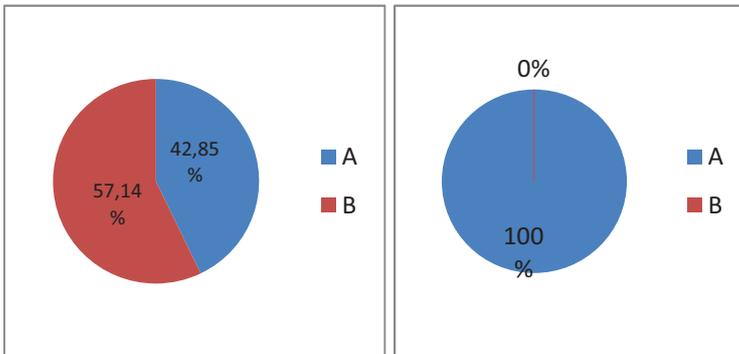
Graph 53: The control group   **Graph54:** The experimental group

Graph 53 and **54:** Students' evaluation of the relation between Listening and oral expression

Graph 53 and **54** illustrate that the great majority of students from the control group think that the sessions of listening and oral expression should go in parallel in terms of timing at the University practice, and all the students from the experimental group even those who disagree before that these two modules should go in parallel think now that they should so. From which we can confirm our argument that listening and oral expression have a strong relation in a way that listening is a good source for speaking.

Q12:In your opinion the teacher of listening should be the one of oral?

a. Yes ☐   **b.** No ☐
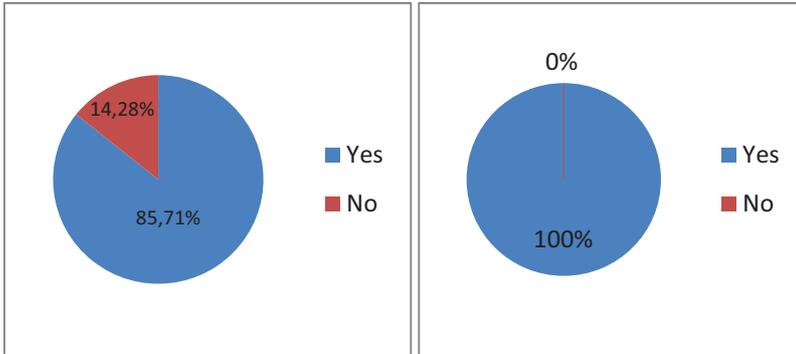
Graph55: The control group   **Graph56:**The experimental group

Graph 55and **56**: Students' opinions for having one teacher for both listening and oral expression

Graph 55 and **56** show that the majority of students from both the control group express his agreement for the believe that the teacher of listening should be the one of oral expression,while all the students from the experimental group agree in a way that their listening module teacher will choose material from which they can receive beneficial input to be processed and produced as an output during their oral expression sessions.

Q13: Which module do you find more interesting in English Language Learning?

a. Listening
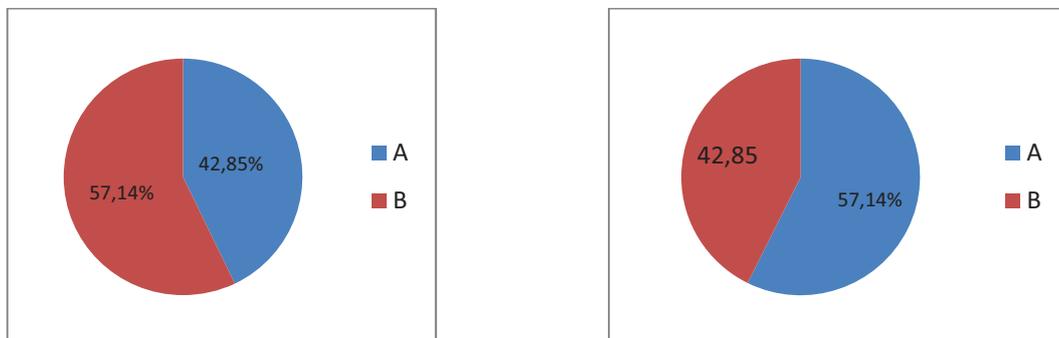
b. Oral expression

Graph57:The control group   **Graph 58:** The experimental group

Graph 57 and **58:** Students' preferable module

Graph 57 and **58** demonstrate that in the control groups almost all students prefer the module of oral expression more than listening; while the experimental group attitudes have

changed after the experiment, thus listening become motivating and encouraging which reflect the positive effect of our technique on their learning .

Q14:.Do you think that the information that you get during the listening sessions can be processed to be produced as sentences during oral expression sessions?

a.   Yes

b.   No
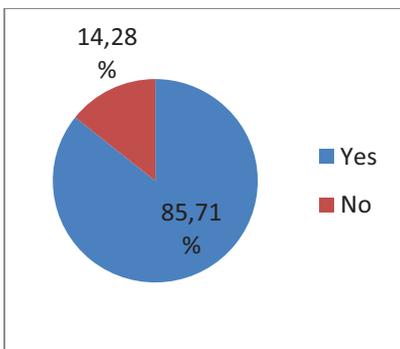
Graph59: The control group**Graph 60:** The experimental group
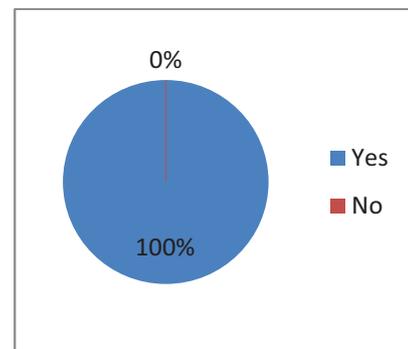
Graph 59 and **60:** Students' opinions about the fact that Listening sessions can be a good source for oral expression

From **graph 59** and **60** we notice that the majority of students from the control group think that the input that they receive from their listening sessions can be processed to be produced as an output during their oral expression sessions, and all the students from the experimental group are convinced that listening is a background from which they receive the input that they use to communicate. Thus, from these results illustrate our previous idea that listening is a good source of comprehensible input that helps students to produce comprehensible output.

Q15: Are satisfied by the method used by your teacher of listening?

a. Yes

b. No

Please, justify---

Graph 61: The control   group   **Graph 62:** The experimental group **Graph 61** and **62:** students' opinions about their teachers' method used during the listening sessions

Graph 61 and **62** indicate that the great majority of the students from the control group are satisfied by the method used by their teacher of listening ,while all the students of the experimental group are satisfied about the new teaching technique; expressing this in the following summarized sentences:

-Because the new method that our teacher uses with us,is very motivating and engaging.

-Because there is certain creativity and changement in her method what pushes us acquire the curiosity to search and learn more.

Q16: Do you think that using films as a strategy during the listening sessions can be motivating for you?

a. Yes

b. No

Please, say why--

Graph61: The control   group   **Graph 62**: The experimental group
Graph 61 and **62:** Students' believes in the effectiveness of using film-based technique during listening sessions.

Graph 61 and **62** demonstrate that all students from the control group believe that the use of film-based technique in their listening sessions,can be a source of motivation for them. All the students of the experimental group, even the those who disagree at the beginning before the implementation of the technique in their listening sessions; their opinions have changed and become totally with the idea of using film-based technique in listening sessions .

The experimental group justifications for their agreement for using film-based technique in their listening sessions are summarized as follows:

-Because it bring us to the real use of English language; by helping us to get the natural use of words.

-Because when we have listened to the actors; how they speak, how they skip sounds made us learn the words without making lot of efforts.

-Using films is a good motivating technique because when we have watched them speaking we memorized the words spontaneously, and then summarization help us to produce accurate sentences.

Those students who changed their agreement about the use of film in listening session said:

-I really like this kind of teaching techniques which is very motivating and not boring

-Because It makes me feel as I'm involved in the context of speaking what motivate me and make me enjoy the listening sessions.

Histogram N°3: The comparison of the Control and Experimental Groups' attitudes about listening and oral expression units.
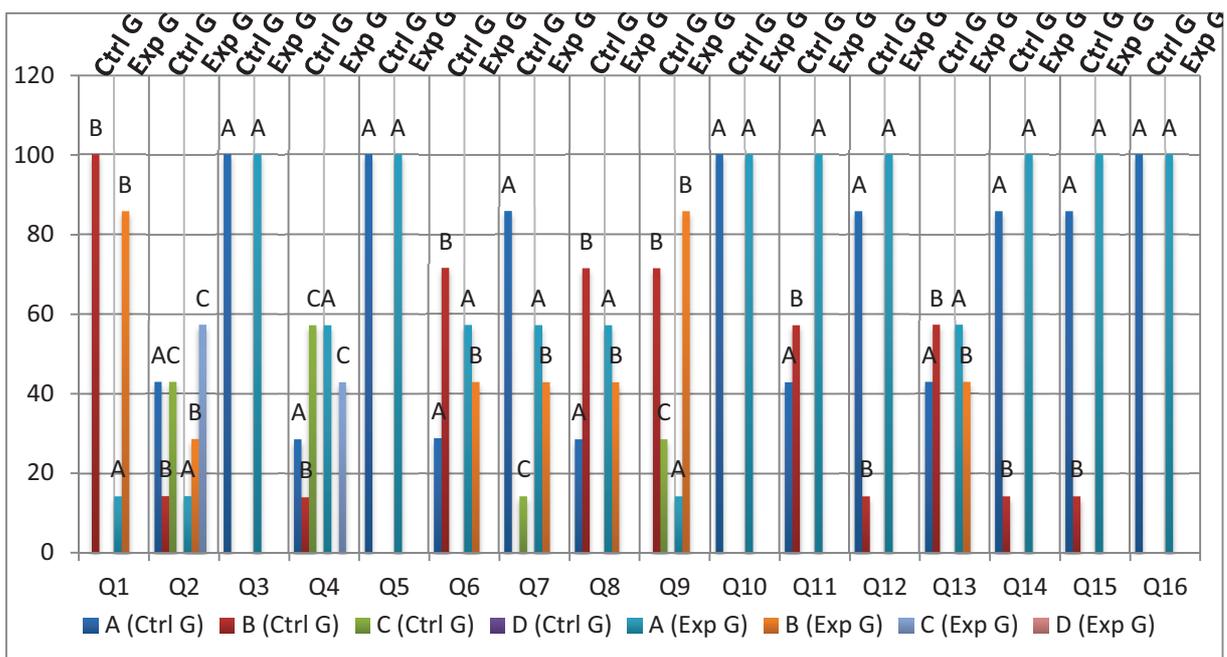
From this histogram we can notice that the control group students' attitudes didn't change; they remain nearly the same with preliminary and post-questionnaires. While the attitudes of the group, on which our teaching technique was applied changed. Thus, for instance if we take question N°4 of the post-questionnaire, we can notice that their attitudes regarding their degree of interest on the language skills changed in a way that before the experiment 75, 14% of the experimental group students prefer speaking more than the other language skills, but after experiencing our teaching technique they became more interested in listening over the other language skills 57,14% listening, 14,28% speaking. To demonstrate more this change in the experimental group students' attitudes we move to question N°7 What helps us to conclude that listening module is important for the students and motivate them;therefore, there is always some students from the control group who still have a negative look at listening sessions, but all the students of the experimental group consider listening as a source of motivation and encouragement for their learning process.We can notice also from question N°9 there are students from the control group 28,57% who still do not find all the missing words to fill in the blanks and the majority 71,42% find some words, While almost all the students from the experimental group 85,71% find some of the missing words and even there are a minority who find all the missing words. Therefore, we notice that film can be a good listening technique in a way that it permits the learners to learn in an enjoying way and the images help them a lot in understanding the words,then memorizing easily. Finally question N°16 demonstrate the great change in the experimental group attitudes in a way that the two students who was against the use of this teaching technique, then afterimplementing it during their listening sessions ;their attitudes was totally changed and they was totally agree that the use of film-based technique has positive effects on their listening skills. Thus, these changes in the experimental group attitudes show the effectiveness of our teaching technique.

II.Analysis and Discussion of the Post-test (Students' Listening Competence Questionnaire)

Results of the pre-study are presented in tables 5 and 6(page68)) that form the observation grids used to evaluate students of both groups level of listening after the implementation of film-based technique on the experimental group ;It is the same as the Pre-test, a BBC world News Report entitled' Chinese Immigrants to Australia 'done for the purpose to seek whether their achievement will change after the experiment .Below we present the rating scale of the observation grid.

> ➢ Rating scale for the pre-test observation for both groups the experimental group and the control group:

Grammar accuracy:

1: Ignorance of grammar rules

2: Lot of grammar mistakes

3: few grammar mistakes

4: Correct grammar use

Punctuation:

1: No knowledge about the use of punctuation marks i.e. punctuating randomly.

2: No use of punctuation marks

3: Good use of punctuation marks with few mistakes

4: Good use of punctuation marks with no mistakes

Paragraph Coherence and Cohesion:

1: Bad use of conjunctions, the summary become a Hoch Poach of conjunctions

2: Shifting from the main topic of the paragraph, and writing separated sentences

3: Making the summary easy to understand, by connecting between the ideas with appropriate coordinating and subordinating conjunctions.

4: Writing the summary as a whole connected unity.

Appropriate Vocabulary:

1: Summarizing the tape using words that are different even in meaning from the ones used by the speaker in the tape.

2: Writing a summary of seven sentences in two sentences, due to their poor listening skill and their insufficient vocabulary.

3: Writing a coherent summary carrying the same idea of the listened topic using some of the words they have listened in the tape, or using their own words which are almost synonyms to the ones used by the native speaker.

4: Detecting all the words as used by the native speaker.

Note: "s" refers for student

"x" refers to the appropriate answer

Table6: Results of the Post-test results of the experimental group

Students	Grammar accuracy				Punctuation				Paragraph Coherence& Cohesion				Appropriate Vocabulary				Average
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
S 1			x		x							x			x		11/20
S 2	x					x						x			x		9/20
S 3				x	x							x			x		12/20
S 4		x			x							x			x		10/20
S 5		x					x					x			x		11/20
S 6		x				x						x			x		7/20
S 7	x						x		x						x		6/20
Total																	9,42/20

Table 7: Results of the Post-test observation of the control group

Students	Grammar Accuracy				punctuation				Paragraph Coherence& Cohesion				Appropriate Vocabulary				Average
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
S 1	x					x						x		x			7/20
S 2	x					x						x			x		8/20
S 3			x			x						x			x		12/20
S4			x			x				x					x		6/20
S 5	x					x				x					x		5/20
S6			x			x				x					x		7/20
S7			x		x							x			x		12/20
Total																	8,14/20

Histogram N°4: TheComparison of the Experimental and Control group scores of Students Listening Competence Questionnaire
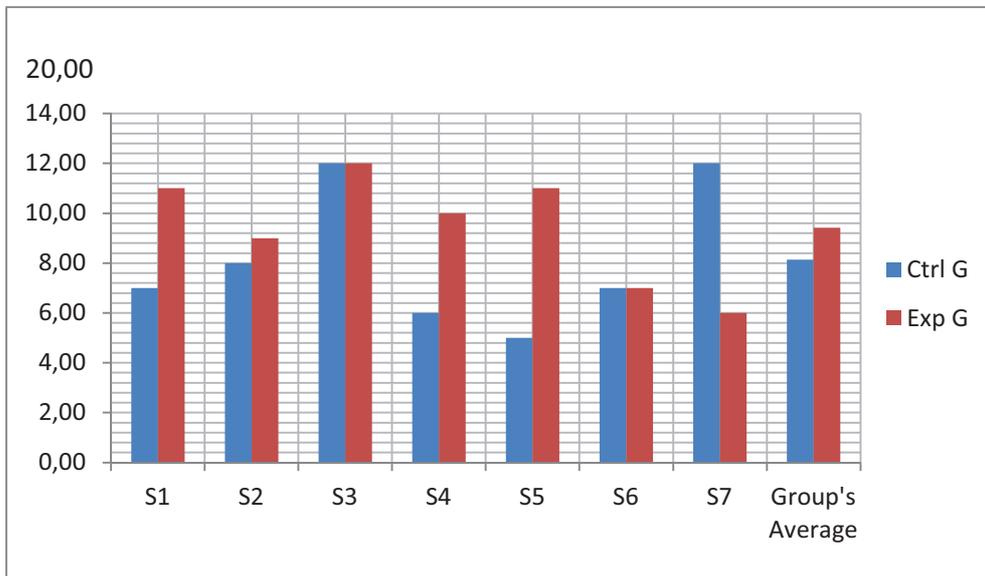
II.1 Discussion of the Post -Test Results

The results obtained after the post-test observation, are shown in tables (34 ,35)page(69) ;demonstrate that there is a big difference between the two groups listening level .Tables (34 , 35) above show that students of the experimental group listening skills have been widely developed in comparison with students of the control group. Besides, the average realized by students of the experimental group has been increased from 8,28 out of 20 in the pre-test to 9,42 out of 20 in the post -test .While, the control group students' listening skills have not been ameliorated since the average of the pre-test 8,85 out of 20 is better than the one of the post-test 8,14 out of 20.From these results we can confirm that; the application of film-based technique during listening sessions on the experimental group has helped them to ameliorate their listening skills, which probably permit them by the input that they have acquired in listening to improve their oral communicative abilities, and this is an answer our main research question 'Can the use of film-based technique during listening sessions ,be of any important role to develop students' listening skills as a way to improve their oral communicative abilities?'.

III.Discussion and Interpretation of the Findings

The data analysis that is obtained above in the Preliminary and Post questionnaires; Pre and Post-tests provide us with answers to our related questions and validate our research hypothesis .Concerning our first related research question" Do the actual teaching

techniquesused during listening sessions; develop our first year students listening skill as a way to improve their oral communicative competence?".We can notice from the results that the actual teaching methods and techniques used during listening sessions do not to a certain degree lead to the development of students listening skill which is a dependent variable on which speaking rely on. This can be shown in the following:

-The students lack of interest on listening skill compared to speaking skill (see analysis of the preliminary questionnaire , question 4 page 60) and interesting on oral expressions module more than listening module(see analysis of the preliminary questionnaire, question 13 page 68).

-The actual teaching aid (video tape) used by the teachers of listening module doesn't lead to a certain degree to the development of students' listening skill , in a way that they do not always understand and detect what is in the tape (see analysis of the preliminary questionnaire, question 8 and 9 page 64).

-The teacher methodology in teaching the listening module, and more precisingly the kind of classroom activities provided by the teacher to the students may not be motivating to some students. This decreases their ability to receive the required input so as to be produced as output during oral expression sessions (see analysis of the preliminary questionnaire, question 15 page69).

Besides, the data obtained show that the answer to the second related question" Can the use of films during listening sessions, be of any important role indeveloping first year students listening skills as a way to improve their oral communicative competence? Thus by investigating the positive impact of listening on speaking; to which extents can Stephen Krashen input hypothesis can be relied upon our research?" .These data show that adapting film-based technique during listening sessions increase the students' interest and motivation; the simple language used in films makes the input accessible for all students with their different levels, and with images students can understand more. Thus, they will acquire new vocabulary and pronunciation of those words spontaneously by enjoying their listening sessions (see analysis of the preliminary questionnaire, question 16 page 70; see analysis of the post –questionnaire, question 16 page 96). Furthermore, film-based technique helped the students of the experimental group in ameliorating their listening level by being motivated by the new teaching aid .Film-based technique also helped the students of the experimental group to increase their level compared to the one of the control group, also helped them to acquire

new vocabulary (see theresults of the post-test page 90, 91). These results affirm what we have mentioned in the review of literature about the place of audio –visual materials in the EFL classroom(see pages 42,43) and the teaching and learning aims and objectives by using films in the classroom (see pages 46,47). Besides, the data obtained also show that Stephen Krashen input hypothesis can be relied upon our research in a way that , as much as students listen to native speakers ,as much as they receive comprehensible input during the listening sessions; then this input will be processed to be produced as an oral comprehensible output (see analysis of the preliminary questionnaire , question14 page 68, also analysis of the post-questionnaire , question 14 page 94).Therefore, language acquisition takes place when a learner understands input as Stephen Krashen argued , and the results affirm what we have mentioned in the review of literature that comprehensible input is a good source which would lead to accurate comprehensible output (see pages 34,35).

Most interestingly, the results obtained indicate that the students of the experimental group listening level is developed compared to the one of the control group, thanks to the adaptation of film-based technique during listening sessions. This can be proved , first, by comparing the results of the pre-test and results of the post –test of the two groups (the experimental and control groups).That is , the experimental group realized an average of 8, 85 out of 20 in the pre-test, while it scored only 8, 28 out of 20 during the post-test. Importantly, the average realized by the experimental group has increased from 8,28 out of 20 in the pre-test to 9,49 out of 20 in the post-test(see the pre-test results page 76,   and the post-test results page 99). Second by comparing results of the preliminary and post-questionnaires .Before applying film-based technique during listening sessions, the majority of students from both groups do not have the ability to detect all the missing words , and they prefer oral expression sessions than listening ones (see analysis of the preliminary questionnaire , question 9 page 64, question , 13page68).After , implementing film-based technique during listening sessions with the experimental group , students from both groups attitudes towards their listening level was different from each other. That is, 57,14% of the students from the experimental always understand the listening material , 42, 85% understand just sometimes and none of them do not understand it at all .However , the majority of the students from the control group understand the listening material just sometimes , while 28,57% understand it always (see analysis of the post- questionnaire, question 8 page 90).Besides, 14, 28% of students of the experimental group become able to find all the missing words , 85,71% find just some words and none of them do not find any word. While, the listening level of the control group has not developed compared to the experimental group listening level i.e. no one of the students of the

control group become able to find all the missing words ;71,42% of them find some words and 28,5% of them find just very few words (see analysis of post-questionnaire, question 9,page 90).

These data obtained represent a complete answer to our research problem, and validate our research hypothesis that states that: using film-based technique during listening sessions will develop first year LMD students' listening level, as a way to improve their oral communicative competence.

IV- Pedagogical Recommendations

In a review to the analysis of the data obtained from the questionnaire, and by relying on the observation made throughout the period of our research, we suggest a set of pedagogical recommendations .Our recommendations are based on the teaching of listening skill and the use of film-based technique during listening sessions.

1. Viewing films provide a good opportunity for students of English to be exposed to natural English, to be trained to listening to it accurately and understanding it correctly. It helps to increase students' keenness of listening allowing them to:

a/ Discriminate between the different English sounds, words, and structures used by native speakers.

b/ Associate sounds with their relevant meaning.

c/ Distinguish meaning from the discourse delivered by the different characters in the film.

d/ Understand natural spoken English in different kinds of speech situations.

Thus, we suggest that film-based technique must be always used during listening sessions to help the students of English in ameliorating their listening skill. By considering the linguistic benefits of adapting film-based technique during listening sessions JJ Wilson states that "*films are good for low levels"* (1988, page 51).Therefore, using this technique in the classroom makes the students with their different linguistic ,cognitive …etc levels able to understand the listening material , then to acquire the necessary vocabulary and accurate pronunciation of those words, which would be a good background for developing their oral communicative abilities. Thus, teachers of listening have to give to his/her students opportunity to test this new teaching technique.

2 .Providing knowledgeable and skilled teachers of English , for teaching the listening skill which is considered a background for developing the students' speaking skill , and here are

five points that the teachers can do to become better teachers of listening according to JJ Wilson(1988, page 146):

1/ Devise a questionnaire for your students about what they like listening to.

2/Find a scene from a film or TV program or a download from the Internet that can be used for teaching listening .Write an accompanying worksheet. Think about how to adapt the worksheet for a different level.

3/Invite a guest speaker to the class. Decide how to prepare the students, and devise pre-, while-and post-listening tasks.

4/Write a dialogue or plan a semi-scripted discussion. Record it with colleagues and prepare a sequence of activities for the students to do with the recording.

5/ Make a poster of listening strategies. Put it on the classroom wall. Refer to it before and after the students listen in class and discuss their strategies.

Indeed, the teacher of listening module should be the same as the one of oral expression module, to make a good connection between listening and speaking skills which are related, in a way that speaking depends on a good background in listening .Moreover, the teacher of listening should not appear as an powerful traditional teacher in the classroom, but he should appear as an interlocutor with the students, in a way that he should just push his/her students to practice what they have learned from the listening material and to produce it orally.

3. We have noticed from the first days of our observation that the language laboratories lack a lot of materials. Thus, providing the language laboratories with new and authentic materials will allow the students of English to work with a great freedom on the listening material .Using special software to send the selected scenes of a film from the teachers' central computer to the computers of the students to give them the chance to work on the listening material whatever and whenever and whenever they want so as to motivate them; better than exposing the film on over-head projector which will let the students feel as they are in a cinema and not in a listening session, and cannot listen to the pronounced sounds accurately.

4. We have noticed a fact in English language curriculum in English department at Bejaia University that listening module is introduced only for the first year level , and there are some groups who didn't even get the chance to be introduced to this interesting module due to a lack of language laboratories. However, by regarding the importance of listening skill in developing students' speaking skill , we can say that listening is a very important module that

should be given more importance ,devote more time to it by involving it in the syllabus of second and third years level .

VI. Limitations of the Study

This research aims at evaluating the effectiveness of the use of films during listening sessions, which would lead for developing first year students of English listening skills. Thus by developing those students' listening skills their oral communicative abilities would be improved .The study lasted only three weeks (from the mid of April to the beginning of May of the year 2013) because of changing a supervisor in the mid of February .Thus, all the work was repeated from the beginning. Concerning the research participants they were just fourteen, divided into two groups (seven represent the experimental group,seven the control group) because of a problem of lack of students' cooperation, we gathered only these small two groups .The results obtained from this research concern only our research participants; they cannot be generalized over other contexts.

Conclusion

We have discussed in this chapter the methodological procedures used in our research .In the first section, we have presented the research variables, the research participantsand method, tools of collecting data, and data collection procedures .In the section of this chapter, we discussed the practical side of our work. We have analyzed the data obtained from the questionnaires and the observation grids of the pre- and post-test, we have discussed the results and their relation to our research problem and hypothesis. Finally, by referring to the findings, we have given some recommendations that we hope that teachers and learners will benefit from them.

General conclusion

We have conducted this work in an attempt to find a solution to one of the most searched learning problems that encounter teachers and learners of English as a Foreign Language, that is the students' lack oral communicative abilities, to find there is a problem behind this ,which is the students' poor listening level which is not given an importance as the students' lack of oral fluency ,thus our main aim become searching for a solution for motivating the students and developing their listening skill as a way to improve their oral communicative abilities .This work also aims at proving that the "film-based technique" is one of the effective teaching techniques to use during the listening sessions for developing students' listening skill level ,to improve their oral communicative abilities .The method chosen to treat the research problem is the experimental design that requires dividing the research participants into two small groups. The experimental group received teaching listening through films; whereas, the control group remains attending listening sessions with the same used method and the same conditions i.e. film-based technique has not been applied on the control group .At the end of the experiment, a comparison is made between the two groups listening level development .Besides, a triangulated method was used to collect data from the research participants; observation grids and questionnaires. A preliminary and a post-questionnaires were handed to the students of both groups with handing 40 copies of the preliminary questionnaire to students of the control group for the purpose of gathering lot of attitudes towards the modules of listening and oral expression. The observation grids were used to record students of both groups results of the listening test designed and administered before and after applying film-based technique. The analysis of the data obtained from the questionnaires and observation have indicated that students of the experimental group listening level have been developed comparing to the level of the control group that remained the same and/or decreased little .These results validate our research hypothesis that states that: using film-based technique during listening sessions can develop students listening skills, as a way to improve their oral communicative abilities. Finally regarding time limitations and research constraints we could not tackle all the obstacles in addition to the teaching techniques that do not lead to the development of students listening skill .Thus, it is up to the future researchers to look for other factors and try to find appropriate solutions to treat them.

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List of Abbreviations:

EFL: English as a Foreign language

CLT: Communicative language Teaching

SLA: Second Language Acquisition

LMD: License, Master, Doctorate

NLP: Neuro-Linguistic Programming

VAKOG: Visual, Auditory, Kinesthetic, Olfactory, Gustatory

BBC: British Broadcast Channel

IX

General Introduction

A good teacher , bases his course content on a rigorous analysis of students' needs .He starts by investigating his/her students strengths and weaknesses and goes on striving to bridge their necessities with the lacks so as to overcome the different learning difficulties. Indeed, good teaching is the art of harmonizing content and techniques .For that, effective teachers are those who devise a number of different types of activities that are suitable for the kind of students they will teach and to select a wide range of material whenever possible.

English teachers are aware of the fact that their students most wanted need is to communicate with English language fluently and spontaneously; and this show the importance of the speaking skill with a little neglection of listening skill, but can students speak fluently without receiving vocabulary and the way how it is pronounced?.Thus for many years, listening has been the 'Cinderella skill' in foreign language teaching as cited in .It has been marginalized by its elder sister-speaking. Most teaching methods seemed to concentrate on the productive skills for the claim that knowledge of the target language means mastery of speaking and writing ,which lead to consider listening and reading as secondary skills in foreign language teaching and learning and to ignore the interaction the receptive decoding skills and the productive encoding ones .However, recently the focus on oral language skills gave a new breath to listening .Many voices including James Asher and Gillian Brown have raised the necessity to foster foreign language learners' listening and speaking abilities. These voices seemed to share the main purposes of Communicative Language Teaching (CLT) by devoting great importance to listening comprehension in foreign language classrooms, a skill which constitute an important aspect of oral communicative competence and contributes to its development .

Listening to a foreign language in no more a passive skill as it requires the use of many cognitive abilities. Furthermore, it requires understanding and meaning extraction and acquisition.

1. Statement of the problem:

Listening was given its importance only with the emergence of Communicative Language Teaching (CLT), which devote great importance to this skill in the development of learners' oral communicative competence. From our learning experience we noticed that this skill is still neglected by teachers and learners comparing to the speaking skill, neglecting its important role in oral communicative competence development. Besides, by referring to Stephen Krashen input hypothesis as argued by Krashen (1993) that « *L2 acquisition takes place when a learner understands input»* and input is received by listening to the native speakers, or to the other language users; thus to acquire language, we have to receive comprehensible input.

Throughout a constant observation of first year students of English during their listening sessions at Bejaia University; students' hesitation to correspond well to the listening material and to communicate is clearly observable. In other words students'

communicative competence-including listening and speaking skills- is poor. From our English language learning experience, we relate this to the teaching techniques used by teachers who are in charge of the listening credit, and to the students' unwillingness to correspond to the listening material. Thus, in order to engage our learners during their listening sessions and help them in developing their oral communicative competence; we have suggested the use of film-based technique during their listening sessions.

Therefore the central problem of the current research work is, does the adaptation of film-based technique during first year LMD students of English listening sessions, lead to develop their listening skills; as a way to improve their oral communicative competence?

2. Research questions and hypothesis

Acquiring a high oral communicative abilities seem to be a hard issue for learners which require the use of other language skill (listening) which occur in the acquisition of comprehensible input which will be produced as an accurate output during the listening sessions. Thus, there are some questions to be answered throughout our research work and they are related to the above central research problem.

This main problem can be divided into the two related questions:

1-Do the actual teaching techniques used during the listening sessions, can develop the first year students' listening skills so as to improve their oral communicative competence?

2-Can the use of films during listening sessions, be of any important role in developing first year students' listening skills as a way to improve their oral communicative competence?

3- By investigating the positive impact of listening skill on speaking; to which extent Stephen krashen input Hypothesis can be relied upon our research?

In an attempt to bring a remedy to the existing problem, we hypothesis that, if teachers of listening credit adapt film-based technique during their sessions, then the students' listening skills may be developed, thus their oral communicative competence could be improved.

3. Aims of the study:

The present work aims at:

- Knowing the first year LMD students' attitudes towards the listening module, and their evaluation of the relation between listening and oral expression modules.

-Evaluating the effectiveness of the adaptation of film-based technique during the listening sessions on the development of first year LMD students' listening skills, as a way to improve their oral communicative competence.

-Raising teachers' and staff awareness about the importance of listening credit in the students' English language learning. Therefore, providing more time and importance to this module.

4. Background and Significance of the study:

What is often observed at the University level is that listening is vital to improve speaking, thus listening and speaking sessions go in parallel. Although much research has been conducted on the topic , it is still felt that this topic is in its infancy, in a way that they focused on enhancing strategies to develop speaking, and have ignored that improving teaching strategies in listening is one way through which students' speaking abilities are evolved. J.J Wilson (1988) truly believe in the effectiveness of using films and TV as part of learners' listening program, Stephen Krashen (1982) also put a great stress on the importance of comprehensible input in the acquisition of L2. Moreover, Momoko Adachi (2003) conducted an experiment on low-motivated learners with low-level, then from the repeaters collected feedback about the use of movies in the classroom seemed to be very positive in a way that, they become very interested in English classes. Even if the topic is already conducted by many researchers but with different objectives, tools, population and even in different conditions. So for the sake of further investigation it is worth creating and innovating means, offering new horizons for the coming generations to ameliorate teaching techniques during the listening sessions to graduate EFL students with a high level of speaking English.

The significance of our research will be shown from the results, by confirming or rejecting our hypothesis. The results will give opportunity to teachers of listening to know the students' evaluation to the listening sessions, and to raise their awareness towards developing new teaching techniques during listening sessions as a way to engage and motivate their learners, raising the stuff awareness about the importance of the listening module by providing more time and knowledgeable teachers to this module. Secondly, implementing film-based technique during listening sessions will help students to receive comprehensible input, that will be produced as a comprehensible output.

5. Research methods:

The method which seems adequate to meet the objectives of this research is the experimental one. One group of the research participants formed the experimental group, with which our new technique will be applied. In contrast the control group remains learning listening with the former techniques. The purpose of using the experimental design is to see the difference between the results achieved by both groups after applying the research experiment on the experimental group alone. Besides, a triangulated method is used in collecting data, an observation checklist, a questionnaires; preliminary and post-questionnaires ,and diagnostic test are administered to the students of both groups(the experimental and control group) to gather pieces of information about their attitudes before and after implementing the experiment .Observation checklists are also used before and after implementing the research experiment to evaluate the research participants listening level in both groups.

6. Population:

Since our work is done on the purpose of evaluating the effectiveness of film-based technique during the listening sessions, on the development of the students' listening skills as a way to improve their communicative competence. This can be observed and dealt with first year EFL students as they are the only level who has the listening credit. Even if they are first year students, but this was not an obstacle because they have already been exposed to English Language in the Middle and High Schools ,with the background that they got from the first semester studying at University; which allow us to apply the technique on them . Thus , the pre-test that we assigned for them before starting the implementation of the treatment on the experimental group helped us to evaluate their listening level, and detect their weaknesses , then we applied our remedy on the experimental group.

7. Sample:

Our sample is constituted of 14 students selected from two groups; these two groups are selected randomly from 20 groups of first year students of English at Bejaia University. Then the 14 students are selected regarding their level after analyzing the pre-test from the two groups. They have been in contact with the English language for a long period of time (four years in the middle school, three years in the secondary school and some seven months at University). We have chosen to conduct our research with this level, because our technique has to be applied on the students during listening sessions for the purpose of developing their listening skills so as to improve their oral communicative abilities. Thus, listening unit is introduced only for the first year students of English at Bejaia University. The students have already been exposed to listening during the first semester what permits us to evaluate their actual level, then to implement the new technique.

8. Description of the Study

The dissertation comprises two main Parts. The first Part is entitled "Literature Review" which is divided into two chapters; the first one "Developing oral communicative competence through listening" involves some definitions of communicative competence and communicative language. Besides, exposing the main principles of communicative language teaching .Then, it proceeds by defining the types of listening, its place in language teaching; examining the learners' need by listening to English. The chapter ends up by examining Stephen Krashen input hypothesis involving the role of comprehensible input in leading learners to produce at the same time comprehensible output .The second chapter is entitled "teaching listening through films" Indeed, justifying the selection of film as an audiovisual aid to teach listening implies an examination of its importance in the foreign language classroom, a determination of the main factors that influence this choice , as well as setting the main principles and consideration in films' selection and presentation . The second part of our research is then, the practical part which is divided also into two chapters. Thus, the first chapter of the practical is the third chapter of our work, is entitled" Methodological Design , and Presentation of General Findings" which is divided too in to two sections; the first section is entitled "Methodological Design" it deals with the method adopted in the work, the research participants, the data collection tools and procedures The second section of this

chapter entitled" A Presentation of the General Findings" it presents the findings we obtained before we started the experiment. The fourth chapter is under the title" Results, Limitations and Recommendations for Further Research" it is divided into four sections. The first one is under the title "Classroom Implication" where the implementation of our teaching technique (film-based technique) during listening sessions is presented. The second section is entitled "Analysis and Description of the Results" it provides a detailed analysis and discussion of the results obtained from the post- questionnaire and the post-test after the experimentation. The third section is then, entitled "Discussion and Interpretation of the Results" where we present the final results of the study. The final chapter is entitled "Limitations and Suggestions for Teachers and Stuff" which include the main obstacles we have faced throughout conducting this research, and some recommendation for teachers and stuff concerning the teaching of listening credit at the University of Bejaia, and the students' listening level; by considering the importance of listening in English Language Teaching and Learning.

Appendix1: Students' attitudes towards listening and oral expression modules

University of Bejaia

Faculty of Letters and Languages

Department of English

Students' Questionnaire (Preliminary and Post-Questionnaires are the same)

Students' attitudes towards listening and oral expression sessions

Dear student,

We will be very thankful if you accept to fill up this questionnaire. Be sure that the purpose of this set of questions is only to achieve the goal of our research which is «having EFL students' with a high level of speaking English, by improving their listening skills». So please tick (x) to the answer that would be the appropriate for each question, and give full answers whenever needed. Thank you for your cooperation.

Section 1:

- **Students' choice to learn English**

1. Before enrolling for a degree in English, how did you perceive English language learning?

   A .Easy ☐
   b. Have only some difficulties ☐
   c .Difficult ☐

2 . Are you learning English?

   a. To get a job ☐

   b. To live in a country where English is spoken ☐

   c. To use as it as a mean for communication and travelling ☐

3. Now that you have enrolled for a degree in English, do you:

a. Still enjoy learning English? ☐

b. Wishing to change another field of study? ☐

Please, say why --

----

4. Which one of these skills do you want to master better in English language learning?

   a. Listening ☐

   b. Reading ☐

   c. Speaking ☐

   d. Writing ☐

Please ,say why:---

Section 2:

- **Students' attitudes about the module of listening?**

5. Do you like the module of listening?

   a. Yes ☐

   b. No ☐

Please ,say why---

----

6. How often do you participate during the listening sessions, when the teacher asks you questions about the tape that you have listened to?

   a. Always ☐

   b. Sometimes ☐

   c. Rarely ☐

7. How do you evaluate the listening sessions?

a. Motivating ☐

b. Encouraging ☐

c. Boring ☐

d. Others ,please specify---
----

8. During the listening sessions, when listening to the tape the teacher gives to you, do you understand it?

a. Always ☐

b. Sometimes ☐

c. Rarely ☐

d. Never ☐

9. After listening to the tape, then the teacher asks you to fill in the blanks with words from the tape. Do you find?

a. All the missing words ☐

b. Some ☐

c. Very few ☐

d. Rarely ☐

Section 3:

Students motivation in oral expression, and their evaluation of the relation between oral and listening modules.

10. How important is speaking in your English language learning?

a. Very important ☐

b. Important ☐

☐

c. Not important at all

Please, say why---

----

11. In your opinion the sessions of oral expression and listening should:

a. Go in parallel ☐

b. Each one alone ☐

In terms of timing at the university practice

Please ,say why---

----

12. In your opinion the teacher of listening module should be the one of oral?

a. Yes ☐

b. No ☐

13. Which module do you find more interesting in English language learning?

a. Listening ☐

b. Oral expression ☐

14. Do you think that the information that you get during the listening sessions can be processed to be produced as sentences during oral expression sessions?

a. Yes ☐

b. No ☐

15. Are satisfied by the method used by your teacher of listening?

a. Yes ☐

☐

b. No

Please, justify--

----

16. Do you think that using films as a strategy during the listening sessions can be motivating for you?

a. Yes ☐

b. No ☐

Please, say why---

Thanks for your cooperation

Miss. Lynda Hamani

Appendix 2:

It is a summary of the episode that the teacher let them listen to, then asked them to summarize it and the title of the episode is" Chinese Immigrants to Australia" it is the designed Pre-and Post-tests

It is a summary that the students are asked to do, after each minutes of viewing the movie. Sometimes a whole written summary of the movie at the end of the session.

The appendix is a DVD providing inside it the episode of the Pre- and Post-tests and of the serie of "Tudors England"