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EFL Teachers' Challenges in Teaching Listening Skills

Case study :3rd grade primary school teachers in Touggourt

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DEDICATION

I would like to express my dedication to :

My loved mother and the memory of my diseased father who has always been my biggest supporters and inspiration .

To my brothers and sisters for their endless help and encouragement along my study.

To my friends, thank you for the endless encouragement and for always being there to celebrate success and help me through the challenges.

To all those who love me ………

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Abstract

The current study investigates the common challenges that EFL primary school teachers face while teaching listening skills. It is hypothesized that EFL teachers at primary schools encounter difficulties while teaching listening skills in their classrooms. To test the validity of the hypotheses, a questionnaire was administered to 28 EFL teachers at a primary school in Touggourt from the results obtained from the questionnaire. Teaching listening showed that the majority of EFL primary school teachers encounter challenges while teaching listening skills. The limited time allotted for the listening session, the lack of authentic listening materials and large classes were among the difficulties faced by EFL primary school teachers. Therefore, some recommendations were given to EFL primary school teachers to help them overcome these difficulties and contribute to improving their students' listening skills.

Keywords: challenges *,* listening skills, primary school EFL teachers.

Résumé

Par conséquent, l'étude actuelle vise à investiguer sur les défis communs auxquels sont confrontés les enseignants du primaire EFL lors de l'enseignement de l'habileté d'écoute . Il est supposé que les enseignants d'EFL dans les écoles primaires rencontrent des difficultés lors de l'enseignement de l'habileté d'écoute dans leurs salles de classe. Pour tester la validité des hypothèses, un questionnaire a été adressé(destiné) à 28 enseignants EFL des écoles primaires à Touggourt. D'après les résultats obtenus à partir du questionnaire, il semble que la majorité des enseignants rencontrent des difficultés lors de l'enseignement de l'habileté d'écoute ; Le temps limité (insuffisant) alloué à la séance d'écoute, le manque de matériel d'écoute authentique et le surpeuplement des classes faisaient partie des difficultés rencontrées . Par conséquent, certaines recommandations ont été données aux enseignants d'EFL pour les aider à surmonter ces difficultés et contribuer à améliorer l'habileté d'écoute de leurs élèves.

Mots-clés : défis, capacités d'écoute, enseignants EFL à l'école primaire.

ملخص

تبحث الدراسة الحالية في التحديات الشائعة التي يواجهها معلمو المدارس الابتدائية في اللغة الإنجليزية كلغة أجنبية أثناء تدريس مهارات الاستماع. من المفترض أن معلمي اللغة الإنجليزية كلغة أجنبية في المدارس الابتدائية يواجهون صعوبات أثناء تدريس لاختبار صحة الفرضيات، تم تطبيق استبيان على 28 مدرسا للغة الإنجليزية كلغة مهارات الإنصات في فصولهم الدراسية أجنبية في مدرسة ابتدائية في تقرت من النتائج التي تم الحصول عليها من الاستبيان. أظهر تدريس الاستماع أن غالبية المعلمين وكان الوقت المحدود المخصص لجلسة الإنصات، لوسائل لاستماع . يواجهون تحديات أثناء تدريس مهارات الإنصات والافتقار الاستماع الأصيلة، ولأقسام الكبيرة من بين الصعوبات التي واجهها المعلمون. لذلك تم تقديم بعض التوصيات لمعلمي اللغة الإنجليزية كلغة أجنبية لمساعدتهم على التغلب على هذه الصعوبات والمساهمة في تحسين مهارات الإنصات لدى طلابهم

الكلمات المفتاحية: التحديات ، مهارات الإنصات ، معلمي اللغة الإنجليزية كلغة أجنبية في المدارس الابتدائية

List of Abbreviations and Symbols

EFL: English as a Foreign Language

LA: Language acquisition

%: percentage

LC: listening comprehension

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General introduction

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1.Background of the study :

Listening skill is one of the challenges many teachers face when teaching English as a foreign language (EFL). Generally speaking, listening involves receiving, showing, negotiating, creating meaning and providing a suitable response. Students receive the oral language and classify it into meaningful units to comprehend the message. Therefore, listening is a key element for developing other language skills.

Listening is a receptive skill; teachers need much effort to improve their students' listening comprehension performance and enhance their linguistic and communicative competencies. Especially when dealing with young learners, instructors should contribute to developing their learners' listening skills. Nunan (2002) argued that listening is crucial for developing spoken language competency and receptive skills. Indeed, fostering listening skills is an essential element of any EFL curriculum for young learners. However, there are a series of listening difficulties and challenges that face EFL teachers in primary schools that prevent them from improving their learners' listening comprehension abilities and becoming effective listeners

2. Statement of the problem

In the learning process, listening is crucial to successful communication. Undoubtedly, effective language learning depends on enhancing students' listening comprehension skills. Even though listening is crucial for understanding lectures, a prior study has shown that pupils were not exposed to listening comprehension in school because more emphasis was placed on reading and writing (Selamat & Sidhu, 2011).However , it has been noticed that numerous EFL teachers of primary school in Touggourt encounter some challenges while teaching listening skills to the third grade pupils ,especially in the limitation of teaching time and the lack of listening authentic materials .EFL primary school teachers should be aware of these challenges and the importance of listening skills in EFL classrooms. Therefore, it is mandatory to investigate the main reasons that may hinder EFL teachers in teaching listening skills. The present study aims to determine teachers' teaching listening difficulties and raise their awareness of the importance of listening in language acquisition (LA). In this case, teachers provide students with effective learning strategies to overcome weaknesses. The problem statement which could be formulated is 'What are the challenges that encounter EFL teachers while teaching listening skills? Moreover, 'what best strategies should be used by EFL instructors while teaching listening skills'?

3. Aims and Significance of the Study

The current study aims, first, at investigating EFL primary school teachers' difficulties that they face while teaching listening skills. Second, it seeks to show the importance of listening as one of the most important skills in language teaching and how it influences students' learning. Finally and most importantly, it attempts to sensitize EFL primary school teachers to use strategies and to foster their young learners' listening comprehension.

Even though this research is significant for EFL teachers of all levels, the main focus remains EFL primary school teachers in Algeria because the English language was introduced to primary school in this academic year (2022/2023), and teachers are in critical need to be familiar with the best teaching practices, especially in teaching listening skills.

The significance of the present study is paramount because it suggests some solutions to such challenges and tries to implement them in their classrooms.

4. Research Questions

In order to achieve the above-stated aims, the present study addresses the following three questions:

1. What are the challenges that face EFL primary school teachers when teaching listening skills?
2. What strategies which can be implemented in the classroom to improve students' listening comprehension abilities?
3. What possible solutions should teachers suggest to overcome these difficulties?

5.Hypotheses

In light of the previous research questions. We put forward the following hypothesis:
-EFL primary school Teachers encounter some challenges while teaching listening skills like the lack of authentic listening materials and limited time .

6. Research Objectives

The present study investigates the current challenges of teaching listening in Touggourt primary schools and is familiar with the best techniques for teaching listening skills. In addition, it seeks to set out some recommendations for overcoming difficulties.

Research Methodology:

In order to achieve the stated aims of the present study, a questionnaire was administered to Primary school EFL teachers in Touggourt to determine the different challenges they face in teaching listening skills. The obtained data was analyzed quantitatively to investigate this work.

Structure of the Dissertation:

This dissertation is divided into two parts. The first part is theoretical, while the second is practical. The first part consists of one chapter. It is devoted to the definition of listening, its importance, types, and ways to improve Listening skill. Furthermore, this chapter sheds light on the the definition of listening comprehension, its process, its components. its stages, its dimensions, its models and its strategies. In addition, we tackle different teachers' roles in listening comprehension lesson. Last but not least, it focuses on problems and factors affecting listening comprehension. Finally, it deals with general principles in teaching listening comprehension.

The second part has one chapter. It is practical work. The latter is devoted to describing the research design: the population, the research instruments, and then the data analysis. It also displays the findings obtained from the teachers' questionnaire, and it ends with providing some solutions and recommendations for teachers to overcome the difficulties while teaching listening skills.

Chapter One: Listening skills and Listening Comprehension

Introduction:

This chapter provides a general overview about listening skills and listening comprehension. It focuses on what listening skills, What is its types, why it's important, and how to develop listening skills. However, this chapter deals with the definition of listening comprehension, how it works, and what makes up the process. its stages, dimensions, models, and strategies . We also talk about different teachers' responsibilities in listening comprehension lesson. It also emphasizes issues and elements that affect listening comprehension. Finally, it discusses general guidelines for instructing listening comprehension.

1.1. Definition of Listening:

Listening is one of the most important four communication skills we use to communicate effectively. Many researchers needed help to agree on one definition of listening.

Brown Listening to another language is a complex task, and we can help students understand what they hear by applying prior knowledge (2006). In addition, Brownell (2002) explains that getting , constructing meaning from and replying to spoken and/or nonverbal signals are all parts of the listening process. Similarly, according to Howat and Dakin, Listening is **'The ability to identify and understand what others are saying. This involves understanding a speaker's accent, pronunciation, grammar, and vocabulary and grasping his meaning. An able listener is capable of doing these four things simultaneously.' (1974 p. 20).**

Relating to the given definitions, listening and understanding what the speaker means by applying the background knowledge for better understanding.

1.2. The importance of Listening:

Listening skill is regarded as a significant skill in foreign language learning. Listening is crucial because it helps students understand language and its use. It teaches them how to use grammar creatively. Besides**,** listening is crucial for language learning, especially for children at the beginning stages. (Gilakjani and Ahmadi, 2011) point out that "Listening is even more important for students' lives since it is used as a primary medium of learning at all stages of education ".It is also a topic tied to many other fields of research and advancement. The humanities and applied sciences, including linguistics and education, clearly benefit from listening. Listening is a crucial skill for language learners since it allows them to engage with the input and develop other language abilities (Vandergrift, 2011). Devine (1982) stated, "**listening is the primary means by which incoming ideas and information are taken in"** (p. 74). According to Rost (2001), listening is one of the fundamental aspects of spoken language processing; there is no spoken language without

listening. A study by Barker et al (1980) confirmed the primacy of listening and showed that the portion of verbal communication time spent by college students was 52.5 per cent in Listening, 17.3 per cent in reading, 16.3 per cent in speaking, and 13.9 per cent in writing. Another study confirmed the importance of listening (Mendelson ,1994,p.9). views stating that "of the overall time spent communicating, speaking represents approximately 25–30%, reading accounts for 11–16%, and writing accounts for 9%. In addition to that, Rost (1994) explains the importance of listening in the language classroom as follows:

    1. Listening is vital in the language classroom because it provides input for the learner. With understanding input at the right level, any learning can begin.

    2. Spoken language provides a means of interaction for the learner. Because learners must interact to achieve understanding, and access to speakers of the language is essential. Moreover, learners' failure to understand the language they hear is an impetus, not an obstacle, to interaction and learning.

    3. Authentic spoken language challenges the learner to understand language as native speakers use it.

    4. Through listening activities, instructors can introduce students to different ways of expression (vocabulary, grammar, new interaction patterns) in the language (p. 141-142).

    To conclude, listening plays a significant role in daily life and academic context as individuals must maintain communication.

1.3. Types of listening skills :

  To enhance and develop their listening skills, EFL learners should be aware of different situations that require using a certain listening type based on what they intend to achieve. In this regard, Brown (2007) identified six types of classrooms listening comprehension:

1.3.1. Reactive listening:

    In this type, the learner listens to the surface structure of a sentence so they can repeat it back. However, this listening performance needs some relevant processing even though it could be a good aspect of an engaged, communicative classroom.

1.3.3. Responsive listening:

    This technique's main objective is to concentrate on discourse aspects (words, phonemes, intonation, discourse marker, Etc.) that may be regarded as intense rather than extensive due to their requirement to highlight certain spoken language components. These comprise the crucial

bottom-up abilities at all proficiency levels. Examples of intensive listening performance include these:

-Students listen for cues in specific choral or individual drills

-The teacher repeats a word or sentence several times to 'imprint' it in students' minds.

-The teacher asks students to listen to a sentence or longer stretch of discourse and notice specified elements such as intonation, stress, contraction, grammatical structure, Etc.

1.3.2. Intensive listening :

According to (Brown, 2007) a substantial percentage of the listening exercise in the classroom is composed of short teacher language stretches meant to elicit rapid responses. The learners' role in such listening is to quickly process the teacher's speech and provide an acceptable response. This type may include Asking a question, giving commands, seeking clarification and checking comprehension.

1.3.4. Selective listening :

(Brown, 2007) argued that **t**he student's task is to scan the materials carefully for specific information over a prolonged period of time, much like they would if they were listening to a monologue. The listener's primary goal is to be able to pick up crucial information in a field of potentially irrelevant information.

1.3.5. Extensive Listening:

In this listening type, learners might use different interactive skills like note-taking and/or discussion to gain a top-down, global comprehension of a spoken language.

1.3.6. Interactive Listening:

This kind may comprise all five listening styles mentioned above as students fully engage in discussions, debates, dialogues, pair, and group work. This listening performance must be combined with speaking abilities for an actual give-and-take of communication exchange.

These listening types are described by Brown in which learners' listening skills vary depending on the context, their interests, desires and listening goals during the listening session.

1.4.Ways to improve Listening skill

According to Bite (2013 as sited in Ali, 2019,p 5.6) there several ways to improve listening skills:

1. Face the speaker. Sit up straight or lean forward slightly to show your attentiveness through body language.

2. Maintain eye contact, to the degree that you all remain comfortable.

3. Minimize external distractions. Turn off the TV. Put down your book or magazine, and ask the speaker and other listeners to do the same.

4. Respond appropriately to show that you understand. Murmur ("uh-huh" and "um-hmm") and nod. Raise your eyebrows. Say words such as "Really," "Interesting," as well as more direct prompts: "What did you do then?" and "What did she say?"

5. Focus solely on what the speaker is saying. Try not to think about what you are going to say next. The conversation will follow a logical flow after the speaker makes her point.

6. Minimize internal distractions. If your own thoughts keep horning in, simply let them go and continuously re-focus your attention on the speaker, much as you would during meditation.

7. Keep an open mind. Wait until the speaker is finished before deciding that you disagree. Try not to make assumptions about what the speaker is thinking.

8. Avoid letting the speaker know how you handled a similar situation. Unless they specifically ask for advice, assume they just need to talk it out.

9. Even if the speaker is launching a complaint against you, wait until they finish to defend yourself. The speaker will feel as though their point had been made. They won't feel the need to repeat it, and you'll know the whole argument before you respond. Research shows that, on average, we can hear four times faster than we can talk, so we have the ability to sort ideas as they come in…and be ready for more.

10. Engage yourself. Ask questions for clarification, but, once again, wait until the speaker has finished. That way, you won't interrupt their train of thought. After you ask questions, paraphrase their point to make sure you didn't misunderstand. Start with: "So you're saying…".

We can deduce that ,even though listening is considered as an active complex process ,but the listener can practice this skill regularly to improve it.

1.5. Definition of listening comprehension:

Listening comprehension is an active process in which listeners choose information from auditory and visual cues and interpret it to understand what is happening and what the speakers are attempting to say. Thompson and Rubin, (1996). Similarly, O'Malley, J.M.& Chamot(1989) defined listening comprehension as an active process in which listeners concentrate on specific auditory

information, create meaning from passages and connect what they hear to prior knowledge. Additionally, Purdy (1997) defined listening as **"the active and dynamic process of attending, perceiving, interpreting, remembering, and responding to the expressed (verbal and nonverbal) needs, concerns, and information offered by other human beings"**

1.6. The process of listening comprehension

In listening comprehension process, the listener tend to use the linguistic and non-linguistic knowledge ,in order to fully understand the spoken language .Hamer developed two types of listening processes ,which are bottom-up and top-down process .

1.6.1 Top -down process:

According to Harmer (2008) top- down process is a strategy that enables pupils attempt to grasp the broad, overarching meaning of what they are reading or listening. Further, top-down process "refers to the use of background knowledge in understanding the meaning of a message. top-down processing goes from meaning to language. Language follows meaning in top-down processing. The background information needed for top-down processing may include prior knowledge about the discourse's subject, situational or contextual knowledge, or knowledge in the form of "schemata" or "scripts" - plans about the general order of events and their connections between one another. (Richards, 2009,7p). Similarly, Newton and Nation (2009) argued that the listener moves from the general including their prior knowledge, content, rhetorical schemata to the specific . In other words, the listener makes predictions about the content of the message based on their knowledge of the communication context and uses elements of the message to either confirm, correct, or add to these predictions. Inferencing is the crucial procedure here.(40p).

1.6.2. Teaching Top -down process :

Richards (2009) stated that "Exercises that require top-down processing develop the learner's ability to do the following" (p 9):

- Use key words to construct the schema of a discourse
- Infer the setting for a text
- Infer the role of the participants and their goals
- Infer causes or effects
- Infer unstated details of a situation
- Anticipate questions related to the topic or situation

Richards (2009) suggested activities that enhance top-down listening skills:

- Students generate a set of questions they expect to hear about a topic, then listen to see if they are answered.
- Students generate a list of things they already know about a topic and things they would like to learn more about, then listen and compare
- Students read one speaker's part in a conversation, predict the other speaker's part, then listen and compare. Students read a list of key points to be covered in a talk, then listen to see which ones are mentioned.
- Students listen to part of a story, complete the story ending, then listen and compare endings.
- Students read news headlines, guess what happened, then listen to the full news items and compare.

1.6.3. Bottom-up processing :

This model is considered as the first listening processes model to be developed in the 1940s to 1950s appeared .According to (Gilakjani and Ahmadi, 2011) bottom -up processing is operated by the new information .The most appropriate, bottom-level schemata allow the data's characteristics to enter the system. Schemata are organized hierarchically, with the most particular elements at the bottom and the most generic elements at the top. Richards (2009) asserted "**Bottom-up processing refers to using the incoming input as the basis for understanding the message. Comprehension begins with the received data that is analyzed as successive levels of organization – sounds, words, clauses, sentences, texts – until meaning is derived. Comprehension is viewed as a process of decoding**."(5p)

1.6.4. Teaching bottom-up processing:

According to Richard (2009) To analyze texts bottom up, learners require a broad vocabulary and solid command of sentence structure. Exercises that develop bottom-up processing help the learner to do such things as the following (p 5) :

- Save input while processing it.
- Identify word and clause divisions
- Identify essential terms
- Recognize discourse's important transitions
- Recognize the grammatical connections between essential sentence components.
- Recognize word and sentence functions using stress and intonation.

Moreover ,Richards (2008, p.6) suggested some examples of different tyoes of excercieses that build students' bottom-up listening abilities in the classroom :

- Determine the pronouns in a sentence's referents.
- Determine when a statement was uttered .
- Separate positive from negative statements.
- Recognize how a sentence's words were said in sequence.
- Determine the sequence markers.
- Determine the important words that appeared in a spoken text
- Recognize the modal verbs that appeared in a spoken text.

For effective listening in EFL classrooms or real-life situation, it is highly recommended to combine these two processes.

1.7. Other process of Listening Comprehension

On the other hand, Rost (1990) classified the process of listening into five (5) stages :

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

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

1.7.3. Remembering: It is an important listening process because it means that an individual has not only received and interpreted a message but has also added it to the mind"s storage bank. In Listening our attention is selective, so too is our memory- what is remembered may be quite different from what was originally seen or heard. (Rost ,1990)

 1.7.4. **Evaluation:** Only active listeners participate at this stage in Listening.At this point the active listener weighs evidence, sorts fact from opinion, and determines the presence or absence of bias

or prejudice in a message; the effective listener makes sure that he or she does not begin this activity too soon ; beginning this stage of the process before a message is completed requires that we no longer hear and attend to the incoming message. (Rost ,1990)

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

The listening is very complicated process which involves the cognition and human mind This approach entails more than just listening for differences in sounds, words, but it also requires comprehension and insight. Also, since responding makes it possible to truly understand the input, it may be a crucial step in the listening process.
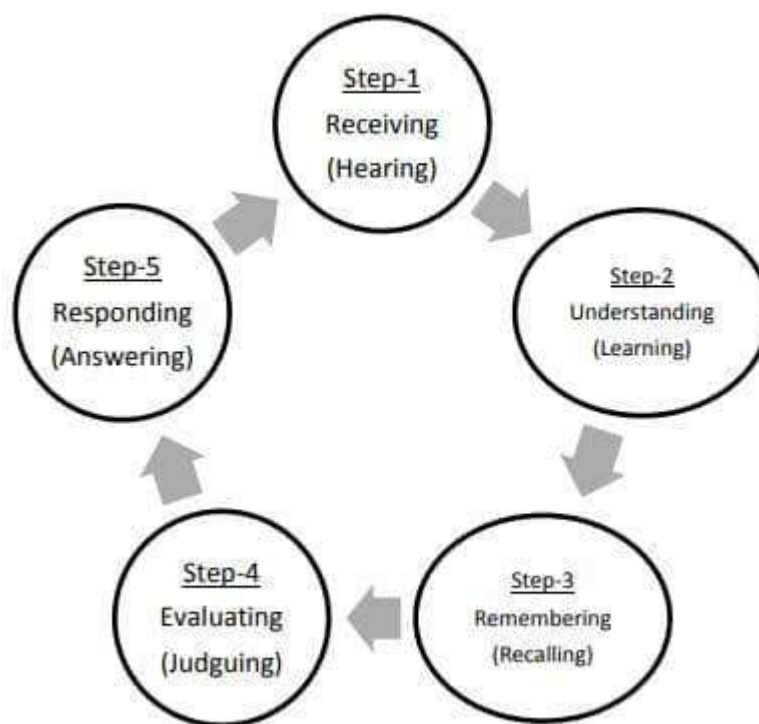
Figure 1 : the process of listening by Rost

1.8. Stages in Listening Activities

In EFL classrooms, the teacher tends to use different listening steps in listening activities, that is to enable them to enhance and develop their listening abilities and skills. There are three

stages which are, pre-listening, during listening and post-listening. Each stage has its purpose and activities that students should implement to achieve comprehension.

1.8.1. Pre-listening :

According to Gilakjani and Ahmadi (2011) **"Pre-listening activities usually have two primary goals: (a) to help to activate students' prior knowledge, build up their expectations for the coming information; and (b) to provide the necessary context for the specific listening task".(p983).** As supposed by Saha and Talukdar (2008,p.199) .Some listening activities are used as a warm-up before the direct listening include :

a) Introducing the topic and assessing students' background knowledge of the topic through commenting on a picture or photograph.

b) Activating students' existing knowledge through discussion, reading comprehension questions in advance, working out their different viewpoints on a topic, or predicting content from the title, etc.

 c) Clarifying any contextual information and vocabulary required for comprehending the text, e.g. through showing pictures, maps or graphs.

d) Informing students of the type of text, what they have to do, their role, and the purposes of the listening

1.8.2. During listening :

  While-listening exercises often aim to increase students' understanding of the speaker's language and ideas, their attention on the speaker's organizing patterns, and their critical and personal responses to the speaker's ideas and use of language. (Gilakjani and Ahmadi , 2011).In this stage, the activities are designed to fit the learners' needs, desires and purposes.Some interesting points should be taken into consideration while designing activities in this stage such as :

a)The teacher gives

the chance to students to listen to the text more than once

 b)General activities like getting the main idea, topic, and setting that focus on the content and forms of the text should be given more so that listeners are guided through the text. (Saha and Talukdar 2008,p.200).

1.8.3. Post-listening :

  Post listening stage is regarded as the final stage in the listening activities where students connect what they have heard to their ideas and experiences. According to Gilakjani and Ahmadi

(2011), post-listening activities are crucial for two main reasons. First, It nurtures students'
listening skills. Furthermore, it enables teachers to check their students' comprehension.
The activities assigned in the post-listening stage are characterized by some characteristics:
a)They relate to pre-listening activities, such as predicting.
b) They may create an authentic situation where students might be asked to use the knowledge
gained through listening.
c) They may extend (widen) the topic and help students remember new vocabulary. (Saha &
Talukdar, 2008).

1.9. Dimensions of Listening :

(Flowerdew and Miller ,2005,p 86-95) stated several dimensions of the pedagogical model of
second language listening that should be taken into account when teaching listening skills. They
are as follows:
Individual, variation, cross- Cultural, affect, strategies, intertextuality and critical interpretations
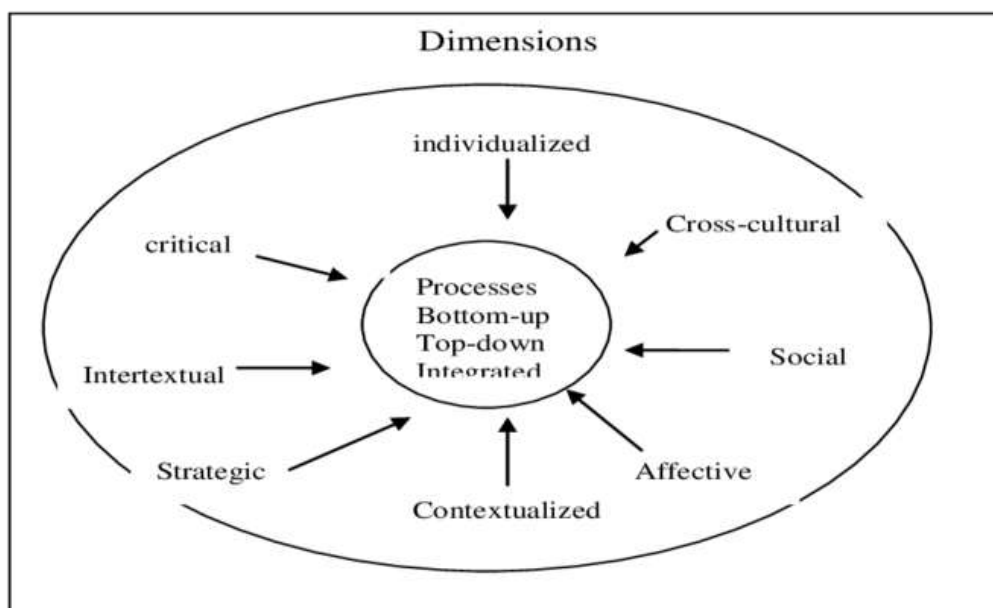
Figure 2: A model of second language listening comprehension (Flowerdew and Miller, 2005)

1.9.1. Individual Variation:

The interactive model permits the possibility of individual variation at different levels of
proficiency, various texts and activity types. As it creates the option for a model that is sensitive
to both various styles of learning and the demands of certain groups.

1.9.2. Cross-Cultural Dimension :

The issue of different cultural interpretations arises when we think about the part that schemata and prior knowledge play in the listening process. different cultures are likely to produce distinct schemata, which leads to varied expectations and interpretations of particular (spoken or written) texts.

1.9.3. A Contextualized Dimension:

In lectures, learners must read a handout, take notes and view visual aids in addition to paying attention to what the instructor is saying. In addition, students are expected to read before they attend the lecture. During the lecture, they may do some written assignments or participate in a tutorial. However, after the lecture. They might have to take a test later. All of these listening-related activities have the potential to influence how someone listens.

1.9.4. An Affective Dimension

Affective factors affect not just the acquisition of languages but also listening since understanding can only happen when people are motivated to listen. According to Mathewson (1985), in addition to the speaker's physical presence, four affective factors may influence a decision to read or listen, including attitudes, motivation (such as belongingness, love, curiosity, competence, achievement, and esteem), affect (which refers to feelings that may contribute to a decision to listen), and affect (which refers to feelings that may contribute to a decision to read).

1.9.5. A Strategic Dimension

Another crucial aspect of the second language listening process is to emphasize the importance of learning strategies, language awareness, and learning to learn while also instructing or educating students on how to recognize their learning techniques.

1.9.6. An Intertextual Dimension

The intertextual characteristics of language are concerned with how utterances reflect the previous linguistic experience of the speaker and hearer, which listeners need to be able to identify. The conceptual knowledge and connections between the spoken word we hear and other texts are crucial to the contextualized approach to hearing. Simply put, the inter-textual dimension is a component of comprehension that necessitates extensive acquaintance with the target culture and an understanding of the fundamental linguistic structure.

1.9.7. A Critical Dimension:

When examining intertextuality from the perspective of listening, we are interested in the connections between the spoken word we hear and other texts. Thus, Listening is an essential skill

that motivates listeners to examine the context in which what they hear is produced and afterwards deconstruct it to expose the power inequalities that the text reproduces.

1.10. Teacher's role in a listening comprehension lesson

Wilson (2008,p 62,63) resembled the role of the teacher in listening comprehension lessons into eight jobs: A tailor, A stand-up comedian, A sleuth, An engineer, A spy, A firefighter, A tour guide, and a doctor.

1.10.1. A tailor:

The teacher selects a text that should suit students' level and abilities, just like the dress or suit that fits the wearer.

1.10.2. A stand-up comedian:

The instructor here is the best source of information. The role of the teacher is like a storyteller who has a critical talent to control the audience.

1.10.3. A sleuth:

In this role, the teacher is like a detective. He/she must be able to interpret a recording's language before he starts the class by asking questions as follow: Will my learners be able to comprehend the idiom? Do they have the ability to deal with a variety of verb tenses? Are they able to decode contractions in this passage? Are they going to get the joke?

1.10.4. An Engineer:

The instructor needs to be capable of using the tools in the classroom. For example in the case of using recording, the teacher ought to know how a given equipment work and when it doesn't work.

1.10.5. A spy:

The teacher is supposed to be looking at learners' facial expressions or hands when they are listening to a piece of recording. Are learners writing the answers? Do they appear perplexed? Who is making a wise nod? Why is one of the students viewing the incorrect page?

1.10.6. A doctor:

The teacher in this role, is compared to a doctor. He / She can diagnose his/her students. What went wrong? Was it because of the speed in pace? Was it because of the choice of words? Was it because of the heat on that day?

1.10.7. A firefighter:

When learners encounter any difficulty in a listening script. The teacher will intervene to rescue learners and take them out of trouble.

1.10.8. A tour guide:

The teacher should choose the thing that interests his/her learners (a well-known metaphor in the mother tongue or slang) and avoid using what does not interest students. That is to make sure that every student is there on board before leaving.

1.11. Listening comprehension strategies:

1.11.1. Definition of listening comprehension strategy:

The strategies a listener employs while listening can also be considered a component of effective listening. Is the learner's primary concern the text's content, or does the learner also take into account how to listen? The topic of listening techniques is brought up by an emphasis on how to listen. Listeners may be taught efficient ways of approaching and controlling their listening, which is similar to how learners' approach and manage tasks in the context of strategies. These exercises aim to get listeners actively involved in the listening experience (Richards, 2009).Vandergrift (1999) showed **"Strategy development is important for listening training because strategies are conscious means by which learners can guide and evaluate their own comprehension and responses."**

1.11.2. Listening Comprehension Strategies:

Many classifications for listening strategies have been identified by numerous researchers. Buck (2001:104) identifies two kinds of strategies in listening:

1.11.2.1. Cognitive strategies:

Those mental activities related to comprehending and storing input in working memory or long-term memory for later retrieval.

1.11.2.2. Comprehension processes:

It is associated with the processing of linguistic and non-linguistic input.

1.11.2.3. Storing and memory processes:

It associated with the storing of linguistic and non-linguistic input in working memory or long-term memory.

1.11.2.4. Using and retrieval processes:

It is associated with accessing memory, to be readied for output.

1.11.2.5. Metacognitive strategies:

Those conscious or unconscious mental activities that perform an executive function in the management of cognitive strategies.

1.11.2.6. Assessing the situation:

Taking stock of conditions surrounding a language task by assessing one's knowledge, one's available internal and external resources and the constraints of the situation before engaging in the task.

1.11.2.7. Monitoring:

Determining the effectiveness of one's own or another's performance while engaged in a task.

1.11.2.8. Self-evaluating:

Determining the effectiveness of one's own or another's performance after engaging in the activity; Self-testing: testing oneself to determine the effectiveness of one's own language use or the lack thereof.

1.12. Problems and Factors Affecting listening comprehension

Numerous researchers categorized factors that affect listening comprehension. Boyle (1984) classified factors affecting listening comprehension into two characteristics: speaker characteristics and lister characteristics.

1.12.1. Speaker characteristic:

It is how the listener constructs the meaning of data from the speaker. Boyle (1984) also classified the speaker's characteristics into four (4)items :

1.12.1.1. Language ability of the speaker:

Being a non-native speaker or a native speaker can affect the learner's listening comprehension. The learner prefers listening to a non-native speaker because he/she uses the same language.

1.12.1.2. Speaker production:

The various characteristics of the speech such as accent, pronunciation and voice can be difficult to understand especially when it is produced by a native speaker.

1.12.1.3. Speed of delivery:

Listening comprehension will be difficult if the speaker is speaking too fast

Prestige and personality of the speaker: It may be challenging for listeners to comprehend what the speaker is saying if the speaker neglects to address the aforementioned crucial aspects that are essential for comprehension.

1.12.2. Listener Characteristic:

The listener's cognitive abilities in several areas may assist in text comprehension. For instance, a listener with a stronger working memory can understand more of what they hear when listening to audio. Boyle (1945) divided the factors affecting the listener into two categories: general and specific.

1.12.2.1. General:

These are the broad factors for the listener's perspective;

1.12.2.1.1 Experience/ Practice:

The frequency of experiencing and practising listening to the target language TL using media such as TV, and radio. The more listener listens to these media the more he/she succeed in listening comprehension.

1.12.2.1.2. General intelligence: The speaker's intelligence affects the listener's comprehension, particularly in determining the text's theme or major idea.

1.12.2.1.3 General background knowledge of the world:

It is the background knowledge that the listener already has in his/her memory. This enables the listener to connect with what they already hear or know.

1.12.2.2. Specific:

It has two categories Physical and educational and Intellectual

1.12.2.2.1. Physical and educational:

They are as follows:

-Age/ sex b)

- Home background.

 -Size of family

 -Educational background and type of school

 -Physical health and alertness.

1.12.2.2.2. Intellectual:

 They are as follows:

-Knowledge of the target language in its various aspects; phonology, lexis, syntax, and cohesion.

-Power of analysis and selection

- Knowledge of the specific topic or subject

- Memory short-term and long-term.

 From the aforementioned arguments, we conclude that listening comprehension is a complicated process in which various circumstances, such as the speaker and lister, might impact the listener's comprehension.

1.13. Other problems and factors affecting listening comprehension

 Underwood (1989 as cited in Osada,2004) offered seven (7) obstacles to efficient listening comprehension :

1.13.1. Speed of delivery:

 Numerous EFL learners believe that the delivery of speech is the hardest thing in listening comprehension. The listener is not able to control the speed of delivery of the speaker when he /she speaks.

1.13.2. Recording repetition:

In EFL classrooms, the listener is not able to have words or recording repeated. The teacher is the one who decides whether to repeat the listening scripts or not. However, it is difficult for the teacher to know if learners have understood the listening passage they listened to or not.

1.13.3. Limited vocabulary:

Listeners' vocabulary is constrained. The speaker could use words that the audience is unfamiliar with. Occasionally, a term that is unfamiliar to the listener may compel them to pause and consider its meaning, missing the remainder of the speech in the process.

1.13.4. Misunderstanding signals:

Listeners can misunderstand the signs that the speaker is shifting from one point to another like giving an example. For instance, discourse markers like "secondly" or "then" are quite obvious to listeners when they are employed in formal settings like lectures.

1.13.5. Lack of contextual knowledge:

Communication is facilitated by sharing information and context. The listener may be able to understand the text's surface meaning, but unless they are familiar with the context. Moreover, listeners from diverse cultural backgrounds may misinterpret nonverbal clues like facial expressions, gestures, or voice tonality.

1.13.6. Lack of concentration:

If students find the listening passage interesting, it will be easy for them to concentrate.

1.13.7. Different learning habits:

learners may develop several learning habits like the need to comprehend every word. Teachers grade the language to suit their students' level. They talk slowly, repeat and pronounce words carefully, and other strategies to ensure that their pupils comprehend every word they hear. As a result, students frequently worry if they don't comprehend a certain term or phrase and feel

disheartened by it. So, it is occasionally important for pupils to accept. Thus, it is occasionally important for learners to accept ambiguity and a lack of comprehension.

1.14. General principles in teaching listening comprehension

According to (Gilakjani & Ahmadi, 2011, 984) lessons on listening comprehension (LC) need clear, well-stated objectives. These objectives should be integrated into the curriculum, and both the instructor and the students should understand what they are.

1-LC need to be carefully planned out step by step. This means that the listening activities get increasingly difficult as the student's language skill increases, and the student is given instructions on "what to listen for, where to listen when to listen, and how to listen,"

2-Lesson plans for listening comprehension should need active, overt student engagement. The "most overt student participation includes quick feedback on their performance to increase their motivation", and his written response to the listening comprehension material.

3-For better concentration development, a lesson should have a communicative urgency for recalling. This sense of urgency, which together with attention is essential for remembering, should originate not from the instructor but rather from the lesson itself.

4- Conscious memory work should be emphasized in listening comprehension sessions. The improvement of pupils' instant recall to further develop their memory is one of the objectives of listening.

5- Lessons in listening comprehension are to "teach," not "test." As a result, the aim of reviewing students' responses should solely be seen as feedback, a way to let the students know how they did and how they are developing.

Conclusion:

According to what has been discussed, listening is currently regarded as the most crucial skill in language teaching and learning, moving from total disregard to minimal consideration to full acknowledgment. However, due to the challenges and issues teachers confront when teaching EFL students, they view this skill as the most challenging. However, EFL teachers are the ones responsible to identify several factors affecting their students' listening comprehension such as : students' lack of concentration ,limited vocabulary ,speed delivery of speech ,and lack of students' background knowledge about a certain topic or subject .To remedy these challenges that face EFL learners in the

classroom. Teachers ought to follow listening stages (pre-listening , during listening , post-listening) to help learners improve their listening in the classroom .In addition , it is advisable that teachers to implement listening comprehension strategies in their classrooms to enhance learners' ability in   using key words to construct the schema of a discourse and decoding messages .

Chapter Two: practical part

Appendix

Introduction:

   The chapter is methodological and generally devoted to accounting for the research design and describing some components used in this research work. Firstly, it identifies the sample population contributing to this work's construction. Then, it tackles the research instruments used for data gathering and the procedures of each one. The gathered data are more likely to be analyzed quantitatively and qualitatively , and it reports the reports. Finally, it provides some suggestions and recommendations for EFL primary school teachers to overcome their challenges in teaching listening skills.

2.1. Population/Sample

   The target population for this investigation is the third-year English primary school teachers in Touggourt. The number of EFL teachers in primary school was 28 (20 female and 8 male) from different primary schools in Touggourt to gain varied opinions about the challenges of teaching listening skills. Teachers were selected randomly with no regard to their age, gender or years of teaching experience in order to make this study credible.

2.2. The research instruments

   In order to collect the necessary data that support the investigation and reach the objectives of the present study, we have opted to use one instrument: a teachers' questionnaire.

2.3. Teachers' questionnaire:

   A questionnaire is regarded as one of the most useful tools for data collection used by a researcher to obtain statistical information about a given topic.

According to Nunan (1992), **"a questionnaire is an instrument for the collection of data, usually in a written form consisting of open and/or closed questions and other probes requiring a response from the subject. (p. 231)".**

The questionnaire was distributed to EFL teachers at primary schools in Touggourt. This questionnaire began with an introduction informing them about the research's scope and purpose. It consists of 12 questions which are divided into four sections. The first section is about teachers' personal information, which includes two questions. The second section is about listening importance which contains one main question. The third part is about teaching listening, composed of four main questions. The last part is about the Effectiveness of the listening Sections in "**My Book of English"**, which includes five questions. These questions are close-ended, requiring the choice of "yes" or "no" answers, open-ended or multiple choice questions, some of which demand teachers' justifications.

2.4. Administration of the questionnaire

In order to fulfil the aim of the study under investigation, the questionnaires were administered to EFL primary school teachers during a training day**.** After teachers answered the questions,28 copies were collected immediately to ensure all copies were returned.

2.5. Analysis of the results

The results obtained from the teachers' questionnaire have been calculated, organized and presented below.

Section One: Teachers' Background Information

Question 1: You are (gender)

a.   Male

b.   Female

Figure 03: Students' Gender
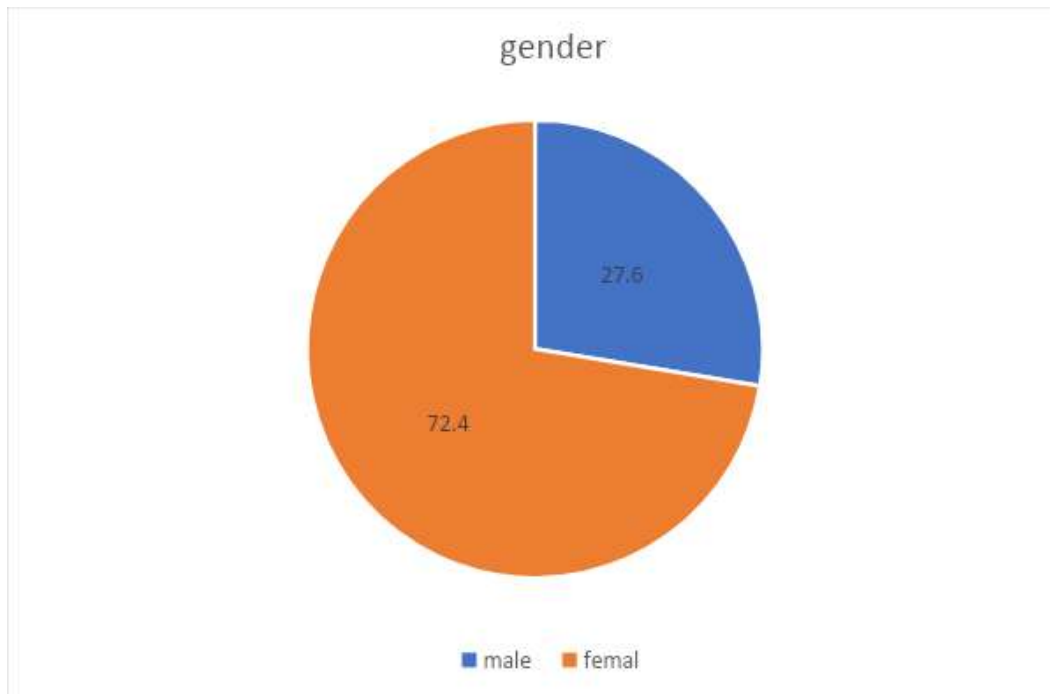
The pie chart provides information about the proportion of the two genders of EFL primary school teachers participating in the questionnaire. Overall, it is clear that there is a significant percentage of females, 72.4 %, whereas there is 27.6 % of males. Generally speaking, this

may be due to females' preference for working as teachers, whereas males opt for working in other areas such as companies.

Question 2: For how many years have you been teaching English?

a) less than 5 years

b) between 5 to 10 years

Figure 4: Teaching years of experience

years of teaching experience

24.1

75,9

■ less 5 years ■ between 5 to 10 years
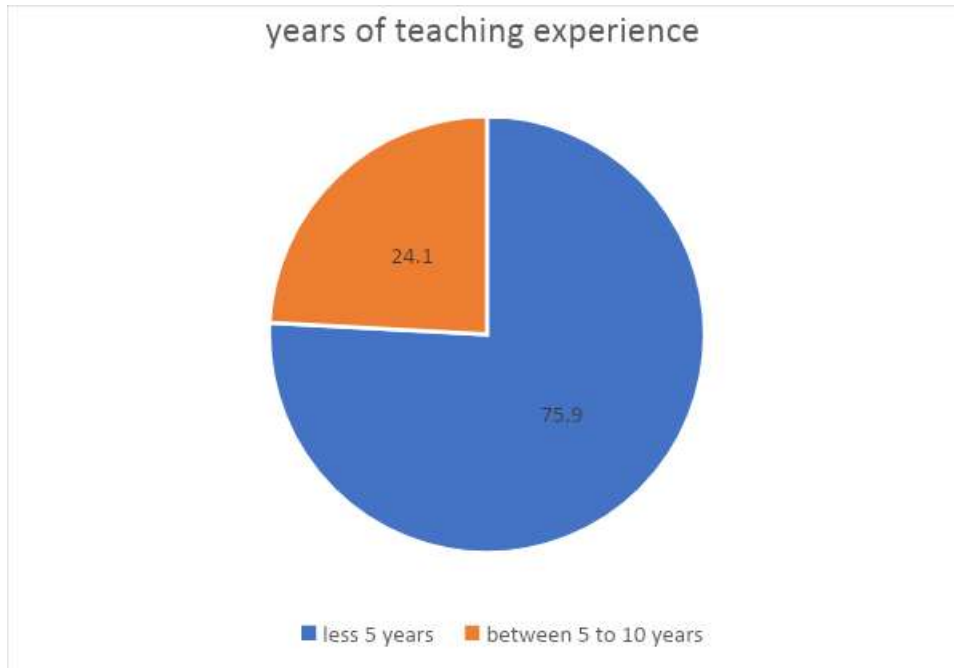
As is shown by the graph, the majority of teachers of English at primary schools have little experience, less than five (5) years with 75.9 %. In contrast, 24.1 % are in mid-career between five (5) to ten (10) years.

Section two: Listening importance

Question 3: To what extent is the listening skill in developing students' English?

a. **Little**

b. **Some**

c. **Much**

d. **A lot**

Figure 5: the role of listening skills in developing students' English

role of listening in developing students' English

34.5 62.1 3.4

■ much   ■ a lot   ■ some
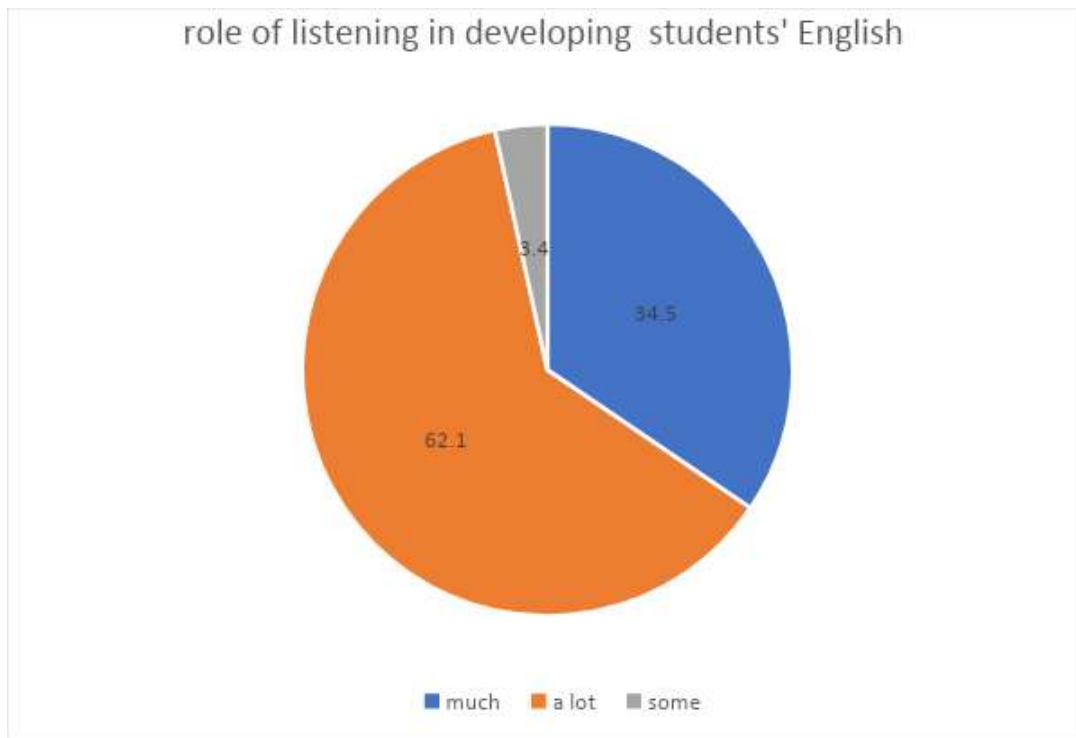
From the graph, more than half of teachers, 62.1 %, think that listening skills can contribute a lot to enhancing the level of their learners. Meanwhile, less than half of teachers, 34.5 %, agree that listening is essential. However, it is noticeable that only 3.4 % of the teachers consider teaching listening a considerable part in imparting learners' English. On the other hand, the proportion of teachers who think that teaching listening has little role in improving students' English level was the least at 0 %. So, the findings support that listening skill powerfully nurtures the level of primary school pupils in the English language.

Section 4: Teaching listening

Question 4: Do you prepare for listening lessons?

a) Yes

b) No

Figure 6: Preparation for listening lessons.
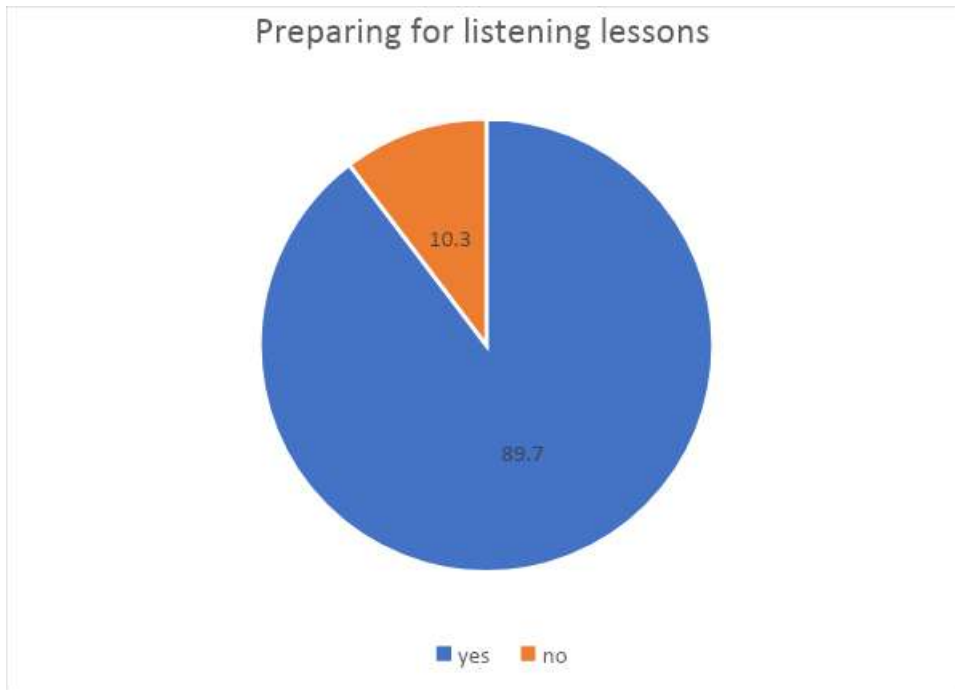
The graph highlights the data about the opinion of teachers on whether they prepare for the listening lessons. It can be seen that the vast majority proportion of teachers represents 89.7 % of the total number of teachers who prepare for listening lessons, while a small minority, with 10.3 %, state that they do not prepare for a listening lesson. From the results obtained, the point of view of the majority of teachers goes with the opinion of the necessity of preparing for listening lessons because it leads to productive, engaging lessons and maximizes the effectiveness of the lesson's allotted time.

Question 5: How long does preparing a listening lesson take?

a) Less than one hour

b)Between one hour and two hours

Figure 7: Time preparation of listening lesson

listening lesson preparation time

13.8

86.2

■ less 60 min   ■ between 61 min to 120 min

      The graph indicates formation about the amount of time spent by teachers while preparing for listening lessons. As is illustrated by the graph, most teachers spend less than one hour preparing for listening lessons, with a high percentage of 86.2 %, whereas only 13.8 % of teachers spend more time preparing between 61 minutes to 120 minutes.

Question 6: Do you have any idea about listening strategies?

a) Yes

b) No

Figure 8: teachers' opinions about listening strategies
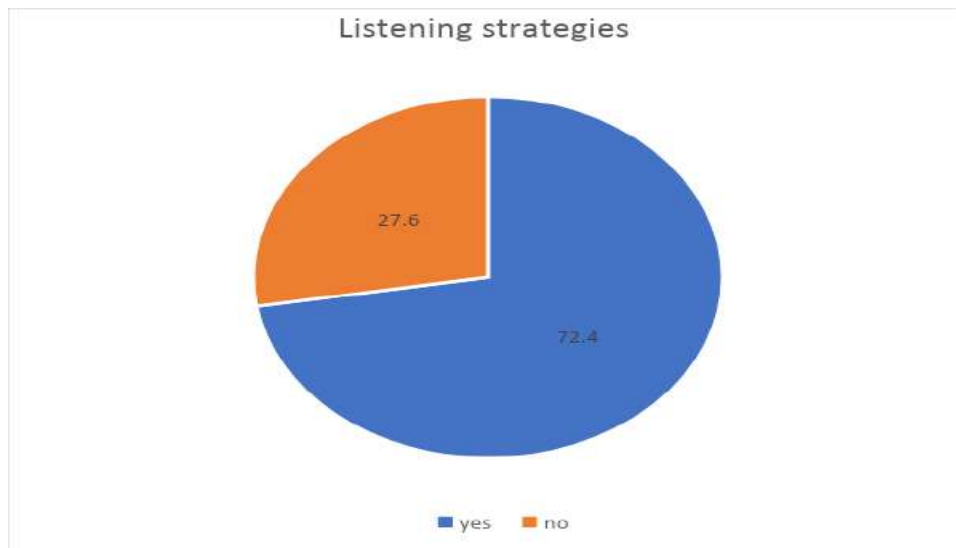
The pie chart represents the proportion of teachers the familiarity with listening strategies. Most teachers have a basic knowledge of listening strategies, with 72.4 %. However, around 27.6% of teachers need to learn about listening strategies. In light of these results, most teachers are familiar with the listening strategies, including listening from the general to the specific and vice versa.

Question 7: Does your school administration provide materials for teaching listening lessons?

a)Yes

b)No

Figure 9: Providing listening materials for teachers

providing materials for teachers

24.1

75.9

■ yes ■ no
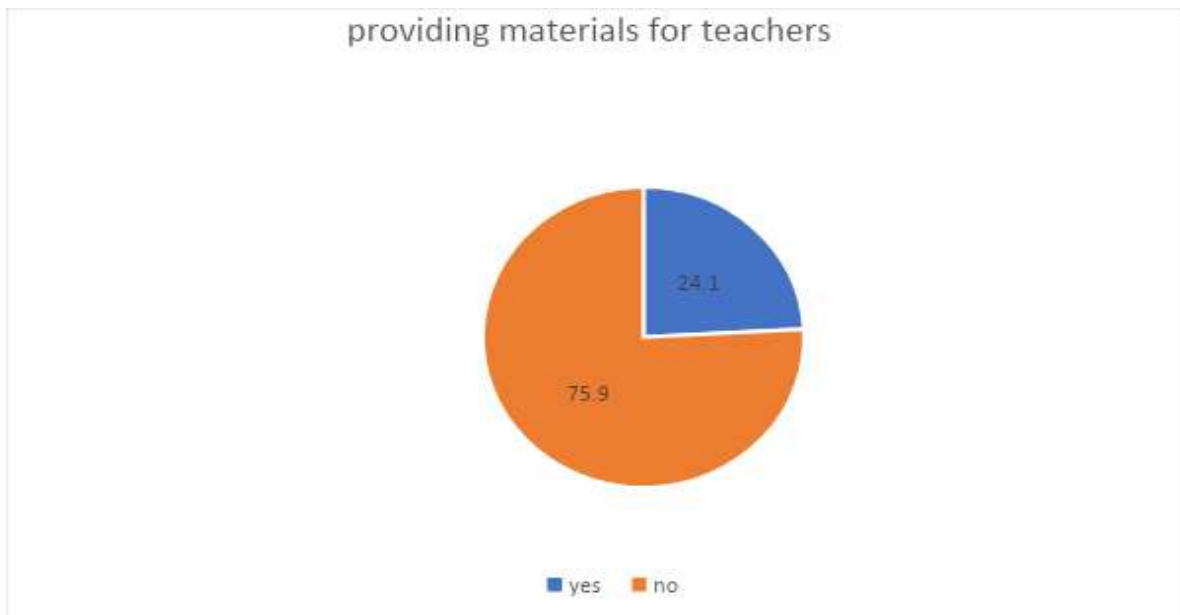
The figure represents the percentage of school administration providing materials for listening lessons. The graph shows that most primary school English instructors need to be provided with the needed materials from the school administration. At the same time, a tiny minority of teachers, 24.1%, answered "yes," indicating that they are given materials for listening to use in their lessons. Undoubtedly, primary school EFL teachers need to be given materials as a supporting tool for their lessons, likely due to the limited budget that primary schools have.

Section Four: The Effectiveness of the listening Sections in "My Book of English".

Question 8: Are the Listening tasks in **"My Book of English**" suitable for your learners' level?

a) Yes

b) No

Figure 10: Teachers' view about the appropriateness of listening tasks in " my book of English " for learners
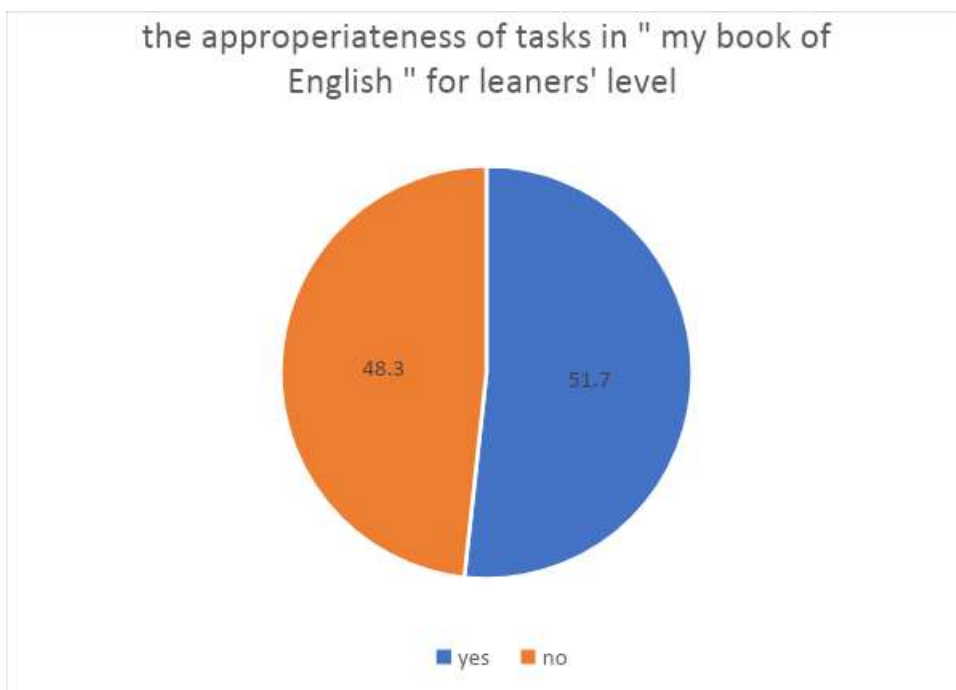
The given chart gives data about the views rate of teachers about the appropriateness of tasks in " my book of English " for learners. As illustrated by the graph, a small majority of teachers, 51.7 %, see that the listening activities in **"my book of English"** are suitable for learners' level. On the other hand, just under half of the teachers believe these tasks differ from the students' level.

Question 9: Do the tasks proposed in **My Book of English** promote students' listening skills?

a) Yes

b) No

Figure 11: Teachers' opinions about the role of proposed tasks in "my book of English" in promoting the level of students.
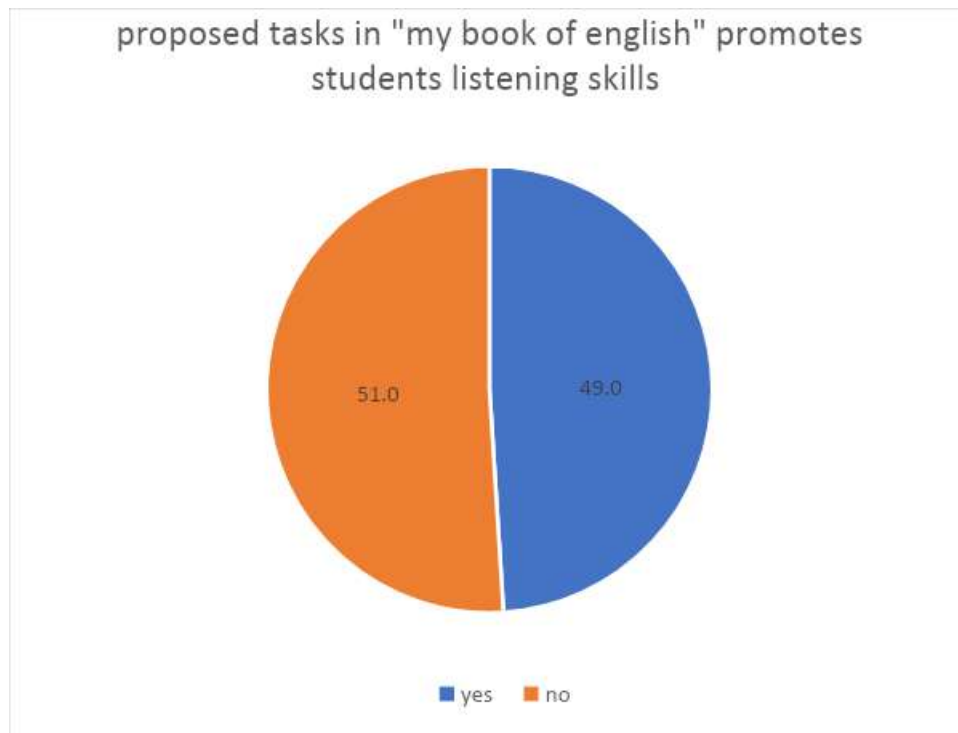
The chart shows the percentages of primary school EFL instructors about the role of the proposed activities in "my book of English" in promoting the learners' level. At first glance, we can see that more than half of teachers, 51.0 %, see that the tasks proposed in "my book of English" do not contribute in developing the level of learners in English in that stage. In comparison, less than half of them, 49.0 %, show that the given activities do enhance the learners' level in English.

Question 11: How do you make your students listen to the listening scripts ?

a)I use authentic materials

b)I read them aloud

c)I use both of them

d)Other

Figure 12: The way teachers that use the listening scripts
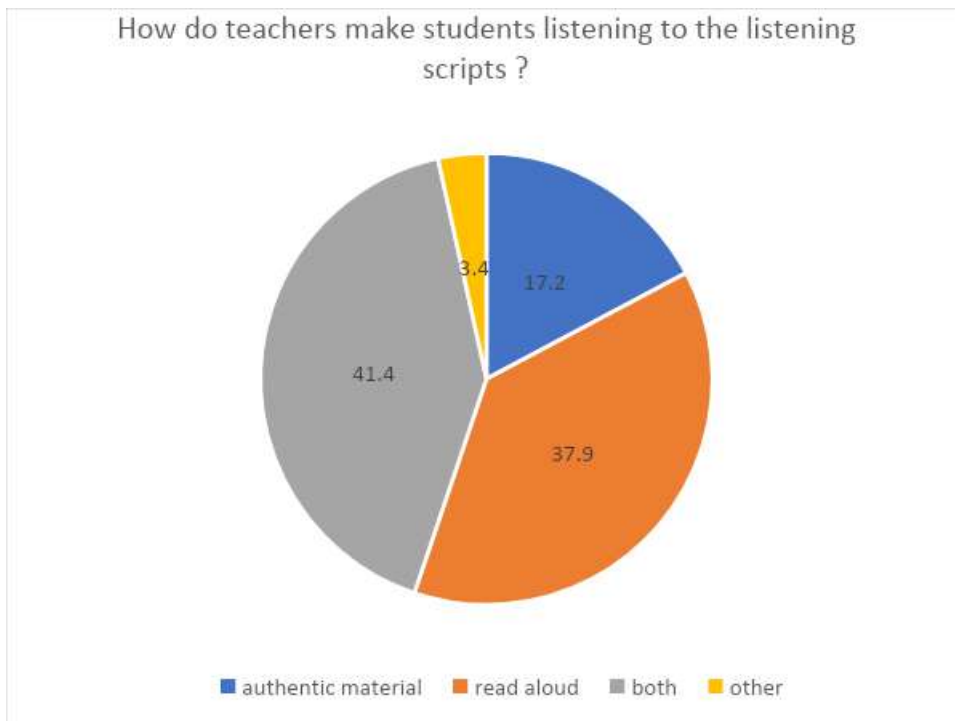
The given graph shows the way teachers use listening scripts in their classes. It can be seen from the graph that a minority of teachers, 41.4%, do both ways while teaching listening. They read aloud or use authentic materials. While nearly a third of instructors, 37.9 %, read aloud the listening scripts for their students, this might be for reasons like the teacher's desire to adopt the content of listening scripts according to his/her students' level. On the other hand, a tiny minority of them, 17.2 %, use authentic materials because some primary schools have no authentic materials. However, only 3.4 % of teachers might use other ways.

Question 11: Do you face problems teaching listening skills in your classes?

a.   Yes
b.   No

Figure 13: Teachers' views about problems while teaching listening skills.
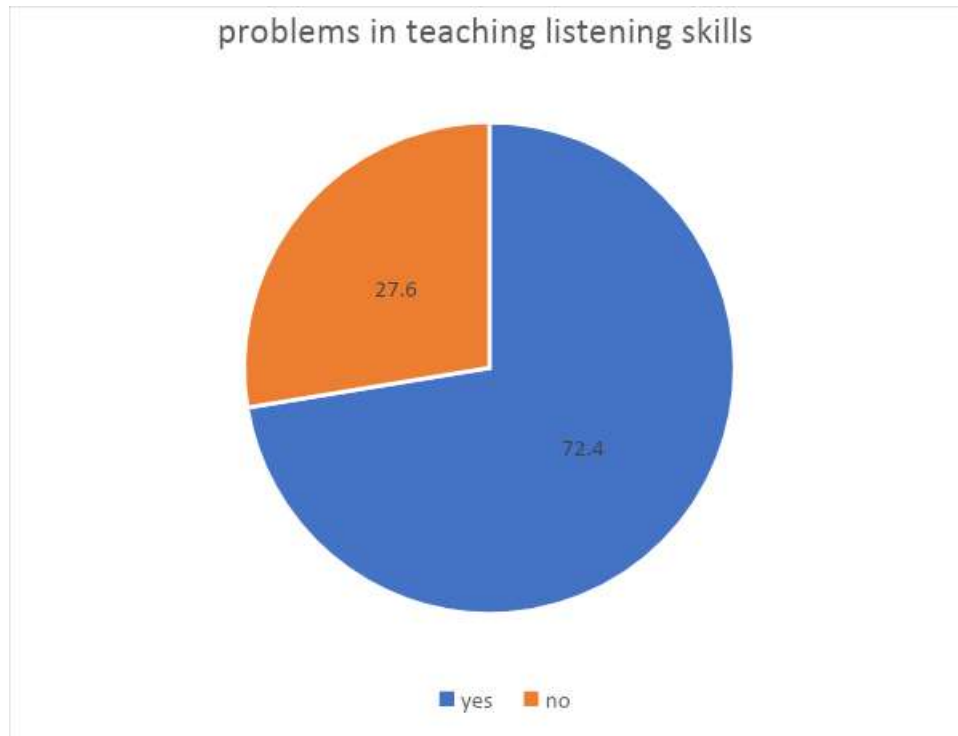
The pie chart illustrates information about teachers' views about problems while teaching listening skills. Of most EFL primary school teachers, 72.4 % encounter challenges while teaching listening skills, whereas 27.6 % indicate they do not face any challenges. According to the results reported in this chart, we can deduce that EFL teachers in primary schools find it challenging to teach listening due to some reasons, such as a huge number of students in the classrooms, difficulty in dealing with young learners and some lack of motivation to learn.

2.6. Discussion of the findings

The results and data analysis were obtained through a questionnaire for EFL primary school teachers. More than two-thirds of teachers, 62.1 %, are aware of the importance of listening skills and think it contributes a lot to developing the level of their students in the English language. This is because learners at that age start to acquire a language from listening as they learnt their mother tongue. In other words, the study agrees with Acat, Demiral and Kaya (2016) listening skill is significant for early learners because it has a key role in language education and development and forms a basis for other language abilities.

The findings presented in Figure 11 imply that a minority of teachers, 51.0 % see the listening tasks given in "my book of English " do not promote learners' level because some tasks are very complicated and beyond students' level. However, only 49. 0 % claim that the tasks proposed can contribute in improving the level of their learners.

Concerning the best teaching listening strategy, the participants' answers showed a variety of useful strategies. The most commonly used strategy is activating students' background knowledge.

On the other hand, having a positive attitude towards listening does not prevent teachers from facing challenges while teaching listening skills; most teachers claim that they encounter difficulties while teaching listening skills in their classrooms. Some teachers claimed that these difficulties are due to some factors such as :

- listening to scripts are beyond the level of young learners; they find it hard listening to short stories in the book "My English".

-Young learners easily get distracted, and they lose concentration while listening.

-The need for authentic listening materials.

-The misuse of listening authentic materials when available.

-large classes.

-Time limitation, 45 minutes for the session is not enough.

Finally, to help them overcome these challenges, some teachers proposed solutions to help them or their colleagues while teaching listening skills.

For instance, use audio-visual materials to facilitate the teaching process, adopt listening scripts according to learners' level, and encourage listening responsibility for learners. Furthermore, provide teachers with the necessary equipment for listening, such as loudspeakers and give more time for listening sessions.

Conclusion

In this chapter, we outlined the practical side of our work, methodology, tools for collecting data, and analysis procedures. The data from the research instrument, namely the teachers' questionnaire, were analyzed quantitively and qualitatively. The results confirmed the research hypothesis that EFL primary school teachers face some difficulties while teaching listening skills like the lack of authentic listening materials. Finally, by referring to the findings, we have given some recommendations about teaching listening that we hope teachers will benefit from.

General Conclusion

The present study aimed at investigating challenges that face EFL primary school teachers in Touggourt and finding some solution to overcome these difficulties.To fullfil this study ,three research questions put forward :

1)What are the challenges that face the EFL teachers of primary school when teaching listening skill?

2) What are the strategies that can be implemented in the classroom to improve students listening comprehension abilities?

3)What are the possible solutions should be   by the teacher to get rid of these difficulties?

The above questions led to formulate the following hypothesis which stated EFL primary school teachers encounter some difficulties while teaching listening skills.

Our work was divided into two chapters. The theoretical part and the practical part .The theoretical part was devoted to collect previous literature review about listening skill and the major listening aspects including its importance ,types, strategies , processes ,stages and the difficulties that face learners and teachers in listening comprehension learning and teaching .Whereas ,the second chapter covered the choice of sampling, the research instrument ,description of teachers' questionnaire ,analysis of results , limitation of the study .At the end ,it gave some suggestions recommendations in order improve the teaching comprehension skill .

Furthermore, in the practical part ,we have used SPSS (Statistical Package for Social Sciences) to obtain statistical data to analyze data quantitively and open-ended questions to gain qualitative data that are included in teachers' questionnaire .The questionnaires were administered to 28 EFL primary school teachers in Touggourt . Notably, the data gathered from the questionnaire clearly confirmed the hypothesis that stated EFL teachers encounter some difficulties while teaching skills .Those challenges are due to some factors such as the lack of listening authentic materials ,students' lack of concentration and large classes .To cross this hurdle, some teachers suggested some solutions which could overcome the difficulties of teaching listening comprehension such as using variety of audio visual authentic materials and adopting the listening scripts according to students' level .

The findings revealed from the questionnaires administered to EFL primary school teachers in Touggourt showed that EFL teachers face challenges when teaching listening comprehension to their students. These problems should be taken into consideration and seriously. Thus, we would like to provide Primary school teachers with some recommendations to be implemented in their classrooms to improve their teaching skills and the level of their students.

- Teachers need to opt for interesting listening activities that help their learners in mastering listening skills.
- After the listening comprehension activity, the teacher should discuss the obstacles and difficulties students face to fix them.
- Teachers need to adopt listening scripts according to their students' levels and interests.
- Teachers need to raise their students' awareness towards the importance of listening skills in enhancing their level of English.
- Teachers need to motivate their students to listen to English outside the classroom.
- Teachers need to provide students practice more listening activities in the classroom.
- Teachers should integrate up-to-date technological tools to adapt with the time, and allow more time to teach listening as a significant skill for developing other language skills.
- Teachers are asked to activate the prior knowledge of the learners, which enhances listening comprehension.
- Teachers should also pay more attention to students listening comprehension skills and develop them using different methods.
- Teachers often need to rely on exciting topics to grasp their students' attention on the subject.

2.7. Limitation of the study

Further studies can be the result of this study. The sample was small, we were able to reach only 28 EFL primary school teachers from total number 52. This is due to the width of the geographical area. Therefore, it was difficult to reach the other teachers who live in other counties. Besides, the data collected from Touggourt primary school teachers may not be applicable to all primary school teachers in other regions of Algeria.

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Appendix

Kasdi Merbah -Ouargla University

Master's dissertation

Title: An investigation Teacher's challenges in teaching listening skills

Teachers' Questionnaire

Dear teachers,

> The present study investigates "the challenges encountered by Touggourt primary school teachers while teaching listening skill".
> I would be grateful if you could contribute in filling out this questionnaire that serve our investigation.

Please put a cross (x) in the right box and provide statements wherever required. Section

One: General information

1/ I am   Male ☐   Female ☐

2/ For how many years you have been teaching English?

Less than 5 years ☐   between 5 to 10years ☐

Section two : Listening importance

1/ To which extent do you think is the listening skill in developing students' English?

Little ☐   some ☐   much ☐   a lot ☐

Why?..
…………………………………………………………………………………………………

Section three : Teaching listening

1/ Do you prepare for listening lessons?

Yes ☐   No ☐

2/ How much time does it take you to do so?

Less than 1 hour ☐   between 1 hour to 2 hours ☐

3/ Do you have any idea about listening strategies?

Yes ☐   No ☐

If yes, what are they ?

……

…..………………………………………………………………………………………………

4/ Does your school administration provide materials for teaching listening lessons?

Yes ☐   No ☐

Section four: the Effectiveness of the Listening Sections in My Book of English.

1/ Are the listening tasks in **My Book of English** suitable for your learners' level?

Yes ☐   No ☐

2/ Do you think that the tasks proposed in "**My Book of English**" promote students' listening skill?

Yes ☐   No ☐

Why?

………………………………………………………………………………………………………

………………………………………………………………………………………………………

3/ How do you make your students listen to the interviews and conversations?

 -I use authentic materials ☐   -I Read them aloud ☐   -Both of ☐ them

Other ☐

4/ Do you face problems during teaching listening skills in your classes?

Yes ☐   No ☐

If yes, what are they?

………

………

5/ What solutions do you think that would help teachers in teaching listening skills?

………

………

Thank you for corporation