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Specialty: Linguistics

The Impact of Using Task -Based Language Teaching on Enhancing English as a Foreign Language Listening Skill

The case of second year licence teachers and students at the English Department, University of Kasdi Merbah Ouargla

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Dedication

*My dear parents (Sadia , Naoum (May God have mercy on him)
My sisters (Hanan , Roumaysa) My brother
(Omar) My friend Imane*

soumia

Dedication

Above all, I would like to thank ALLAH the Almighty for giving me the Strength and courage to carry out this modest work.

o my first teacher, my greater supporter and ever lasting lover to the greatest men in my eyes..... My dear Father Ali.

To the source of love and tenderness to the candle that illuminate my life to the most wonderful women..... My dear Mother Hakima.

I want to thank them for all their sacrifices, love, tenderness, support and prayers throughout my studies, I pray to GOD the almighty to grant them hapiness for the rest of their lives.

O my dear Brothers (abelaziz and abdelkahar) and my sisters (Wanissa, Asma and Rokaya)

To my nephews (Marwa, Aya, Fatima zahra, Ahmed ziyad, Mohamed Ali).

Oumaima

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to answer the questionnaire and the Interview questions

we are so grateful to all our teachers.

Abstract

One of the most important goals of English language teaching is to enhance the listening skill of language learners, and this is achieved through the use of several approaches and strategies, including TBLT. This study aims to investigate the perceptions of second-year licenses students regarding the use of TBLT in to develop listening skills. To achieve the research objectives, a questionnaire was conducted with a sample of English language students and an interview was conducted with a sample of teachers. The findings show that task-based language instruction is viewed as a successful strategy for enhancing language learners' listening comprehension. By means of task-oriented exercises including role plays, simulations, and problem solving assignments, learners can enhance their comprehension of spoken language in diverse contexts and gain experience in listening in a real world setting. Besides, students view that through TBLT, they can practice their listening abilities in a more natural and engaging way.

Key words: task based language teaching, listening skills, listening activities, listening comprehension, listening abilities.

List of abbreviations

TBLT : task based language teaching

EFL : English as a foreign language

Q : Question

N : Number

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Introduction

Introduction

Background of the Study

Task-Based Language Teaching (TBLT) is a dynamic approach to enhance listening skills. By integrating real-life tasks, learners engage in authentic language use, it aims at fostering active listening and comprehension. Through meaningful activities, TBLT promotes contextually relevant language exposure, encouraging learners to develop practical listening strategies. This approach prioritizes communication over isolated language skills, making it a potent method for honing listening abilities in a communicative and immersive manner. It provides an immersive approach to enhancing listening skills, focusing on real-life scenarios. It is assumed that by engaging in purposeful activities and meaningful tasks, learners not only sharpen their ability to comprehend spoken language but also acquire practical communication skills essential for daily interactions

Statement of the problem

The existing research on task-based language teaching (TBLT) has shown its potential for improving various language skills, but there is a lack of comprehensive evidence on its effectiveness for enhancing listening skills. This gap in the literature creates a need for further investigation into the use of TBLT to specifically target and improve learners' listening abilities. Therefore, this dissertation aims to examine the impact of TBLT on the development of listening skills from the teachers' and the students' perspectives and explore the best practices for implementing TBLT in language classrooms to optimize listening skill acquisition

Research objectives

The objective of this dissertation is to investigate the extent to which teachers use listening activities in order to develop EFL students' listening skill. The study will seek to understand how teachers incorporate listening activities into their lesson plans, the types of listening activities that are most commonly used, and the perceived effectiveness of these activities in improving students' listening abilities.

Research questions and hypotheses

The present study attempts to answer the following questions:

1. What are the perceptions of students and teachers about using task based

language teaching (TBLT) to develop the listening skill?

2. In what ways do teachers use the task based language teaching (listening activities) approach to improve the listening skill?

The hypotheses are thus stated as follows:

1. Students and teachers have positive perceptions about the effectiveness of TBLT in enhancing the listening skill.
2. Teachers use listening tasks in a variety of ways.

Research methods

To achieve the objectives of this study, a mixed methods approach was used. A closed open ended questionnaire and a structured Interview were used as research methods. The first one was distributed to Second year licence students from the Department of English at the University of Kasdi-Merbah Ouargla. However, the second was conducted face to face and was directed to three teachers who teach English as a foreign language at the same university.

Definition of key words

Task based language teaching (TBLT): is an approach to language learning that focuses on completing meaningful tasks in the target language to improve proficiency.

Listening skill: is the ability to accurately receive, interpret, and understand spoken language.

Listening activities: are exercises or tasks designed to help improve a person's ability to understand and interpret spoken language.

Structure of the dissertation

The dissertation is divided into two parts; the first one is theoretical while the second is practical. The theoretical part contains two chapters that cover the review of literature. The first chapter is about TBLT approach. The second chapter deals with the listening skill The second part is a practical one which consists of one

chapter that represents the methodology, data collection, and the analysis of results.

Theoretical Part

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I.1.Introduction

In the field of second language acquisition, task-based language teaching has attracted a lot of interest, since it is a productive and interesting method of teaching languages. In recent years, TBLT has received attention for its capacity to encourage meaningful language practice by having students complete real-world communication tasks. It is a replacement of communicative language teaching (CLT), where tasks emphasize meaning, speaking, language use in real world contexts, and any one of the four language skills (reading, writing, speaking, and listening).

This chapter explores the task-based approach , focusing on the concept of task. Also, it discusses the types of tasks which include real-world and pedagogical tasks, and its basic components which consist of the goal, input, and activities. In addition, the chapter highlights the purpose of task in TBLT, the most important principles of the TBLT approach, and how to apply this approach through three stages: pre-task, the cycle task, post-task (language focus). Furthermore, it examines the roles of the teachers / students in TBLT, and provides the advantages / disadvantages of this approach.

I.2.TBLT approach

Task based approach, which is grounded on communicative language teaching methodology and constructivist theory of learning, emerged in response to several limitations of the traditional PPP approach, which is exemplified by the process of practice, performance, presentation (Long & Crookes, 1991).A variety of scholars have provided different definitions of TBLT, for example, Harmer (2005) emphasizes that according to TBLT, the learning process revolves around doing meaningful tasks, where students are given an assignment to complete or an issue to resolve, rather than being taught a language structure or function. According to villabobos & Miranda (2019), TBLT is a technique that assists students in improving their proficiency in the target language; it is an approach in which the main component of lesson design and implementation is the use of tasks. Theoretically, TBLT can enhance language skills' development by using language to associate sense (skehan,1998).

The above definitions confirm that task-based language teaching is a communicative teaching method; it depends on using meaningful and communicative tasks as the main component for language learning. Through the performance of meaningful tasks, TBLT aims to promote language competency and fluency by emphasizing the application of language in relevant and practical contexts.

I.3.The definition of task

As mentioned above, tasks are the most important component in TBLT, meaning that TBLT is based and focus on tasks. This led to the interest of many researches and scholars in tasks, as they defined it in different way. For Richards & Rodgers (1986) task is an assignment that requires students to utilize the language resources at their command to complete a real world project. A piece of work, or an activity that is typically completed with a specific goal, carried out as part of an educational course at work, or used to gather information for research. Breen (1989) defines task as a variety of educational exercises that can range in difficulty from short, easy exercises to longer, more involved tasks.

Similarly, Nunan (1989) emphasizes that task is an activity that requires students to understand, manipulate, produce or interact in the target language while putting more emphasis on meaning than form in the classroom. According to Williams & Burden (1997) task is anything that students are required to accomplish in order to advance their language learning in the classroom, also Willis (1998) confirm that tasks are activities when the Target language is utilized for communication in order to accomplish a goal.

Lee (2000) defines the task as an exercise or activity in the classroom with a goal.

That can only be obtained by participant contact, a system for organizing and arranging the engagement, and emphasis on the exchange of meaning.

According to these definitions, tasks are goal-oriented activities that imitate language use in real-world situations and demand language learners to apply their language abilities in order to achieve a certain goal or result.

I.4.The types of tasks

Tasks can be broadly categorized into two types which are target tasks (real world) and pedagogical tasks.

For long (1985) real world task is a task completed by the student on his own or in exchange for a reward, either for oneself or for others, such as typing a letter, writing a cheque...etc. Nunan (2004) point out that target tasks matches interactions that occur in real life outside of the classroom, its main goal is to achieve an target and be communicative with a primary emphasis on pragmatic meaning. Sánchez (2004) defines Real-world tasks as the unrestricted activities that we engage in on a daily basis, it is guided or goal oriented tasks. As for the second type, it is pedagogical tasks, which Breen (1987) defines as “ any structured language learning endeavour which has a particular objective, appropriate content, a specified working procedure, and a range of outcomes for those who undertake the task”. According to Nunan (2004) Pedagogical tasks involve doing a communicative activity with the intention of achieving a particular result, in other words, the tasks are designed to simulate real-life situations. Moreover, samuda and Bygate (2008) state that pedagogical tasks are a comprehensive activities that uses language to fulfill a linguistic difficulty and accomplish a non. Linguistic goal, with the ultimate goal of enhancing language learning through process, product or both.

Ellis (2003) classified tasks into 4 types:

- Real-world tasks: there is barely any action that cannot be classified as a task because tasks are a part of our daily lives.
- Pedagogical tasks: Although pedagogical tasks may not always mirror real-world problems, it has a psycholinguistic grounding in SLA theory and research.
- Focused task: is either a consciousness-raising exercise that concentrates on looking at language samples and analyzing certain aspects. These are referred to “meta-cognitive” Activities or a task employed because it is expected to promote the understanding and/or application of specific language forms such as citation exercise.
- Unfocused task: A task that promotes learners to use English flexibly without focusing on just one or two distinct forms.

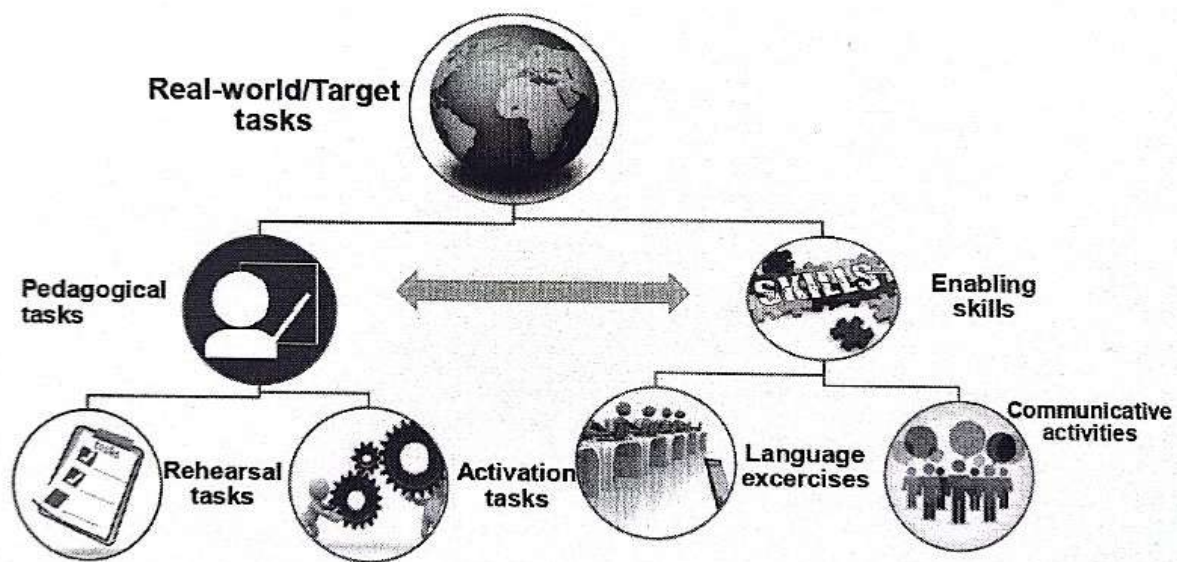


Figure 1.1: The framework of Tasks (Nunan,2004, p.25)

1- The components of task

According to Nunan (2004) when creating a task course designers should think about the following components : Goal, input, activities, the role of the teacher / student and settings.

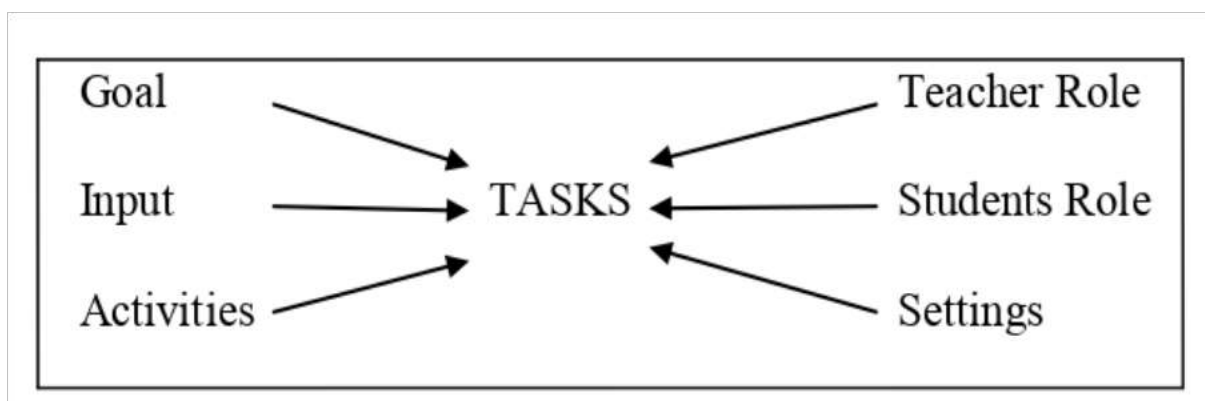


Figure 1.2: Task components (Nunan, 2004, p.41)

- Goal : refer to the overall objective for learning the task, it could be connected to a variety of general of general outcomes (cognitive, affective , or communicative) that characterize the conduct of teachers or students.
- Input: refers to the verbal , written and visual information that students use to complete tasks.
- Activities : it provide an indication of what learners will really do with the input, which serves as the starting point for the learning task. To ensure that learners can implement procedures in real life, they should reflect communicative performance in real world situations.
- The teacher's role : is the part that teachers are supposed to play in carrying out learning activities and the interpersonal and social relationships among participants.
- The learner's role : the term "learn role " describes both the social and interpersonal interactions between participants as well as the part that learners are expected to perform in completing learning tasks.
- Setting : is the design of the classroom that is outlined or suggested in the task- whether a task is to be completed totally or in part outside of the classroom must be taken into account. When assigning tasks, the setting helps to differentiate between mode and environment. The term " mode" describes how the learner is working individually, in pairs, or in a group.The environment refers to the real setting in which learning occurs.

To sum up, tasks involve verbal or nonverbal input of some kind , followed by an activity that is based on the input. Students must participate in activities related to the input for this assignment, there are responsibilities and objectives for both teacher and student in tasks.

I.6.The purpose of task in TBLT

According to Nunan (2004) TBLT promotes learning autonomy, individual differences development, and child-centered learning. This method gives students

the chance to organize tasks with a focus on the process of learning communication, clearly identifies the goal of each activity, and uses assessment at every step of the process. Furthermore, van den Branden (2006) points out that the tasks have two purposes : Task as a language learning activity, and task as an educational activity.

- Task as a language learning activity : according to van den Branden (2006) a task is defined as an action that requires language use and is undertaken by an individual in order to achieve a certain goal.

Language use is necessary for task performance because it facilitates communication amongst the participants. It should be possible for language learners to complete tasks in the target language that they would encounter in everyday life.

- A task as an educational activity : the goal of the TBLT approach is to provide students the chance to explore and experiment with spoken and written language. This could be accomplished by offering educational activities created to encourage students to utilize language in real-world, useful , and realistic contexts.

In short, the tasks aims to develop learners' linguistic and communication skills through participation and practice of their language skills within the classroom. And provide them with real and meaningful opportunities to use language in real-life situations.

1.7.The principles of TBLT

TBLT places a strong emphasis on meaningful communication and the use of real language. Through the completion of tasks that mirror language use in the actual world, language learning is combined with task based learning to help learners acquire the language skills necessary to communicate effectively in a variety of contexts.

TBLT has a lot of principles. Ellis (2003) presented a set of principles, including:

- Make sure a task is presented at the right degree of difficulty : it takes more than just course design to make sure a task is done at the right level of difficulty. using a methodical approach, teachers can modify a task's difficulty by collaborating

with students during a pre-task phase through instructional dialogues.

- Teachers can also make sure that students have skills needed to participate in task-based learning.

- Set specific objectives for every task-based lesson :

Engaging students task based only on the assumption that they would improve their language skills by using the L2 is insufficient. Methodology options, such as online and strategic planning, can be used to help emphasize various aspects of language use, such as accuracy and fluency.

- Provide students with the proper orientation for completing the task: they must be informed of the purpose of the task they are expected to complete. They must not treat them just as “fun” but also with seriousness. Post-task alternatives can be very significant in this case, because they show students that tasks are clearly important for improving their L2 proficiency and their capacity to keep following on their own development.
- Make sure that during task-based learning, students participate actively : one of the main objectives of task-based learning is to allow students the chance to actively participate in class discussions by taking both an initiating and responding role. When communication issues develop, negotiating meaning is a crucial component of being “active” working in group or pairs is one of the main strategies to be sure of this.
- Students must “stretch” their interlanguage resources when completing task. They need to be ready to play around with language for this, this will be supported by methodological choices that promote the use of private chances for “published output” and that contribute to the development of a sufficient level of challenge in an emotional environment that encourages risk-taking.
- Regarding the principles of TBLT, Nunan (1991) emphasized that the primary features of TBLT, which places a strong focus on tasks in teaching, are as follows :
- A focus on interacting in the target language in order to acquire communication skills.

- The addition of real texts to the educational setting.
- Giving students the chance to concentrate on both the language and the learning process itself.
- An improvement of the individual experiences of the learners as significant components of classroom instruction.
- An effort to connect language acquisition in the classroom with outside language use.
- The principles of TBLT point out the significant of utilize task as the principal unit of language acquisition, emphasizing the need for goal-oriented communicative activities that involve learners in purposeful language usage. TBLT are made to be both difficult and realizable, giving students the chance to practice their language abilities in real-world situations and improve their capacity for productive target language communication.

2- The application of TBLT

There are 3 phases of TBLT are used in its implementation, which helps teachers follow instructional processes more successfully. It is as follows :

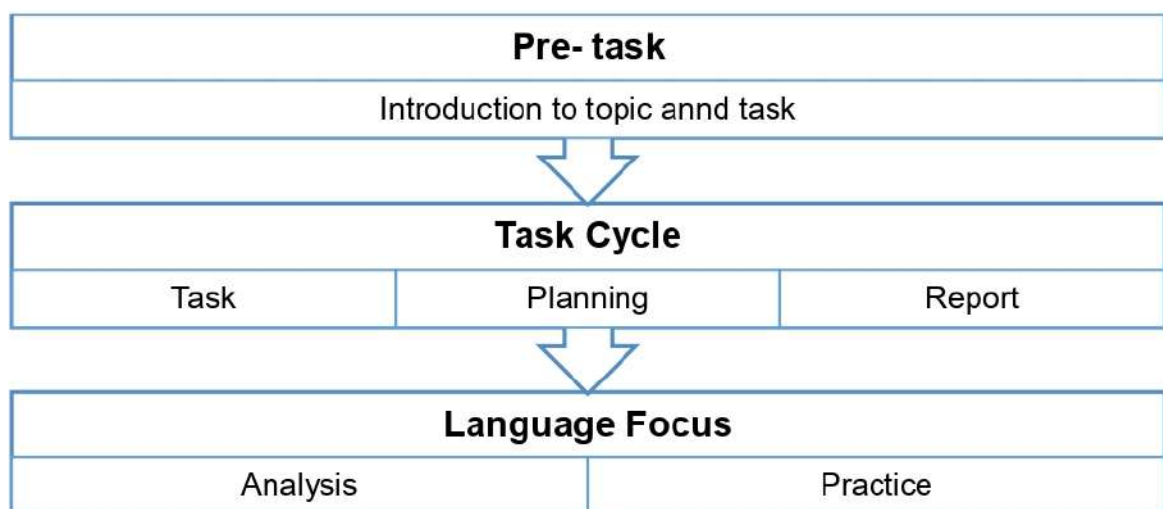


Figure 1. 3: The framework of TBLT (Willis, 1996)

8-1- Pre task phase

During “the Pre-task phase” learners must introduce the topic and activate vocabulary connected to it in order to compare what they already know to the needs of the task (willis, 1996).

8-2- The cycle phase

According to willis (1996) during the planning and reporting phases of the “task-cycle” learners attend to the task, as a result, have the chance to concentrate on form because they apply whatever language resources they have to accomplish the task objectives.

- Additionally, they got to collaborate with reduces the possibility of affecting accuracy for fluency. Richards & Rodgers (2001) stated that students complete the task in groups or in pairs, giving them the chance to express themselves anyway they see proper in while task stage.

8-3- Post – task phase (language focus phase)

- The third in implementation of TBLT, Richards & Rodgers (2001) divided this phase into two, these are analysis and practice, where the teacher can assist students in starting the task and completing it on their own, in pairs or groups. They can discuss each analysis exercise in class. Furthermore, the teacher provides assistance and allows students to ask questions, then he goes over all parts of the analysis.

To sum up, we can say TBLT involves 3 stages that guide learners through the process of completing a task in the target language. Pre task phase, in this phase the teacher presents the task to the students and offers any background knowledge or linguistic assistance that may be required, and learners participate in order to better comprehend the task and get ready to do it. The second stage is “the task-phase” which students collaborate to use the target language to finish a practical task. And the last phase in the framework is “language focus”, during this stage students examine the linguistic structures that have organically emerged over the task cycle in more detail. They need to concentrate on form because they already understand the meaning of the new language. For Willis (1996) during the

last stage of applying TBLT, learners can become more aware of the task's linguistic Component by completing it and responding to the teacher's analysis and feedback.

I.8.The role of the teacher / students in TBLT

TBLT is a student-centred approach to language learning that emphasizes the completion of useful tasks as a means of improving language proficiency. For this method to be implemented successfully, the teacher's and students' roles are crucial.

Willis (2005) classified the roles of the both as follow :

I.9.1.The teacher's role

- The teacher should introduce and clarify the topic to the class during the pre task phase, in addition, he assists students in learning or mobilizing certain key vocabulary for the task. Also the teacher plays recordings of others people doing the same task or gives them some models of the task.
- Lastly, before letting the students work in groups or pairs, he make sure they understoot the task instructions.
- The teacher's role during the task stage should be to observe and encourage students to participate fully in the activity. Another time, after confirming that the students comprehend the aim of the report during this stage of the task-based activity, the teacher should serve as a language adviser to assist students in reviewing oral reports.

Finally, He ought to provide a brief assessment of the structure and content of the report.

- During the post-task phase each analytical task should be reviewed by the teacher with the entire class.
- To achieve this, the teacher should examine language elements from the reporting stage and draw students'attention to more helpful words, phrases, and patterns. In order to gain confidence, he should also carry out practice tasks following activity

analysis when needed.

I.9.2. Students role in TBLT

During the pre task phase, each student should take a few minutes to prepare for the task by making a list of pertinent terms and phrases from the recording and the pre-task activities.

In the task-phase, students are expected to work in pairs or small groups to complete the task and get ready to present how they do the task to the class. They practice their spoken reports and what they will say to the whole class.

In the last stage “language focus” students should engage in consciousness raising exercises to recognize and analyze particular linguistic elements from the transcript and task.

They should practice the words, phrases, and patterns from the analytical exercises as well as inquire about any additional features they observe. Lastly, they ought to record helpful language in their language notebooks.

All things considered, the teacher and students play an important role in TBLT. Their cooperation is essential to the success of TBLT, teachers, / students can create a dynamic and engaging learning environment that enhances language learning and development by cooperating to complete meaningful tasks.

I.10. Advantages of TBLT

According to. Ellis (1984) task-based activities emphasize communication techniques such as miming, circumlocution, and paraphrase. When forced to utilize language above their level of proficiency or when they are unable to understand the target language, learners use these tactics.

They may choose and use language in a natural way due to their professional knowledge and linguistic proficiency.

Pica et al (1993) stated that TBLT is important because it allows students to engage with teachers and guides language instruction . They are able to accomplish their objectives thanks to this exchange of ideas and information. In fact, TBLT activities aid in the acquisition of the target language by learners.

I.11. Disadvantages of TBLT

According to broadly (2006) there are many disadvantages of TBLT such as:

- In TBLT there is No new vocabulary or grammatical acquisition.
- Every thing is up to the teacher.
- TBLT does not and will not motivate every learner.
- Certain students require more assistance and may not be able to recognize language structure (grammar) or other aspects of precision.

Conclusion

In this chapter, we have provided an overview of TBLT and its importance in effectively promoting the second language. This chapter has been presented in order to demonstrate the importance of this approach. TBLT is a student-centered approach that helps language learner's advance by emphasizing real world communication tasks. In the classroom, teachers can encourage authentic language use, cooperation, and active involvement by assigning meaningful tasks that call for the use of the target language. More efficient language learning and communication result from this method, which motivates students to develop their language abilities in authentic and relevant contexts. In other words, TBLT is assumed to be a successful approach for developing language proficiency and improving the learner's skills in reading, writing, speaking, and listening. The latter will be discussed in the next chapter.

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II.1.Introduction

Effective listening is a communication skill that is frequently disregarded and taken for granted. However, just like any other art form, listening needs to be carefully and purposefully developed. In this chapter, we will delve into the fascinating world of listening and its pivotal role in effective communication. We will begin by defining what listening is, and why it is crucial for successful interactions. Then, we will explore the various listening models, including hearing, understanding, remembering, interpreting, evaluating, responding. Next, we will examine the different types of listening activities that can help the learners hone their listening abilities and become a more attentive and engaged listener. Additionally, we mention the main strategies of the listening process which include: Top down and bottom up. After that, we will discuss Richard's function / processes chart, and the main types of listening, which is divided into extensive and intensive listening, likewise, we will discuss listening in its three modes: bidirectional, unidirectional, and auto-directional. At the end of this chapter, we shed light on listening assessment.

II.2.Definition of listening

Numerous researchers have given definitions of listening in different ways. Underwood (1989), emphasizes that listening is the process of focusing on the speaker and then making an effort to comprehend what is being said. Anderson and Lynch (1988), assert that listening does not entail understanding what the speaker is saying. In the process of listening, listeners are crucial to observing information and deciphering the context's underlying meaning. While Vandergrift Larry (1999) states that, listening is an intricate and dynamic process of interpretation in which listeners integrate new information with what they already know. Moreover, Rost (2002) defines listening as the act of taking in what the speaker is actually saying, making sense of what they are saying, constructing and representing meaning, negotiating meaning with the speaker and responding, and producing meaning by one's own imagination, involvement, and empathy (transformative orientation).

These definitions state that listening is the act of actively receiving and reacting to verbal communications. Hearing what the other person in the conversation has to say is not only aspect of listening. Listening means taking a vigorous, human interest in what is being told us.

II.3.The importance of the listening skill

The listening ability play an important role in language learning. Vandergrift (2002) highlighted the importance of listening as a comprehension aid and as crucial step in learning language. One important component of communication skills is listening. The quality and skill of communication are developed via listening. Students who listen well are able to make better decisions overall. Since listening is essential to improving communication skills, students should pay more attention to and practice listening techniques in the right way.

Hadge (2000) points out that row vital listening is to the communication process, where he confirms that listening is a crucial in daily life. When individuals communicate, they spend 90% of their time writing, 16% reading, 30% speaking, And 45% listening.

Listening is essential in personal and professional life, being able to listen well is essential to effective communication. Strong communication abilities can help the person starts fastering better relationships both in the business and in the community. Additionally, the person will be able to decide more skillfully and come to agreements with people more quickly.

II.4.The listening model

Listening models are frameworks or theories that help us understand and analyze the process of listening. These models provide a structured approach to studying the various factors that influence how we listen, including the role of the listener, the communication environment, and the message being received. By exploring these models, we can gain a deeper understanding of the complexities of listening skills. For example, Brownell (2010) has divided the listening process into 6 stages (models)= Hearing, understanding, remembering, interpreting, evaluating, responding.

II.4.1.Hearing

The Hurier model suggests that individuals prioritize their attention within a stimulating environment. This decision-making process, known as “hearing” in the model, is influenced by the individual’s cultural background, past experiences, interests, attitudes, beliefs, and other personal factors.

II.4.2. Understanding

After focusing and obtaining the specific stimuli, the next stage in the listening process is understanding, this stage of information processing deals with the literal meaning of the words or signals that are received and relates to reading comprehension. It goes without saying that a person’s level of language proficiency has an impact on the precision and depth of their listening comprehension.

II.4.3. Remembering

Even though memory is a distinct mental process, it works in the framework of listening centered communication since the communicator’s capacity to act on what they hear depends on whether the knowledge is valuable right away or later on. Hence, the ability to think of a suitable response is closely linked to memory.

II.4.4.Interpreting

The following phase of the process, which we refer to as “interpreting”, is where nonverbal clues are especially important. Glenn concluded that the process of interpretation was shared by nearly all listening definitions in her (1989) examination of listening definitions. While there are differences in terminology. Most academics concur that when reading signals, meaning must be inferred from both verbal and nonverbal cues. Because of this richer context, variables like posture, facial expressions, tone of voice, and contextual information can alter literal meanings. Before giving significance to the content spoken, as skilled communicator who prioritizes listening would take note of the appearance of their partner and other contextual factors.

II.4.5. Evaluating:

In listening-centered- communication, the evaluation component is the method by which a person determines the veracity and accuracy of the information they have been given at this point proficient communicators evaluate what they have heard by analyzing the facts and logic, spotting emotional appeals, and making additional deductions that will influence how they

listen, to what they hear next. The importance of comprehending a message before evaluating its worth is emphasized.

II.4.6. Responding

An proper reaction is the result of excellent listening. The “message” from the communicator might be either verbal or nonverbal, and it represents the last phase of a multi – faceted, integrated system. This response is shaped by everything that has come before it, and because listening is an ongoing process, the communicator complete to process new information while speaking.

This suggests that active listening allows a speaker to adapt messages based on his perception of his partner’s facial expressions, tone of voice, all of which he uses to gauge if the message which he is providing is having the desired effect.

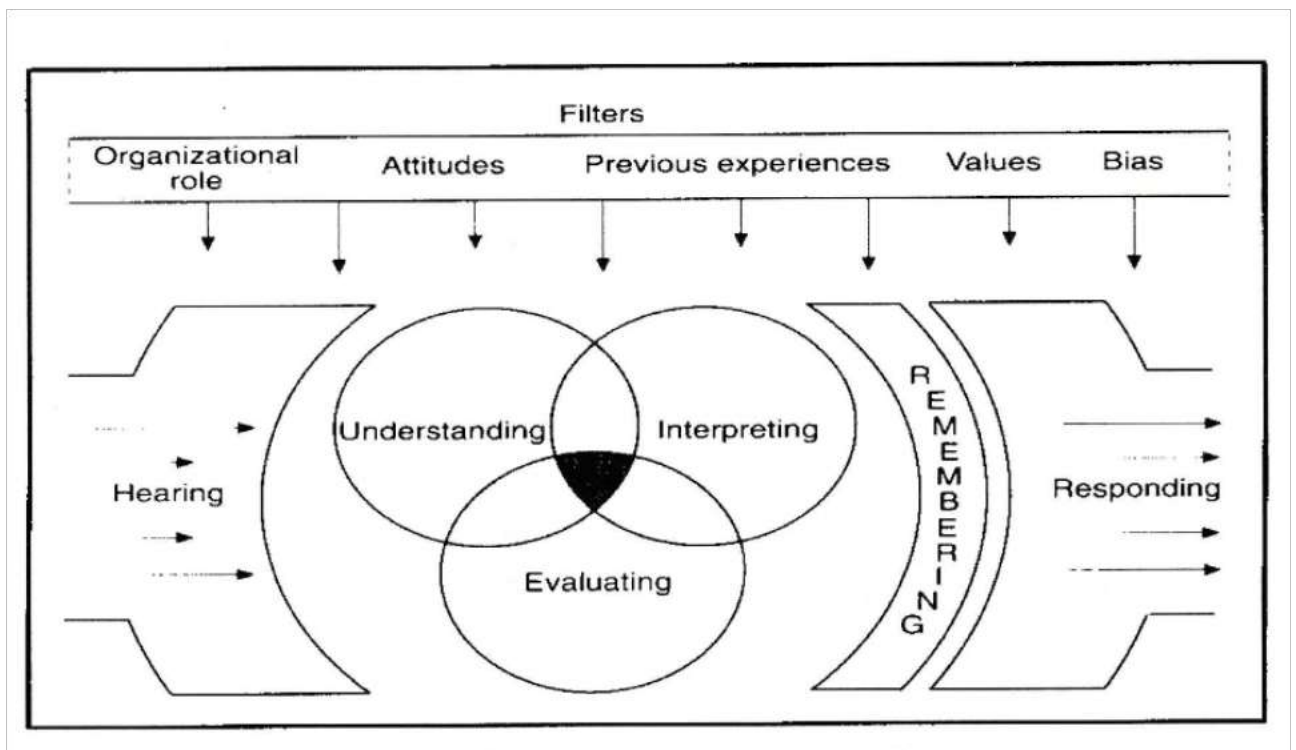


Figure 2.1 : The HURIER Listening Model by Brownell (2010, p.17)

II.5.Types of listening activities

Listening activities are an essential part of language learning as they help to

improve comprehension and communication skills, it can be used to engage learners, enhance their listening abilities, build vocabulary, and their overall language proficiency. According to Ur (1996) there are several types of listening activities.

II.5.1. Listening with no overt response

During this type of listening, the learners body language and facial expressions frequently indicate whether they are paying attention or not, such as a joke, showing a film, stories...etc.

II.5.2. Short response activities

This type include things like ticking off items, in which listeners mark or check off words as they hear them, and obeying instructions, in which students follow directions by acting out actions or drawing shapes and figures, for example guessing definition, error detection, true or false...etc.

II.5.3. Longer response activities

It requires students to response in a very comprehensive manner or to answer questions based on a text that contains the solutions, summarizing, long gap-filling.

II.5.4. Extended response activities

Extended response activities are “combined skills activities that use listening as a springboard for more extensive reading, writing, or speaking.

II.5.5. Problem-solving activities

In this type, an issue is stated orally, and students either write down a proposed answer or discuss possible solutions.

II.5.6. Interpretation activities

In interpretation exercises, the listeners must infer the meaning from the words, voices, tones, and any further evidence when a dialogue or monologue excerpt is given, without any prior knowledge.

II.6. Strategies of listening

Listening strategies are techniques and approaches used to improve understanding and comprehension when listening to spoken language. Proficiency in listening techniques is vital for proficient communication and understanding.

Bottom-up and Top-down processing are the two basic listening strategies.

Celce-Murcia & Mchntosh . (1991) describes the types as follows:

II.6.1. Bottom up model

The listener must pay great attention to each and every detail of the language input in the bottom-up model of language processing. The term “bottom up” describes the portion of the aural comprehension process, wherien the “heard” language is understood by working its way up from sounds to words to grammatical relationships to lexical meaning. In other words, the message’s meaning is determined from the bottom-up using the incoming language data.

II.6.2. Top down

In contrast, in this strategy, understanding the “heard” language requires the listener to be able to apply past knowledge. This internal resource consists of a store of past information and universal standards for language and the outside world, while the listener uses it to forecast what the incoming message should contain at any given time and how the various parts fit together.

+

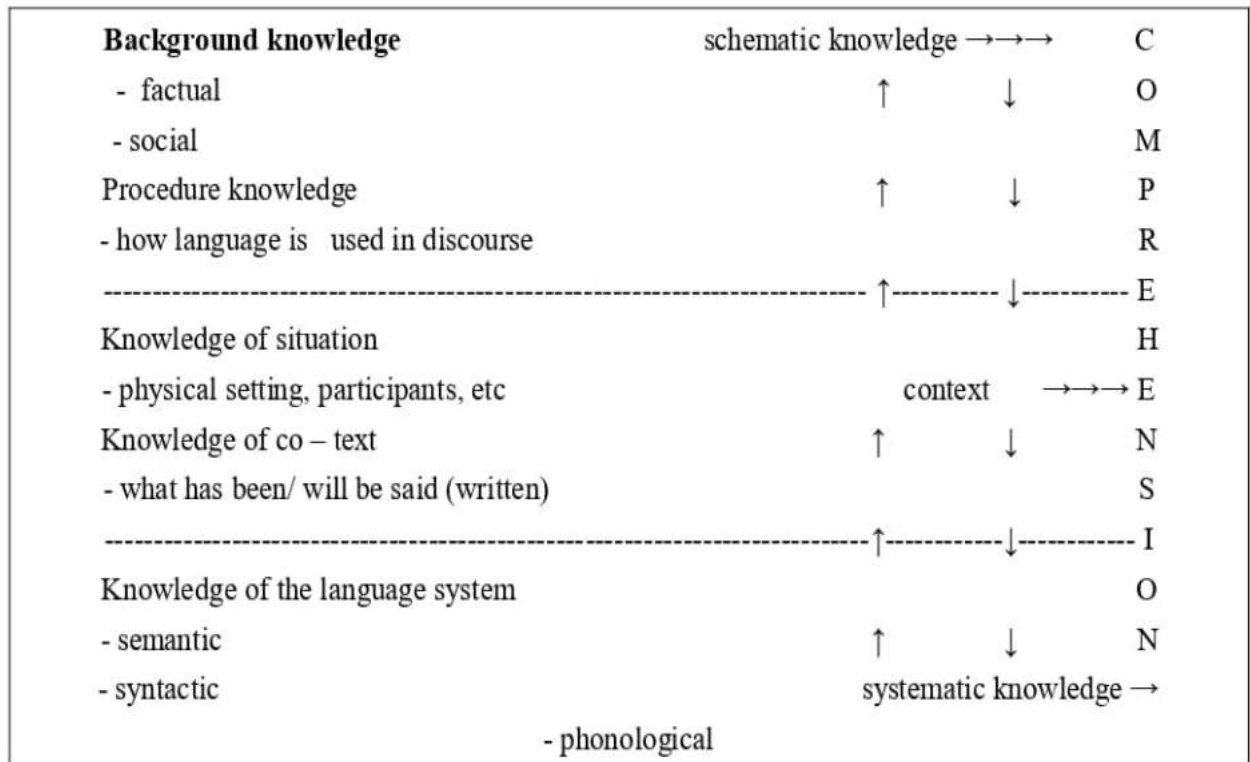


Figure 2.2 : Information Sources In Comprehension By Anderson And Lynch (1988, p.13)

1- Richards’s functions / Processes chart :-

Richards (1990) puts out a materials designs model for second or foreign language listening comprehension. It integrates both top-down and bottom-up language processes with interactional and transactional language functions in a very useful chart.

- He provides the following examples for each of the 4 cells =
- In the bottom-up mode =

Cell 1- listening closely to a joke in order to know when to laugh (interactional)

Cell 3 = listening closely to instructions during a first driving lesson (Transactional).

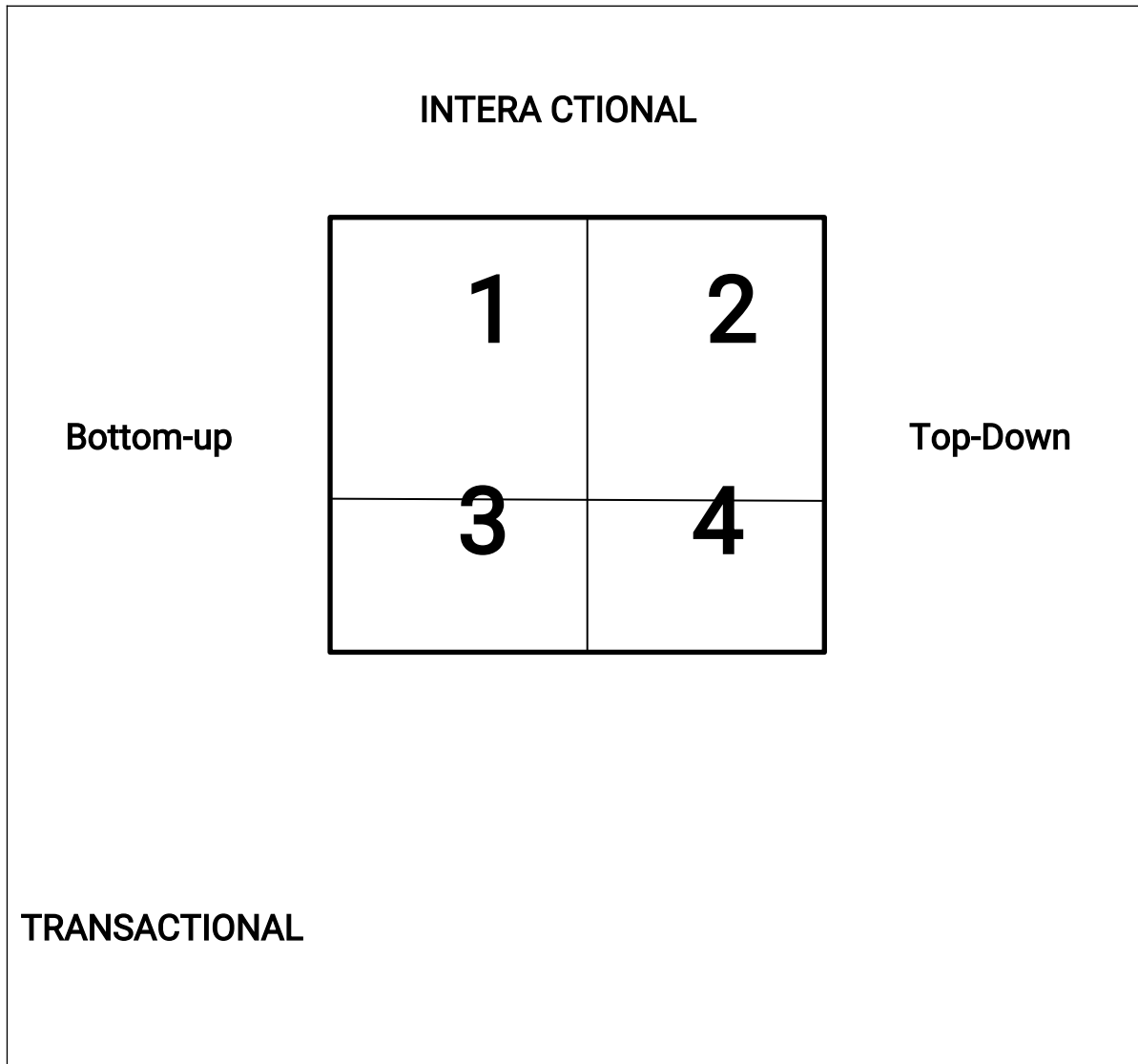


Figure 2.3: Richards’s Functions/Processes Chart (qtd in Celce- Murcia & McIntosh, 1991, p.74)

- In the Top-down mode =

Cell 2 = listening casually to cocktail party talk (interactional)

Cell 4 = experienced air traveler listening casually to verbal air safety instructions, which have been heard many times before (transactional).

- Richards proposes that both interactional and transactional learning are necessary for successful classroom conversation, absorb new knowledge, pick up new abilities, and formulate fresh ideas.

2- Types of listening

Listening is an essential skill that allows us to receive and interpret information, understand the perspectives of others, and build meaningful connections. There are several types of listening, each one with its own unique focus and purpose. It can help us improve our communication, deepen our relationships, and enhance our understanding of the world around us. Harmer (2001) defined two types of listening, which are extensive listening, it helps students grasp the overall meaning of content, and can be done for fun outside of the classroom.

However, the goal of intensive listening is for pupils to comprehend the meaning of every word and sentence. Audio content provides a range of voices and dialects, allowing the user to distinguish between several characters conversing in a “real setting”.

8- Listening in three modes = Bidirectional, unidirectional and Autodirectional

People receive and interpret auditory information in different ways, which are referred to as listening modes. Individuals can improve their communication skills and gain a deeper understanding of the motivations and feelings of others by learning about the various listening modes. Celce- Murcia & McIntosh (1991) noticed that each listening mode is an obviously interactive, verbal experience. And they identified three specific communicative listening modes.

8-1- Bidirectional listening mode =

While two or more individuals alternately assume the roles of speaker and listener in telephone or directly verbal communication, it is called bidirectional listening mode.

8-2 - Unidirectional listening mode :-

The second mode of listening, as we hear speakers but are unable to engage with them, as a result, we frequently engage in reactive or self – dialogue while processing the information we receive. These reactions may be vocalized or subvocalized. There are a different examples of this mode such as, overhead conversations, media, public address announcements, recorded messages, instructional situations of all kind, and public performances...etc.

8-3 – Autodirectional listening mode =

The autodirectional listening mode is the third phase of communication listening.

This can be compared to self-dialogue communication, in which we may be thinking of ourselves as.

Both speaker and listener reactors without even realizing it. Sometimes, when we recount and relive communicative interludes, we “listen again” and recreate language internally. Sometimes we just talk and listen to ourselves, creating our own internal language as we com consider our options, formulate plans of action, and reach decisions.

9– Listening assessment :-

Listening assessment is the process of evaluating an individual’s ability to understand and interpret spoken language. It involves assessing a person’s skills in comprehending and responding to verbal communication in various contexts and situations.

Listening can be conducted through various levels.

Vallette and Disick (1972) examine five different listening assessment levels.

9-1– Mechanical assessment level :-

It determines how well students can distinguish between foreign language sounds without understanding.

9-2– Communication assessment level :-

It evaluate the ability of learners comprehension the general meaning of a message that is heard.

9-3 – Knowledge assessment level :-

Examine the ability of student's comprehension of words and sentences they hear.

9-4-Transfer assessment level :-

Transfer assessment measures students capacity to understand known words in unfamiliar contexts.

9-5-Criticism assessment :-

It assesses student's capacity to evaluate the structure and meaning of language.

According to what was mentioned above educators, language specialists, and employers can obtain a more comprehensive picture of an individual's listening abilities and offer tailored help and feedback for enhancement by administering listening skills assessments at various levels. T this method of listening assessment can assist in adjusting training and education to the unique requirements and capacities of people at many proficiency levels, which will ultimately result in improved language competence and listening skills.

Conclusion

In conclusion, listening plays a great and a significant role in L2 learning, in effective communication, and in building strong relationships. By highlighting the importance of active listening, individuals can improve their communication skills, understand others better, and create more respectful environment. Ultimately, emphasizing the significance of listening can lead to better understanding, collaboration, and connection between people. Given its importance and value, the next chapter examines the improvement of the listening skill through task-based language teaching (TBLT) from the perspectives of EFL teachers and students at UKMO.

The Practical Part

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III-1-Introduction

This chapter represents the practical part of the research, which deals with the use of Task –based language teaching approach to develop listening skills. This chapter presents the research design, methodology, and results (findings). It begins with a description of the study' s research design. Next , we move to selected research instruments and the research sample . Finally, the results are analyzed and illustrated.

III-2- Research Design

This study is descriptive; the descriptive method is a research method that involves observing and describing behaviors, events, or phenomena without influencing or manipulating them in any way. It aims to provide a detailed and comprehensive account of a particular subject of study (Borg & Gall, 1983). In this study, quantitative and qualitative methods are used. The quantitative method involves collecting and analyzing the numerical data to understand attitudes whereas qualitative research is a means for exploring concepts, opinions or experiences, and understanding the meaning individuals or groups ascribe to a social or human problem (Creswell, 2008).

III-4- The Research Instruments

III-4-1- Description of the Questionnaire

The questionnaire used in the study is an open-ended questionnaire, it was divided into 3 sections and consisted of 17 questions (16 questions are limited to options and 1 was open question). The sections of the questionnaire are:

Section one: Personal information (Q1–Q2)

This section aims to collect personal information about the respondents (gender , age) .

Section two : TBLT approach (Q3–Q7)

The second section aims to obtain respondents ' opinions about the TBLT application .

Section three : impact of TBLT on the listening skills (Q8–Q17)

The last section aims to determine the extent of the impact of applying listening activities on the listening skills of respondents.

Administration of the Questionnaire

The questionnaire was distributed in printed copies to EFL students, and they were asked to fill out the open-ended questionnaire. It was answered with all effectiveness and enthusiasm by 50 students.

III-4-2- Description of the Interview

Another tool was used with the teachers in the study which is the Interview, generally known as a formal conversation between two or more people, typically with a specific purpose such as gathering information , assessing qualifications , or discussing a topic of interest . In this study , the interview took place in an organized manner , where the topic was presented in an introduction , and 14 questions were asked (3Q by options and 11Q were open ones) .The questions were divided into two parts :

Part one : Personal information (Q1–Q3)

It aims to obtain a personal information of the teachers.

Part two : TBLT / Listening skills (Q4–Q14)

The questions in this section aim to know the teacher' s opinions and comments about applying TBLT to develop listening skills.

Administration of the interview

This interview aimed to examine the extent to which a task-based approach is used to develop listening skills. The interview is recorded and its data are used for research purposes. We assure the complete anonymity of the interviewees. The interview was addressed to three teachers of English at the university , this was done after collecting the questionnaire . We conducted a face-to-face interview in order to obtain more and richer information.

III-4-3- Samples

The sample of the current study is 50 second year licence students at Kasdi –Merbah Ouargla university , including 43 females and 7 males . Also 3 female teachers who teach English at the same university were chosen to conduct the interview with.

III-4-4- Data analysis Procedures

To accomplish the goals of the study, two steps are taken . " A Questionnaire " and " Interview " . Every research instrument has a unique method of analysis , depending on its nature . While questionnaire data are studied using a quantitative perspective , the interview data are analysed using a qualitative one.

III-4-4-1 Analysis of the Questionnaire

The descriptive statistics method is used for data analysis, we use SPSS to examine the data in order to determine the average, or numerical average of a set of variables. It was computed to ascertain the mean degree of the impact of TBLT on English language learners' improvement of their listening skill.

II-4-4-2- Analysis of the interview

The Interview is recorded, transcribed word for word, and then analyzed and interpreted .

II-4-5-Results and discussion

II-4-5-1-Results of the Questionnaire

Section one: personal information

Q.1 . Gender

a . Male b . Female

Table III- 1 The learners' Gender

Options	Frequence y	Percentage %
Male	7	14%

Female	43	86%
Total	50	100%

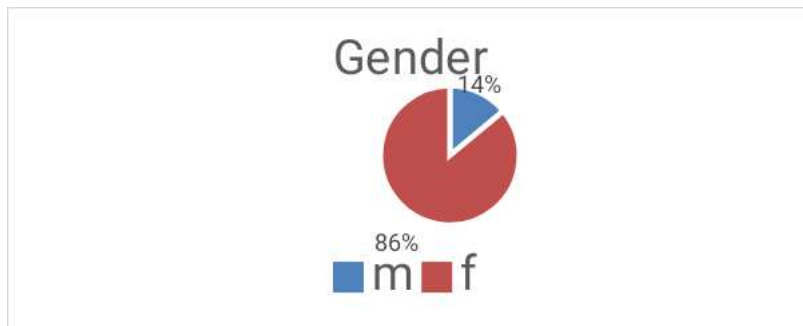


Figure III-1 The learners' Gender

1/ From the figure 1 we notice that the majority of the students were females with a percentage of (86%), whereas the males were (14%). This means that the females have a great interest in studying English language.

Q.2. The age

- a . 18–20 b .21–25 c .25–30 d .Over 30

Table III-2 The learners' age

Options	Frequence y	Percentage %
18–20	24	48%
21–25	23	46%
25–30	3	6%
Over 30	0	0%
Total	50	100%

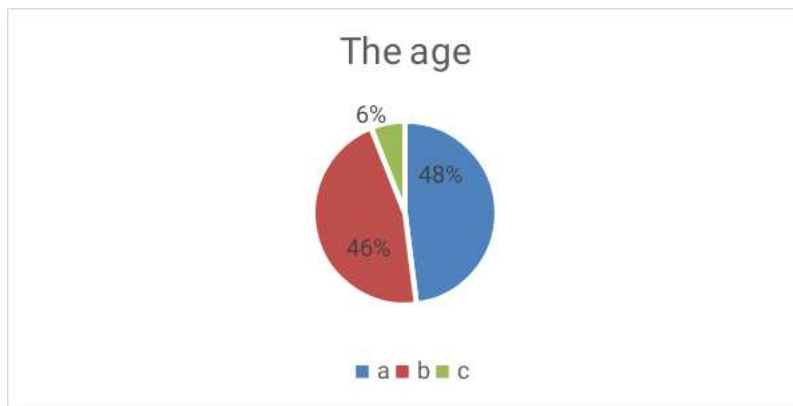


Figure III- 2 The learners' age

2/ In analyzing the figure 2 we notice that the students' age do not exceed 30 years, as most of the students' age range between 18-20 , at a percentage of (48%) . As shown in the figure above there is a percentage of (46%) of the students whose ages range between 21-25, and there are only 6% , their ages are between 25-30. And there is no one (0%) over the age of 30.

Section two: TBLT method

Q.3. What is your level in English language?

- a . Beginner b . intermediate c . Advanced

Table III- 3 The learners' level in English language

Options	Frequence y	Percentage %
Beginner	12	24%
intermediate	30	60%
Advanced	8	16%
Total	50	100%



Figure III- 3 The learners' level in English language

3/From the figure 3, we discover that the level of students in the English language is intermediate at (60%), while the advanced level of them is estimated at (16%), this means that most of them have experience and a fair level of the English language and are fluent in it .

Q.4. What is your opinion about implementing the TBLT in the classroom?

a . Very effective b . Somewhat effective c . Not effective at all

Table III- 4 The learners' opinion about implementing the TBLT in the classroom

Options	Frequency	Percentage %
Very effective	20	40%
Somewhat effective	26	52%
Not effective at all	4	8%
Total	50	100%

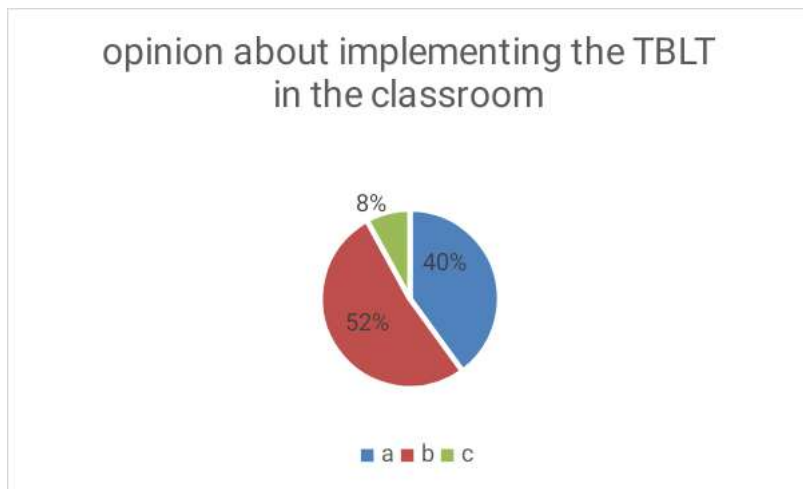


Figure 4- 1 The learners’ opinion about implementing the TBLT in the classroom

4/ In applying TBLT as shown above in the figure 4, we notice that many students see that TBLT is somewhat effective , as the percentage of students who see this is estimated at (52%) , and (40%) believe that TBLT applied in the classroom is very effective , while there is a small percentage of them who see that TBLT is not effective at all at (8%) . We conclude that the TBLT application is highly successful and effective in teaching and studying English language.

Q.5. Do the tasks meet the students’ language learning needs and goals?

a . Yes,definitely b . Yes, to some extent c . No , not at all

Table III-5 The learners’ opinion about whether the tasks meet their needs and goals in language learning.

Options	Frequence y	Percentage %
Yes,definitely	19	38%
Yes, to some extent	23	46%
No , not at all	8	16%
Total	50	100%



Figure III-5 The learners' opinion about tasks meet their language learning needs and goals

5/ The figure 5 shows that TBLT meets the needs and goals of the student , as (38%) say that it definitely meets this , while (46%) of the students think that it meets their needs and goals to some extent , and among of them said that it does not meet their needs and goals at all , at a rate of (16%) , meaning that the TBLT is targeted and effective in order to meet what the students' needs and what they want to achieve , in other words , meeting the students' goals.

Q.6. Does TBLT enhance communication skills and fluency in language learning?

a . Yes, definitely b . Yes, to some extent c . No , not at all

Table III-6 The learners' table on how TBLT enhances student communication skills and fluency in language learning

Options	Frequency	Percentage %
Yes, definitely	26	52%
Yes , to some extent	22	44%
No , not at all	2	4%
Total	50	100%

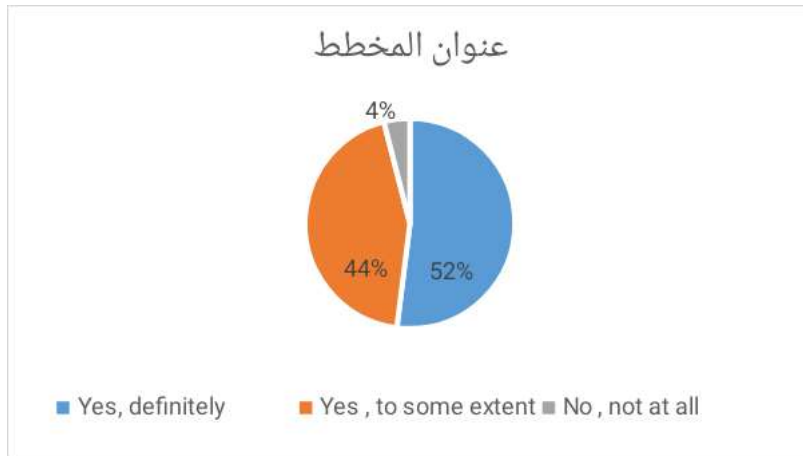


Figure III- 6 The learners’ table on how TBLT enhances student communication skills and fluency in language learning

6/ The result of the figure 6 shows that TBLT absolutely enhances communication skills and fluency in language learning among students by (52%) , while there are those who believe that TBLT enhances this to some extent by (44%) , while (4%) of them believe that it does not enhance it at all , the analysis shows that TBLT has great effectiveness and impact on students and is very helpful in developing their communication skills and fluency .

Q.7. Does using TBLT affect your listening skill?

a . Yes,definitely b . Yes, to some extent c . No , not at all

Table III-7 The learners’ opinions about the effect using TBLT on their listening skill

Options	Frequency	Percentage %
Yes, definitely	27	54%
Yes , to some extent	19	38%
No , not at all	4	8%
Total	50	100%

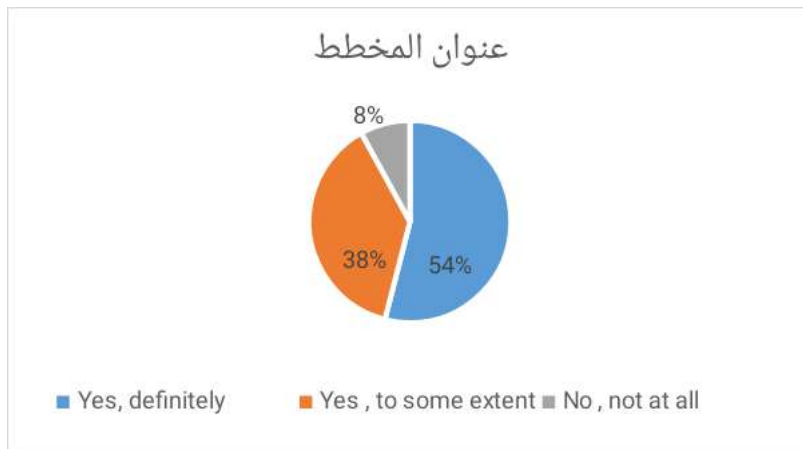


Figure III-7- The learners’ opinions about the effect of using TBLT on their listening skill

7/ From the pie chart (54%) of students think that TBLT definitely affects their listening skill ,and others believe that TBLT affects this skill to some extent at a rate of (38%) , while there are (8%) of students who believe that TBLT does not affect their listening skill at all . The result of this is revealed to us TBLT enhances listening skills and help to develop it among students.

Section three: listening skills

Q.8. How do you evaluate yourself in listening ability?

- a . beginner listener b . i Intermediate listener 5 c . Advanced listener

Table III- 8 The learners’ level in listening skill

Options	Frequence y	Percentage %
beginner listener	15	30%
Intermediate listener	23	46%
Advanced listener	12	24%
Total	50	100%



Figure III-08 : Figure 2 The learners' level in listening skill

8/ The above figure shows that most of the students are intermediate listeners , at a rate of (46%) , as shown above , while (30%) are beginner listeners , while others are advanced listeners , estimated at (24%). Therefore, the students have the ability to do listening activities inside and outside the classroom.

Q.9. What is your opinion on the listening activities used in your class?

a . :Very useful b . Somewhat useful c . Not useful at all

Table III- 09 : Table 9 The learners' opinions about listening activities used in the class

Options	Frequency	Percentage %
Very useful	25	50%
Somewhat useful	20	40%
Not useful at all	5	10%
Total	50	100%

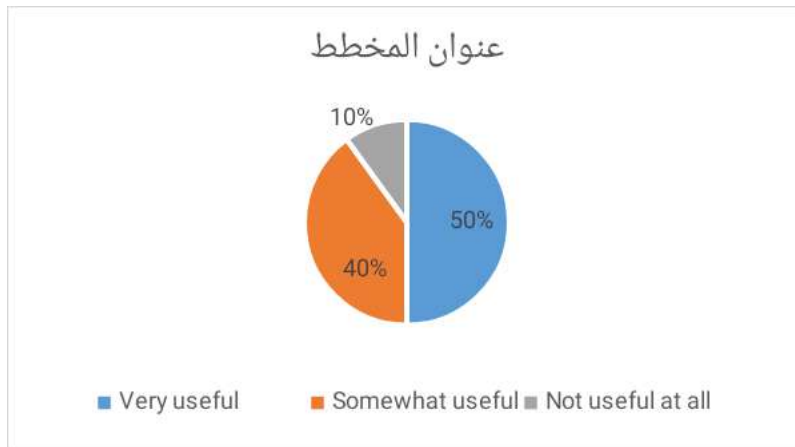


Figure III- 09 : Figure 3 The learners' opinions about listening activities used in the class

9/ It is obvious from the figure 9 the majority of students believe that using listening activities in class is very useful , estimated at 50% , while 40% of students believe that they are useful to some extent , while a few of them believe that they are not useful at all , at 10% . This shows that the listening activities used in classes effective and useful for many students.

Q.10.Do you engage in listening activities in your language classes?

a . : Yes, I participate a lot b . Yes, sometimes c . No ,I didn't

Table III-10 : the amount of student participation in listening activities.

Options	Frequency	Percentage %
Yes, I participate a lot	16	32%
Yes, sometimes	30	60%
No ,I didn't	4	8%
Total	50	100%

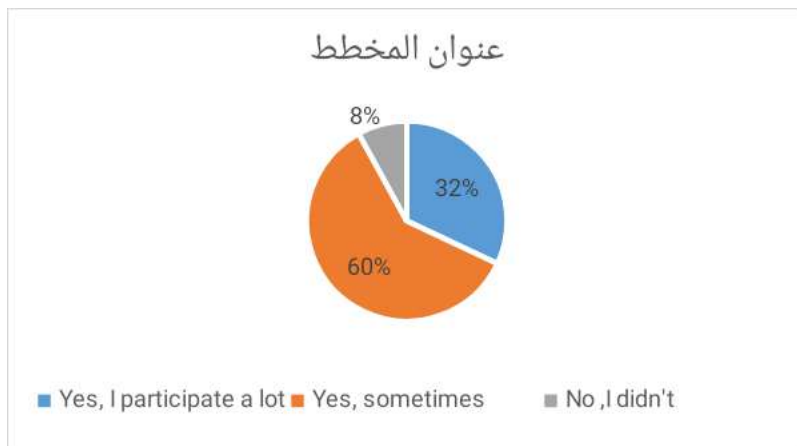


Figure III- 10 : Figure 4 The learners' the amount of student participation in listening activities

10/ The results of figure 10 shows that most students sometimes participate in listening activities in class, with a large percentage of 60%, while 32% of them participate a lot, and a minimum percentage of 8% of students do not participate at all, and thus there is great interaction within the classroom during listening activities.

Q.11. Do you feel that listening activities have helped improve your listening abilities?

a . : Yes , significantly b . Yes ,to some extent c . No , not really

Table III-11 The learners' opinions about how listening activities help improve their listening abilities

Options	Frequency	Percentage %
Yes , significantly	27	54%
Yes ,to some extent	18	36%
No , not really	5	10%
Total	50	100%



Figure III- 11 The learners' opinions about how listening activities help improve their listening abilities

11 / As it is noticeable in the pie chart above listening activities greatly helped many students in developing their ability to listen by (54%), we also note that these activities helped some students to some extent , their percentage was estimated at (36%), and there are (10%) of them that did not help them at all , this analysis shows that the listening activities used in the classes are very effective and purposeful in order to develop listening skills .

Q.12. Which stage of TBLT has the greatest impact in improving your listening skill?

- a . Pre-task phase b . Task cycle phase c . post -task phase

Table III-12 : the influential stage in improving listening skill during the application of TBLT among students

Options	Frequency	Percentage %
Pre-task phase	17	34%
Task cycle phase	23	46%
No , not beneficial at all	10	20%
Total	50	100%

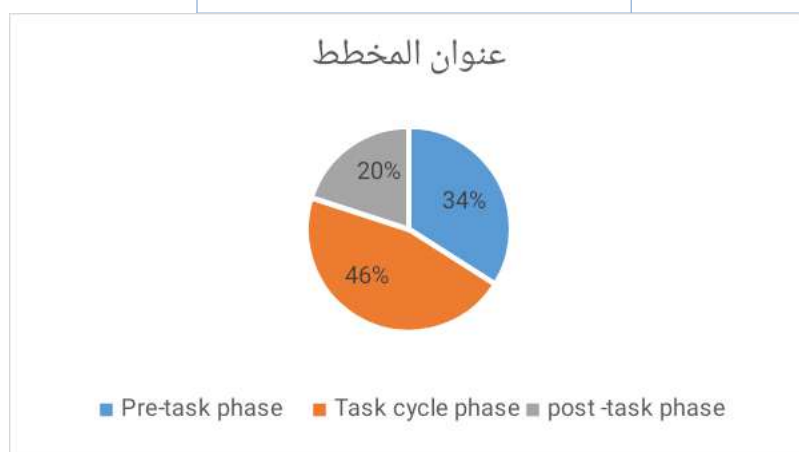


Figure III-12: The learners' the influential stage in improving listening skill during the application of TBLT among students

12/ From the figure , we notice that the stage of TBLT that has the greatest impact on developing students' listening skill is the task cycle phase , where the percentage of students who believe this is estimated at (46%) , while (34%) of students develop their listening skill during the pre task phase . There are those who are affected by the post task phase in developing their listening skills by (20%) . Therefore the student develops and advances in listening skill while performing the tasks .

Q.13. Do you think the variety of listening activities used in your classes has been beneficial for your learning?

- a . : Yes , very beneficial b . Yes , somewhat beneficial c . Not useful at all

Table III- 13 : The learners' benefit of the variety of listening activities used in the classroom

Options	Frequency	Percentage %
Yes , very beneficial	24	48%
Yes , somewhat beneficial	22	44%
Not useful at all	4	8%
Total	50	100%

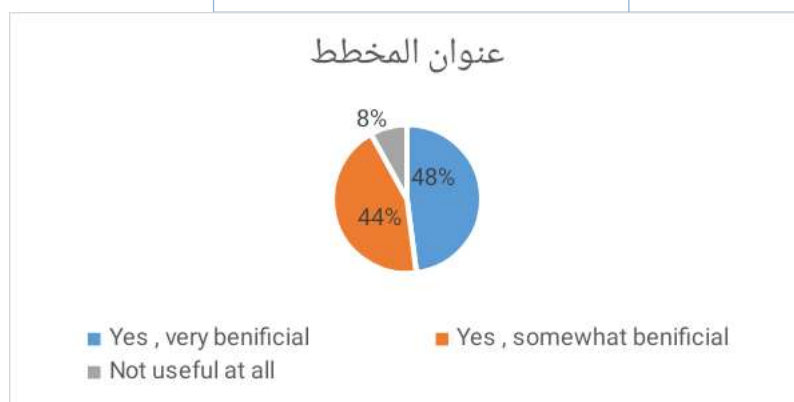


Figure III-13: The learners' benefit from the variety of listening activities used in the classroom in students learning

13/ The results of the figure shows that , the majority of students benefited from the diversity of listening activities used in the classroom and believe that it is useful at a rate of (48%) , and there are (44%) who believe that it is useful to some extent , while few of them believe that it is not useful at all . We note from the analysis that the diversity in listening activities is very helpful for the student's learning of the English language.

Q.14. How do you feel about the difficulty level of the listening activities in your classes?

- a . : Too easy b . Fairly easy c . Too difficult

Table III-14 The learners' difficulty level of students classroom listening activities

Options	Frequency	Percentage %
Too easy	14	28%
Fairly easy	32	64%
Too difficult	4	8%
Total	50	100%



Figure III- 14: The learners' evaluation of the difficulty level of classroom listening activities

14/ From the figure 14 the highest percentage (64%) of students believe that the listening activities used in class are fairly easy, while (28%) of them believe that it is very easy, and there is a small percentage (8%) who believe that the listening activities is very difficult.

Q.15.what difficulties do you face while listening?

15 / As for the difficulties that students face while listening , they include not understanding new vocabulary , the teacher's speed while speaking , and sometimes

the student didn't understand the teacher's accent for example one of the student said " catch the fast pronunciation of the speaker for the words " .In addition the noise , one of the students said that about the noise " the noise with the teacher's voice is low " and there are some students face difficulty due to the lack of quality of the methods used , also there are some students didn't face a difficulties while listening .

Q.16. Have the listening activities made you more confident in your ability to understand spoken language?

- a . Yes, definitely b Yes, Somewhat c . No, not at all

Table III-15 The learners' opinions about raising confidence in their ability to understand spoken language though listening activities

Options	Frequency	Percentage %
Yes, definitely	38	76%
Yes, Somewhat	11	22%
No ,not at all	1	2%
Total	50	100%

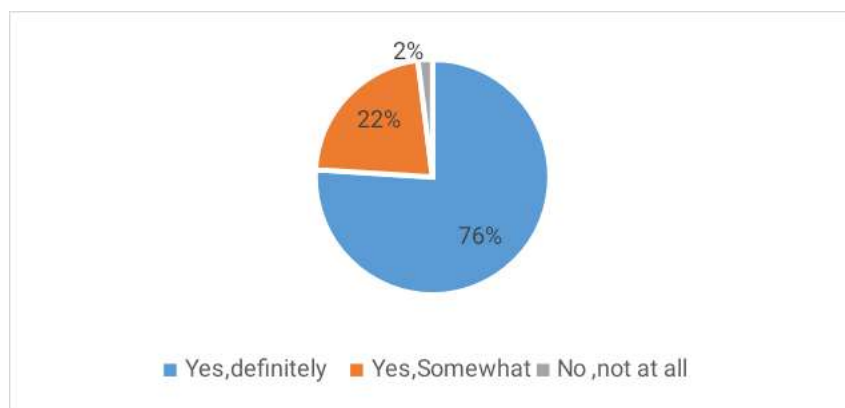


Figure III-15 The learners' opinions about raising confidence in their

ability to understand spoken language though listening activities

16/ Figure 16 shows that (76%) of the students believed that listening activities definitely gained them confidence in the ability to understand spoken language and (22%) believed that TBLT raised their confidence to some extent , while (2%) of them believed listening activities did not raise confidence at all.

Q.17. Do you feel that the listening activities have adequately prepared you for real - life listening situations

a . : Yes,definitely b . Yes, to somewhat extent c . No, not really

Table III-16 The learners' opinions about preparing then for realistic listening situation through listening activities

Options	Frequence y	Percentage %
Yes, definitely	23	46%
Yes, to some extent	24	48%
No, not really	3	6%
Total	50	100%

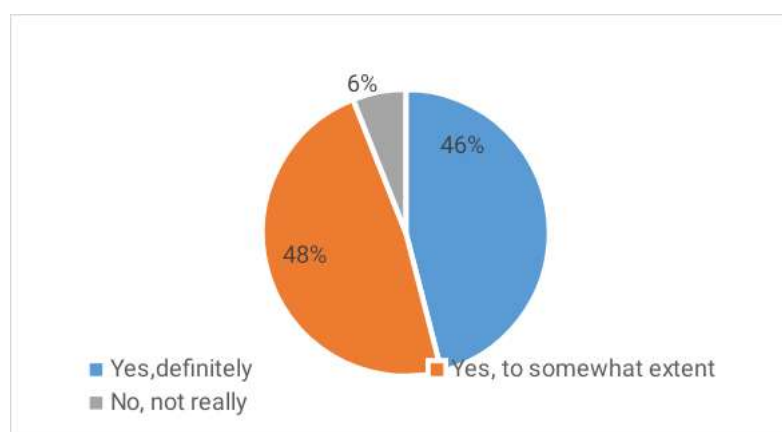


Figure III-16 The learners' opinions about preparing them for realistic listening situation through listening activities

17/ The result of the figure 17 shows that the majority of students were definitely prepared by listening activities for real -life listening situations at a rate of (48%) , while (46%) were prepared by these activities to some extent for listening situations , while there is a very small percentage (6%) that didn't prepare them at all .

Results of the interview

Analyzes of the interview responses are based on the professor's views on the topic; .the results of the interview are presented the following section.

Section one: personal information

This section aims to collect personal information about the participants the answers of questions 1 to 3 are displayed in table III-17.

Q1: the Gender?

Q2: Degree?

Q3:how long did you teaching English at university?

N.B: options have been provided of each of the previous 3 questions.

Table III-17. The interviewee's demographic information

Main categories	P1	P2	P3
The gender	Female	Female	Female
Degree	PHD	PHD	magister
Duration of teaching English	From 5 to 10 years	More than 10 years	From 1 to 5 years

Results in table III-17 show that the 3 participants are female,t wo of them have a PHD degree. As for the duration of teaching the English language at the university, the first participants' period ranges from 5 to 10 years. While the second has more than 10 years of experience, and as shown above, the last participant has been teaching the English language from 1 to 5 years.

Section two: TBLT/Listening skills

The second section of the interview includes questions about the use of the task. Based language teaching approach and its impact on developing students' listening skills.

It consists of 11 questions (from Q4 to Q14)

Q4: Have you ever used task based language teaching to improve listening skills in language learning?

This approach was used by the 3 participants to develop listening skills in language learning.

Q5: How often do you incorporate TBLT activities into your language teaching for listening practice?

The answers of this questions were that: *"we combined them very often"* for two of the teachers. as for the third participant, she said *"depending on the context and the learner's need"*

Q6: What specific TBLT activities do you use to improve listening skills in your language teaching?

For participants, the TBLT activities used in order to improve the listening skill are as follows:

P1-listening for the gist

-listening for a specific information

-p p p activities in general

P2: *"I use a variety of activities especially with longer and extended response activities, I also use problem solving activities and interpretation activities"*

P3: *"a practice , a design of a conversation a scenario that is based on pre-during and post reviewing by reference to the problem-solving situation."*

Q7: what resources or materials do you use to support TBLT activities for listening practice in languages teaching?

Participants' responses about the resources or materials they use to support listening activities were as follows:

(1) Youtube videos, (2) Esl materials, (3) available text ,(4) worksheets ,(5) Audio-visuals , (6) language laboratory.

Q8:what are the challenges you face when using TBLT for listening practice in language teaching?

We summarize the challenges that three participants faced when using TBLT to practice listening in language teaching in the following points:

- *Lack of exposure to authentic materials*
- *Different accents / different levels of ability*
- *Rapid speech / complex acoustics*
- *Lack of motivation: some students are reluctant to do the tasks.*

Q9: How do you evaluate your student's listening abilities?

All participants responded that the level of their students' ability to listen was average , as one of the participants said "*It is mediocre ,they need more practice and a better atmosphere*"

Q10: Have you observed any improvements in your students' listening skills after implementing TBLT activities?

-participants observed improvements in their students' listening skills after implementing TBLT activities, as the first participant said "yes, few of them "while the second said "yes, to some extent"

And the last one answered "*yes, TLBT activities improve students background (social/factual) knowledge and low language is used in discourse in addition to syntactic and semantic knowledge*"

Q11:How do you asses the effectiveness of TBLT activities in improving students' listening skills?

Each participant evaluated the effectiveness of TBLT activities in improving listening

skills in her own way

P1: *"through a variety of listening activities that require longer or extended responses, following especially communication assessment and knowledge assessment"*.

P2: *" very effective since there is no separate listening course , TBLT can close the gap between listening and speaking"*

P3: *"It is helpful and constructive"*

Q12: What are the advantages of using TBLT for listening practice in language teaching , in your opinion?

Regarding the advantages of using TBLT to practice listening in language teaching, the participant 1 clarifies *"It can help learners to use language in context, it also encourages learners to delve into problem solving situations"* but the second participant confirmed that TBLT increasing comprehension in context, and improving fluency and accuracy. The last participant states that TBLT has 4 advantages, first, promoting learner autonomy .Second, improving communication in target language; third, providing opportunities for language use in realistic contexts; fourth, enhancing critical thinking and problem solving skills.

Q13: How do you design TBLT activities to cater to different levels of proficiency in listening skill (Top-down and bottom-up models) ?

The participants 'answers were uniform for this question, as they all followed a top-down model for advanced students and using a bottom-up model for intermediate students

Q14: How do you integrate TBLT into your overall language teaching curriculum to ensure a balanced approach to improving listening skills?

Certainly , every teacher has his own way of integrating TBLT into his overall language teaching curriculum in order to ensure a balanced approach to improving listening skill , as the first participant emphasized that TBLT is to be integrated by including the language skills with more active learning (speaking , reading , writing)

intrusively & extrusively .But the second said " *using input that enriches students ' knowledge about the topics of lessons , using a variety of activities with clear teacher and student roles* " . The last participant gave a very brief answer she said " yes , whenever necessary" .

Recapitulation:

According to the results of both the Questionnaire and the Interview , we conclude that there is an effect of the task based language teaching in developing the student' listening ability. It is found that TBLT is effective in meeting the students' needs and goals; it also enhances communication , fluency , and listening comprehension.

Moreover, there is interaction during the application of TBLT in the classroom , which allows for the development of the listening skill, especially during task –cycle phase . In addition , it has been noted that listening activities in the classroom are fairly easy , as students face some difficulties , including difficulty of words , the speed of the speaker or the lowness of his voice , noise inside and outside the class , and the lack of quality of the methods used .However ,despite the difficulties encountered , students gained the confidence to face real –life listening situations . Furthermore, it is pointed out that among the activities used and found effective to develop listening skills are problem solving activities , design a conversation , extended response activities , and interpretation activities . For the TBLT models, teachers use Top-down model for advanced students and Bottom –up model for intermediate students i.e. depending on the student 's level .

Finally, TBLT helps in enabling the use of language in context, as it encourages problem –solving, and communication in the target language.

Conclusion

In this chapter, we have provided a description of both methodology and data collection methods (Questionnaire , Interview) and they were analyzed quantitatively and qualitatively in order to identify the extent of the impact of using the TBLT approach on developing the listening skill of EFL students at Kasdi Merbah university.

The results of the above analysis showed that the task based language teaching (TBLT) approach is an effective and successful approach for developing students'

listening skills, as it enhances communication skills and fluency in the target language .In addition , it helps students engages in problem solving situations especially during the task cycle phase , thus interact in the classroom . Based on the results , the diversity of listening activities is considered the greatest help in developing students' listening ability . The analysis showed that there are some difficulties faced by students , and challenges faced by teachers during listening activities ; despite that , the tasks had an impact and through them, students can gradually gain the confidence to face real life listening situations and understand the spoken language.

General Conclusion

Conclusion

In summary, task based language instruction is a successful strategy for enhancing language learners' listening comprehension. Teachers can meaningfully assist students in developing their listening comprehension skills by assigning them real world projects that need active listening and understanding. By means of task oriented exercises including role plays, simulations, and problem solving assignments, learners can enhance their comprehension of spoken language in diverse contexts and gain experience in listening in a real world setting.

Because task based language instruction allows students to practice their listening abilities in a more natural and engaged way, this research has demonstrated that it helps increase listening comprehension skills. Students can have a more comprehensive understanding of spoken language and enhance their capacity to comprehend and interpret spoken messages by emphasizing communication and meaning above merely language form.

Recommendations

Overall, task-based language instruction is a useful strategy for enhancing language learners' listening abilities. Teachers can assist students in improving their comprehension and interpretation of spoken language by giving them opportunity to practice listening in real-world situations and participate in meaningful communication. It is crucial to take into account the advantages of employing task-based activities to raise students' general language proficiency and improve their listening abilities when educators investigate and apply task-based approaches in language instruction. Teachers can create a rich and dynamic learning environment where students can improve their listening skills and become more proficient language learners by implementing task-based language instruction into the classroom.

Limitations and Further Research

Data were collected from Kasdi Merbah University, Ouargla, English Language Department. This does not necessarily mean that it applies to all departments of the same university and to other universities. Besides, the sample of 3 EFL teachers was too small to generalize the perceptions of all teachers on the subject to all EFL departments. In this regard, further research covering a larger sample should be conducted.

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Appendices

Appendix 1: Students' Questionnaire



Thanks in advance

Section one : personal information

1) Gender

a: Male

b: Female

2) The age

a: 18 –20

b: 21–25

c: 25–30

d: Over 30

Section two : TB

3) What is your level in English language ?

a: Beginner

b: intermediate

c: Advanced

4) *What is your opinion about implementing the TBLT in the classroom ?*

a: *Very effective*

b: *Somewhat effective*

c: *Not effective at all*

5) *Do the tasks meet the student 's language learning needs and goals ?*

a: *Yes,definitely*

b: *Yes, to some extent*

c: *No , not at all*

6) *Does TBLT enhance communication skills and fluency in language learning ?*

a: *Yes, definitely*

b: *Yes , to some extent*

c: *No , not at all*

7) *Does using TBLT affect your listening skill ?*

a: *Yes , definitely*

b: *Yes , to some extent*

c: *No ,not at all*

Section three: lis

8) *How do you evaluate yourself in listening ability ?*

a : *beginner listener*

b: *Intermediate listener*

c: *Advanced listener*

9) *What is your opinion on the listening activities used in your class?*

a :Very useful

b: Somewhat useful

c: Not useful at all

10)Do you engage in listening activities in your language classes ?

a: Yes, I participate a lot

b: Yes, sometimes

c: No ,I didn't

11)Do you feel that listening activities have helped improve your listening abilities ?

a: Yes , significantly

b: Yes ,to some extent

c: No , not really

12)Which stage of TBLT has the greatest impact in improving your listening skill?

a: Pre-task phase

b: Task cycle phase

c: post -task phase

13)Do you think the variety of listening activities used in your classes has been beneficial for your learning ?

a: Yes , very beneficial

b: Yes , somewhat beneficial

c: No , not beneficial at all

14)How do you feel about the difficulty level of the listening activities in your classes ?

a: *Too easy*

b: *Fairly easy*

c: *Too difficult*

15) *What difficulties do you face while listening ?*

.....

16) *Have the listening activities made you more confident in your ability to understand spoken language ?*

a: *Yes, definitely*

b: *Yes, Somewhat*

c: *No ,not at all*

17) *Do you feel that the listening activities have adequately prepared you for real -life listening situations ?*

a: *Yes, definitely*

b: *Yes, to somewhat extent*

c: *No, not really*

Appendix 2: Teachers' Interview

This interview is part of a master's thesis examining the extent to which a task-based approach is used to develop listening skills. The main objective of this qualitative tool is to collect data on a task-based approach to enhance listening skill. The interview will be recorded and its data will be used for research purposes. We assure the complete anonymity of the interviewees

Section one: personal information

1) Gender.

a: Male

b: Female

2) Degree.

- o a: Licence
- o b: master
- o c: magister
- o d: PHD

3) How long did you teaching English at university ?

- o a: From 1 to 5 years
- o b: From 5 to 10 years
- o c: More than 10

Section two : TBLT / LISTENING SKILLS

4) 4. Have you ever used task -based language teaching to improve listening skills in language learning ?

5) How often do you incorporate TBLT activities into your language teaching for listening practice ?

6) what specific TBLT activities do you use to improve listening skills in your language teaching ?

7) What resources or materials do you use to support TBLT activities for listening practice in language teaching ?

8) 8. What are the challenges you face when using TBLT for listening practice in language teaching ?

9) How do you evaluate your student's listening abilities ?

10) Have you observed any improvements in your students' listening skills after implementing TBLT activities ?

11) How do you assess the effectiveness of TBLT activities in improving students' listening skills ?

12) What are the advantages of using TBLT for listening practice in language

teaching ,in your opinion ?

13)How do you design TBLT activities to cater to different learning styles and levels of proficiency in listening skill?

14)How do you integrate TBLT into your overall language teaching curriculum to ensure a balanced approach to improving listening skills ?

الملخص:

أحد أهم أهداف اكتساب اللغة الإنجليزية هو تعزيز مهارة الاستماع لدى متعلمي اللغة، ويتم تحقيق ذلك من خلال استخدام عدة مناهج واستراتيجيات فعالة، بما في ذلك TBLT. تهدف هذه الدراسة إلى معرفة تصورات طلاب ومدرسي الليسانس في السنة الثانية فيما يتعلق باستخدام TBLT في اللغة الإنجليزية كفصل دراسي للغة الأجنبية لتطوير مهارات الاستماع. تم استخدام فرضيتين أساسيتين: الأولى هي أن المعلمين سيكون لديهم تصورات إيجابية حول استخدام TBLT لتعزيز مهارة الاستماع، في حين أن الفرضية الثانية هي أن TBLT يؤثر على القدرة على الاستماع لدى طلاب اللغة الإنجليزية كلغة أجنبية. ولتحقيق أهداف البحث تم إجراء استبانة على عينة من طلاب اللغة الإنجليزية، كما أجريت مقابلة على عينة من المعلمين الذين يقومون بتدريس اللغة الإنجليزية كلغة أجنبية.

الكلمات المفتاحية: المنهج القائم على المهام – مهارة الإستماع – أنشطة الإستماع

Résumé

L'un des objectifs les plus importants de l'acquisition de la langue anglaise est d'améliorer les compétences d'écoute des apprenants en langue, et cet objectif est atteint grâce à l'utilisation de plusieurs approches et stratégies efficaces, notamment l'enseignement des langues basé sur les tâches. Cette étude vise à connaître les perceptions des étudiants et des enseignants de deuxième année de licence concernant l'utilisation de l'enseignement des langues par tâches en classe d'anglais langue étrangère pour développer les compétences d'écoute. Deux hypothèses de base ont été utilisées : la première est que les enseignants auront une perception positive de l'utilisation de l'enseignement des langues basé sur les tâches pour améliorer les compétences d'écoute, tandis que la deuxième hypothèse est que l'enseignement des langues basé sur les tâches affecte la capacité d'écoute des étudiants en anglais comme langue étrangère. Pour atteindre les objectifs de la recherche, un questionnaire a été mené auprès d'un échantillon d'étudiants de langue anglaise et un entretien a été mené auprès d'un échantillon d'enseignants qui enseignent l'anglais comme langue étrangère.

Les moté clé : les compétences d'écoute , notamment l'enseignement des langues basé sur les tâches.