

**PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGER EDUCATION AND SCIENTIFIC RESEARCH
Abd Elhafid Boussof University - Mila**



***Institute of Literature and Languages
Department of Foreign Languages
Branch: English***

**EFL Teachers' and Learners' Attitudes Towards Extensive
Listening**

**A Case of Second Year LMD Students at AbdElhafid Boussof
University Centre -Mila-**

A Dissertation Submitted in Partial Fulfillment for the Requirement of the Master Degree in
Didactics of Foreign Languages

Presented by:

- 1) KHOULOUD Amghrane
- 2) NESSRIN Menakh

Supervisor:

BENNANE Yamina

Board of Examiners:

Chairman: Ms. Messaouda BOUDJERIDA

Supervisor: Dr. Yamina BENNANE

Examiner : Dr. Walid NEMOUCHI

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We proudly dedicate this very humble work:

To my beloved and lovely parents who have supported and encouraged me along all of my life study "The light of my life" my mother "LOUIZA" and my father "BELKACEM" may god prolongs their lives

To all wonderful people to my heart

To the person who has been a great source of motivation and energy and supported me in every details during working on this Research my friend "Besma" i will always be thankful for your help, LOVE and generous

To my aunts "Messouda", "khira"

To all my dearest Friends Firouz, Asma, Asia, Rania, Romissa, Samira, Imane, Chahra....

To all my friends without exception

To the sweet babies "Abed-Arahmen", "Raouk", "Hassna" and their mother

To my sweet heart "Aniss" and his mother "Mounia"

To all AMEGHRANE family

To all master two classmates

Khouloud

To my extraordinary parents.. to Rokia and Ikram..to me

Nessrine

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Abstract

The notion of integrating extensive listening in language teaching is supported by many scholars and professionals in the field of language pedagogy. In essence, the present study aims at highlighting EFL learners' attitudes towards extensive listening to develop students' listening skill at the department of English at Mila university center. The study is built on the following hypothesis EFL teachers and learners hold positive attitudes towards the usefulness of extensive listening in enhancing students' listening skills. To achieve this goal, this research is based on the use of one research tool which is a questionnaire. It was administered to seventy (70) second year LMD students and seven (07) oral expression teachers at the same department. The results indicate that the EFL students and teachers hold positive attitudes towards extensive listening practice both inside and outside the classroom. Moreover, based on the data gathered, the use of extensive listening encourages students to improve their listening skill, build self-confidence and sustain motivation. Furthermore, the results provide strong evidence for the importance of EL to help learners enhance their pronunciation and word recognition. It makes them more familiar with different accents and speech speed. Further, using different listening materials extensively can develop learners 'comprehension level. Therefore, the more they practice extensive listening, the more their language skills and comprehension level becomes better. Thus, the research hypothesis is confirmed and the findings reveal that students and teachers hold a positive attitude towards EL strategy.

Keywords: Extensive listening, Students 'attitudes, listening skill, comprehensible input, Listening comprehension.

List of Acronyms and Symbols

EFL: English as Foreign Language

LMD: License Master Doctorate

TL: Target Language

TV: Television

EL: Extensive listening

IL: Intensive listening

FL: Foreign Language

VS: versus

Q: Question

N: Number

%: percentage

2nd: Second

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General Introduction

Listening is a strategy for learning a language. It plays an important role in foreign language learning and is considered the primary source of first and second language acquisition. Moreover, it is very important in mastering the English language as the other skills and helps learners to communicate effectively in their daily life. Listening is the first step in learning our first language, it teaches us how to speak by expressing what we have heard and provides students with the necessary language input that allows them to build their knowledge of the language, such as learning new vocabulary and knowing the correct pronunciation of words in the target language. Therefore, it could be said that listening is a key skill, without it learners cannot get any comprehensible input or any language development and successful communication. Furthermore, when learning a foreign language, learners can face a huge number of problems, such as being unable to understand a recorded text or a dialogue. All these obstacles are due to many factors including, native speakers' accent and speaking speed among others. This is why listening is said to be the most challenging of the four skills for learners to be acquired and improved. Therefore, it should be given careful attention to be developed.

1. Statement of the problem

In second language acquisition, learners seek to master all language skills. In every EFL classroom, students attempt to learn and develop certain competencies; they often concentrate on speaking and listening as well as writing and reading. Listening is regarded as one of the most important receptive skills to learn. According to sevik (2012.P,11) "listening is the initial stage in the first and second language acquisition ". In other words, listening plays an important function in the educational setting because it refers to the ability to understand the speakers' messages which contains grammar, vocabulary, accent, and pronunciation. Moreover, it influences the development of the other parts of the language. In this case, listening is

considered one of the most important skills to master during the language acquisition process. However, this skill is not always easy for students who may face several difficulties when listening to foreign language speakers; in addition, students mostly ignore how to tackle this problem and develop their listening ability. Therefore, this research attempts to investigate learners' attitudes towards extensive listening because not all the EFL learners pay attention to the importance of this strategy to improve their listening skill and overcome their listening problems such as speech rate, native speakers' accent and unknown vocabulary.

2.The aim of the study:

The aim behind conducting this study is to investigate learners' and teachers' attitudes towards extensive listening strategy to develop students' listening skill, as well as to highlight the importance of EL practice in helping learners to improve their listening ability to get comprehensible language input. Therefore, this research seeks to explore how EFL learners can overcome their listening difficulties through listening extensively.

3. Research Questions:

This study is an attempt to answer the following questions:

- 1-To what extent can listening extensively help learners to develop their listening skill?
- 2-What are students' and teachers' attitudes towards using extensive listening practice in developing students' listening skill?
- 3-Does extensive listening approach affect students' listening ability (skill) positively?

4. Hypothesis:

It is hypothesized that:

EFL teachers and learners hold positive attitudes towards the usefulness of extensive listening in enhancing students' listening skills.

5. The Research Methodology:

In this study, we adopted the descriptive method since it is the most useful one to explain teachers and learners' attitudes towards extensive listening. For the purpose of collecting data, two questionnaires were submitted. The first questionnaire was administered to second EFL learners at the department of English at MILA university center. The sample was composed of 70 students from the whole population (240 students). The second questionnaire was administered to 7 English teachers of oral expression. The aim behind administering these questionnaires is to collect data about both learners 'and teachers' attitudes towards extensive listening.

6. The Structure of the Dissertation:

This dissertation is divided into two chapters. The first one is the theoretical part. It consists of two sections. The first section sheds light on all what is related to listening skill. Its definition, its steps, stages and types, its processes and strategies, the sources and the importance of listening skill, the difference between hearing and listening, and finally factors that affect listening negatively. The second section deals with the concept of extensive listening. We started with an overview about it, its definitions, and a comparison between extensive and intensive listening types. Then, after discussing its advantages and the materials used as well as its strategies and difficulties, we ended up with the importance of extensive listening and the teachers' role in EL task. The second chapter is the practical part. It is concerned with the field work of this study. It deals with the sample and the research tools. It describes the administration of both students 'and teachers' questionnaire and the analyses the results obtained from the

questionnaire. Finally, it ends up with the pedagogical recommendations and limitations of the study in addition to the general conclusion.

Chapter one: Literature Review

Introduction

Listening is a key social interaction skill, and it has been found that people receive new messages more effectively via listening than reading. From four aspects of skill (listening, speaking, reading and writing). It is naturally considered as the primary source in the acquisition of the native (first) language.

This chapter consists of two sections. The first section is primarily concerned with listening skill in general. It defines it from different scholars' perspectives. besides, it deals with steps and stages, process and strategies of listening followed by its types and sources. It also calls attention to the importance of listening in language teaching and the main students listening problems, further, it points out the difference between hearing and listening. The second section is dedicated to deal with EL. It sheds light on the EL overview, its definition and its advantages. In addition, it investigates the difference between EL and IL followed by materials and activities used in EL tasks. Furthermore, it highlights the importance of EL, teachers' role and difficulties in EL practice.

1.1. Section one: Listening skill

1.1.1. Definition of listening skill

The concept of listening has been discussed by many scholars. Underwood (1989 as cited in Gilakjani & ahmadi,2011,p.1) provide a simple definition of listening by saying that "the actively of paying attention and trying to get meaning from something we hear ".This means that listening is the ability to pay attention and get the meaning of what others are saying. Putri (2014, p.3), on his part, claimed that "listening involves identifying the sounds and processing them to words and sentences. " In few words, listening means the capacity to understand the speakers 'utterance (words, sentences, pronunciation).

Listening skill is one of the basics of learning and acquiring a language. Linse (2005) stated that listening is an active process of making sense of what we hear .It is considered as a receptive skill .It requires the desire to get, receive and understand the language input.

According to Linse (2005) ,the old belief that listening is a passive skill since children can not produce while listening ,is not true .when people listen and understand something ,they are not processing what they hear but they connecting it to the previous knowledge or what they already know.

Moreover, he claimed that listening and speaking are oral skills while Reading and writing are written skills. Listening and reading are receptive skills because the focus is on receiving information from the source. However, speaking and writing are productive skills because the focus is on producing information.

Tayagi (2013) asserted that listening skill is a medium of receiving messages .It is a combination of hearing what speakers say and interacting with whom you are talking .It needs a high level of person's attention and energy. Listening process includes a sender, a message and a receiver. In other words, it is a process that includes three Key important components which are: a speaker, a sound (words, sentences) and a listener. It demands our attention to receive and comprehend the message and its meaning from the source to respond appropriately and effectively.

Furthermore, listening is an essential skill that must be mastered and developed by foreign language learners .Gilbert (2005 as cited in Bozorgain, 2012) claimed that students spend approximately between 65%and 90% of their learning through listening. In fact, this idea emphasizes the crucial role of listening skill and its positive influence on the other skills: Reading ,writing ,speaking.

Similarly, Scott and Ytreberg (2000, as cited in Ghonivita et al,2021) pointed out the importance of listening by stating that pupils mainly start learning foreign language by hearing through their ears .what they hear is considered as the main source of the language .Thus , listening skill is the starting point to acquire the language by receiving the input before the other skills.

Nation and Newton (2009) believed that listening is a way to learn a language .It provides the learners with information needed to build up their knowledge to use that language .When knowledge is constructed the learners can start to speak and use the language.

From the definitions above, it can be conclude that listening skill is the ability to catch and understand the speakers' accent, grammar, vocabulary and get the meaning. It plays an important role in learning a foreign language. It allows learners to acquire a language through receiving the input. That is to say, listening is the primary means and source for providing learners with necessary information to build their knowledge about the target language and communicate effectively and successfully with others.

1.1.2. Steps of listening

According to DeVito (2016), listening is a combination of skills including: receiving, understanding ,remembering, evaluating and responding to verbal and/or non-verbal messages as follows :

1.1.2.1. Receiving:

It is the first step of listening process. It means to focus the attention on hearing the speakers' messages. In other words, in receiving messages attention should be focused on both verbal and non -verbal signs.

On the other hand, hearing happens when you get information by ears through auditory stimulus (sounds). So, the ears are the first organ involved in this phase. While, listening start with receiving messages either verbally or non-verbally. Those messages include words, gestures and facial expressions...

In this step, listening for the message is a selective process because the listeners listen to what is interesting and valuable to them and give less attention to what is not important.

1.1.2.2. Understanding

During this step, listeners attempt to decode the speakers' message. It means, to determine the meaning of the message (words, sounds) received by the listeners to understand what does it mean.

1.1.2.3. Remembering

The remembering step happens when the listener retains the information or the message that s/he has received from the speaker. So, the messages that the person receives and understands have to be retained for a period of time to be remembered .It is not necessary to remember what was exactly said but to remember what you think was said.

1.1.2.4. Evaluating

The evaluating step occurs when the brain assesses the information which has been received .In other words , evaluating is the process of judging the sender's message ,credibility and truthfulness .Thus ,your own prejudices will influence what you judge to be good and what you judge to be bad. Aa a result, the evaluating of the same message can be different from one person to another.

1.1.2.5. Responding

It is the final step of the listening process which refers to as a feedback. This stage requires the receiver involvement through verbal and /or non-verbal feedback because there is no way to determine whether or not that the message was successfully received.

1.1.3. Types of Listening:

According to Rost (2011), there are six types of listening which are : intensive listening ,selective listening, interactive listening, extensive listening, responsive listening and autonomous listening .

1.1.3.1. Intensive Listening

It refers to listening carefully to what is being said (sounds, words, phrases). It requires learners' attention to decode the input in order to analyse it . This type focuses on phonology, syntax, lexis .This means that intensive listening needs to concentrate and pay attention to all the details.

1.1.3.2. Selective Listening

This type refers to listening with attempting to select and gather specific information to perform a task .It usually focuses on the main ideas of the listening process .In selective listening, learners try to construct information by attending to what they want to hear only or what is necessary for them.

1.1.3.3. Interactive Listening

It means listening in collaborative conversation where the learners can interact verbally with each other and with native speakers for the purpose of discovering new words, knowledge, and culture. It focuses on how to be an active listener through, for example, asking questions.

Interactive listening has an important role in language development.

1.1.3.4 Extensive Listening

Refers to listening for an extended period of time in the target language. The period depends on the learners' desire (e. g several minutes at Time). The focus is on meaning and it is usually done outside the classroom. The sake of extensive listening is to listen for both academic purpose and for pleasure. In addition, some aspects of teaching extensive listening are to improve listening skill and build confidence. It is also important to access the language input. (This type will be fully discussed in the next section).

1.1.3.5. Responsive Listening

It is a type of listening practice in which the learners' responses are the goal of the activity. This type focuses on the learners' reaction to the input. It involves listening to a short or a brief input such as, question and then responding to it. Here, the learners attempt to respond effectively and express their ideas and opinions.

1.1.3.6. Autonomous Listening

It means, listening independently or self-direct listening. In which the learners have the right to select what they want to listen. This is to say, the learners who select the input. They are responsible for the input selection, task completion and assessment without the direct guidance of the teacher. This type can involve all the previous types.

To conclude, all the six types are useful for learning and acquiring language.

1.1.4. Stages of listening

Wilson (2008) stated that during teaching listening lesson the session is divided into three parts; pre-listening, while-listening, post-listening.

In each stage, teachers and learners have an important role and there are many activities involved.

1.1.4.1. Pre-listening Stage

At this stage, the teacher prepares the student for the listening activity by introducing a little necessary information about what they are going to hear. It is like a warm up process to get the general idea. This stage involves two steps. The first one includes activation schemata in order to help them predict the content. The second step is about setting up the reasons to listen. This means that, the pre-listening activity is done to activate students' previous knowledge to help them understand the input they are going to listen. It takes a short Time (few minutes) through many strategies like, presenting pictures, asking short quizzes and explaining highlighted words.

This phase occurs before the listening activity. It is like a preparation for students to get the content and motivate them to participate.

1.1.4.2. While Listening Stage

After preparing and motivating learners during the pre- listening stage, the learners at this stage hear the listening passage or the input. The aim of while-listening phase is to practise listening through several set of activities given by the teacher.

In the case of listening for gist, students should only listen to the input once, although there are times where students can hear the input twice or more .As an example, listening to specific information and details, checking their answers and answering details questions. There are various opinions on how many times students should listen to the input. Some of them claimed that the listener could only hear them once .they base their opinions on real-life situations in which people may not be given a second or third chance.

Others argue that for the listening purpose, giving students the opportunity to listen for several Times Can reduce their anxiety as well as make the message clearer specially if the message is long and difficult.

1.1.4.3. Post-listening Stage

The post-listening stage was designed to check students' understanding of what they had heard .This means that, at this step students relate what they have listened to with their own ideas .The teacher can help them to respond to the input of the activity either orally or in writing by asking/answering questions, and by discussing ambiguous vocabulary to make sure that they have understood what they have received.

1.1.5. Processes of Listening

Listening is divided into two processes:

1.1.5.1. Bottom-up Process

The listener uses linguistic information to derive meaning in a bottom-up processing style. “The lower-level processes (bottom-up) are triggered by the sounds, words, and phrases that listeners have as they attempt to decipher,” (Peterson 1991). In other words, while using the decoding system to analyse sounds into words, phrases, and sentences, listeners use “bottom-up” processes.” In other words, listeners use “bottom-up” processes while using the decoding system to analyse sounds into words, phrases, and sentences.

1.1.5.2. Top-down Process

The top-down process focuses on the overall understanding of the message rather than individual sounds and words. The listener applies prior knowledge to solve a linguistic challenge, which Ellis (2003) defined as “schemata and structures.”

1.1.6. The importance of listening skill

According to harmer (1998), one of the most important reasons for listening to the spoken language is to allow students to listen to different varieties and accents of a language. For instance, listening activities give them the opportunity to understand that English spoken by British people is different from that spoken by American people .In other words, those activities enable the learners to know that there are many different accents such as ,British and American accents even though the language is the same .

The second main reason is that teaching listening helps learners to acquire the language subconsciously. The English language has its special features like, grammar, pronunciation. When students are practising their listening activities, they can automatically get and learn new information even the teacher do not pay attention to these features. For instance, rhythm , intonation and stress .

Gou and Wills (as cited in Shariyevna and Atxamovna, 2020, p.445) stated that "it is the medium through which people gain a large proportion of their education ,their information, their understanding of the World and human affairs ,their ideas ,sense of values " .This denotes that , listening skill plays a fundamental role in communication between people ,their point of view and their academic achievement .It also takes a huge part in language teaching program as speaking ,writing and Reading .

1.1.7. Listening Strategies:

Listening Strategies are so beneficial for students to develop their comprehension, but it is insufficient unless teachers improve students' vocabulary, grammar, and phonological understanding. Vandergrift (1999,as cited in Allag&Bouaziz) claimed that "Strategy

development is important for listening training because strategies are conscious means by which learners can guide and evaluate their own comprehension and responses”.

1.1.7.1. Cognitive Strategy

Cognitive strategies are distinct learning processes that learners use in order to understand linguistic input and gain knowledge. For example, when a learner comes across a difficult term in a text and infers its meaning from the context, he is said to use the cognitive technique. In addition, cognitive strategies are those that control the input or use a certain skill to complete a particular task (Holden, 2004; Meang, 2006; Griffith, 2004; Azumi, 2008; Martinez, 1996). Cognitive strategies, are defined as methods that "reflect mental manipulation of activities," such as practicing and analysing, and enable learners to grasp and produce new language in a variety of ways (O'Malley and Chamot ,1990, as cited in Serri, et al., 2012 ,p.844)

1.1.7.2. Metacognitive Strategy

Metacognitive strategies refer to the actions that learners use consciously while listening to a spoken text attentively. Metacognitive strategies are concerned with knowing about learning. This means that learners learn how to learn with metacognitive strategies. Metacognitive strategies include:

- Planning: advanced organization, directed attention, selective attention, and self-management.
- Monitoring: comprehension monitoring, auditory monitoring, double-check monitoring.
- Evaluation: performance evaluation, problem identification. Vandergrift (1997). As a result of this language learning strategy, learners are involved in thinking about the process of learning while they are planning, monitoring, and evaluating their own learning. Exactly like pre tasks activities (Holden, 2004, as cited in Serri, et al.,2012).

Learners utilize metacognitive strategies to examine and assess their comprehension of the listening text.

1.1.7.3. Socio-affective Strategy

Social/affective techniques are strategies that learners use to learn through interacting with their classmates and teachers in order to understand the special subject or to reduce their anxiety. Although their importance, only a few scholars have attempted to investigate the usage of listening strategies and L2 listening skills, such as Vandergrift (1997; 2003), Goh (2002), and Liu (2008) (Serri, et al.,2012).

1.1.8. Sources of Listening in EFL courses

1.1.8.1. Social media

Social media applications have become increasingly important in the development of listening skills. Learning and teaching social media devices, in particular, are flexible; that is, they can be used synchronously or asynchronously. A synchronous situation occurs when learners and teachers communicate in real-time. Time is limited in such a situation, but it is not geographically limited. Synchronous situations are represented by teleconferencing, video teleconferencing, and online chat. On the contrary, the asynchronous condition is not constrained by time or location. Asynchronous circumstances include e-mail, correspondence courses, and Web/server-based applications (AstorgaCabezas, 2015).

1.1.8.2. Television

Television, according to the Oxford Learner's Pocket Dictionary, is "an electrical device having a screen on which you can view movies and listen to music." The use of television in the English language classroom allows students to access a wider range of content. Information in which visual and aural clues to meaning are provided by television in English class. In other

words, the context in which the TL is employed is provided by television for FL learners. In other words, non-verbal communication. According to the Oxford Learner's Pocket Dictionary, television is "an electrical gadget with a screen on which you can watch movies and listen to music." Students can access a greater selection of topics by using television in the English language classroom. In English class, television provides visual and aural clues to meaning. In other words, television provides the context in which the TL is used as well as the nonverbal communication for FL learners. In other words, the learners have access to the behavioural or paralinguistic elements of the spoken text. Mishan (2005, p.135) wrote "TV as a universal medium connects learners to the target culture language in the same way as it does in the host society; it allows them to witness their customs and relationships with one another." To put it another way, television can help people learn about the culture of the target language. That is, the student can observe how life is for FL users. To summarize, using television as authentic content in EFL classes is a tremendous motivation; it enhances students' English vocabulary, lexical power, and listening ability when they are able to see their linguistic characteristics.

1.1.8.3. Movies

According to Mishan (2005), "the one that is designed to appeal most directly and totally to our emotions, as well as the one that is most clearly ingrained in learners' minds as a medium of amusement," a movie is "the one that is designed to appeal most directly and fully to our emotions." (p.223). It denotes that any instructor who has shown the video in class has improved his or her students' learning. Students are both learning and having fun. As a legitimate source, films have a number of advantages. "Historical films may be used in the classroom to provide students a better understanding of the past." (Tourki,2013, p .223).

1.1.8.4. Audios

Students can learn to listen through listening to audio segments such as radio broadcasts, educational lectures, online podcasts, and other audio messages. It is vital to use interactive listening programs with pupils in class and then instruct them to repeat the exercise independently. First and foremost, instruct students to prepare for listening by imagining what they want to learn from the content of the audio segment. Djabbarova (2020). It's up to the teacher to choose shorter or longer audio segments and also to choose more challenging or more accessible materials for this type of exercise.

1.1.8.5. Group Activities

Large group activities also provide students with the opportunity to help others. This strategy is useful for teaching students listening skills. For instance, the teacher might begin with a simple group activity. For the first activity, students are divided into the groups of Five or more and instruct them to learn one interest or hobby of at least two other Group members. It is necessary to encourage students to ask clarifying questions during the activity and the teacher may allow them to takes notes because it is helpful. While, as time passes and their skills grow, it should limit students to only write Notes after the completion of the first activity. The second part of the activity is to allow students sit in a large circle and then have each individual student to share their Name and their interest hobby of the group member that they met. This second part of the activity leads to additional listening exercises.

1.1.8.6. Interpersonal Activities

The non-threatening and effective way for students to develop stronger listening Skills can be done by interpersonal activities such as mock interviews and storytelling. Students are assigned to small groups of two or three they are given by a particular listening activity to

complete. For instance, the teacher may have an interview³¹ with a student for a job with a company or for an article in a newspaper. Even a storytelling activity can give students the opportunity to ask one other question and then practice active listening skills

1.1.8.7. Songs

Songs in general use simple conversational language with a lot of repetition. They can strongly activate the repetition mechanism of the language acquisition, which is just what many teachers look for in sample texts. This type of repetition Presented in songs will activate the students to get a lot of pattern drills automatically without realizing it. “Songs offer a lot of practice for students to link the sounds of phrases or sentences naturally as they listen and sing, following the tape, so that they can improve their pronunciation and the use of natural reductions of English without noticing it”. (Arivalo,2010). Songs facilitate the learning of a language in interesting and effective ways. Most of our students have access to this form of culture. Songs that touch upon social issues and cultural aspects are appropriate choices. By adopting a learner-cantered approach, students are able to participate, exploit and experience the meaning of the songs themselves. The interactive and reflective Learning process will generate an abundance of language output from the students.

1.1.9. Hearing Vs listening:

Hearing and listening are two terms often used interchangeably but there are important differences between them should be highlighted .Hearing is a physiological process of perception the sound waves without paying attention to their source. It done by ears. While, listening refers to the process of receiving and understanding the oral language produced by the speaker .it requires the attention to attend and comprehend the speakers ‘message ,content ,ideas in order to get what is in their mind .(Rost ,2011). In short, listening and hearing are not synonymous. Hearing is a passive process.It is

an automatic response to the sound around us .However, listening is an active process .It involves our capacity to catch the meaning of the message, sound, and word.

1.1.10. Factors affect listening skill negatively

Boyle (1984) classified some factors that Can affect EFL listening comprehension negatively in three categories, based on his survey of EFL teachers and learners: speakers factors, listeners factors, factors in materials and medium.

First, speaker factors include the linguistic ability of the speakers which has an important role in comprehension, the speech rate and the quality of the speech. Second, listeners factors are related to background knowledge, the complexity of grammar, vocabulary, cohesion of the text.

Third, factors in materials and medium, those factors have a relation with listeners, such as, if they are motivated or not, memory, also with background knowledge of the content and especially the materials used.

According to Underwood (1989, as cited in Gilakjani & Ahmadi ,2011)), there are seven factors Can affect listening comprehension.

- First, the listener cannot control the speed of delivery because learners can not control a faster deliver of the speech and feel that the message is gone before they catch it and get the content.
- Second, listeners can not always have words repeated .It means that the learners do not have the opportunity to ask for repetition of the message .This is what can make serious of problems because the teacher can not be sure if the students understand the message or not .he is the only one who has the right to decide whether to repeat the input or not.
- Third ,listeners have a limited vocabulary .the speakers sometimes choose and say unknown words and high level of vocabulary which causes the listeners to stop listening and think about the meaning .As a result ,they will miss the other part of the speech .It could be said ,if the

learners have a good level of vocabulary ,they will understand the speech easily .

- Fourth, listeners may fail to recognize the signals that show the speakers is moving from one part to another .As an example ,sometimes the speakers use some of formal signals like, firstly , secondly or use gestures ,pauses to move from one point to another .If the learners are not aware about these signals they will miss and find some problems to understand the text . Fifth, learners may lack contextual knowledge .If the learners are familiar with the content, the communication will be easier .Even if the learners understand the surface meaning of the text .they will have some difficulties to comprehend the exact meaning of the speech .Unless they are familiar with the context .In addition, facial expressions, gestures can be misinterpreted by listeners from different cultures and knowledge.

- Sixth, it can be hard and difficult to concentrate in foreign language. Sometimes very short break in attention can damage comprehension. students have to be aware and have huge amount of attention and efforts to get the speech and catch the meaning. However, it is easy for them to focus if they find the listening passage enjoyable. Seventh, students have established some listening habits, for example, wish to understand every word in the speech which leads them to feel that they are not able to understand a lot of words or particular accent.

1.2. Section Two: Extensive Listening

1.2.1. Extensive Listening Overview

The success of the extensive reading strategy, which encourages learning by doing, is linked to the emergence of extensive listening. According to extensive reading researchers, reading skill is best learned through regular reading. Therefore, listening skills can also be learned and developed by frequent listening.

However, extensive listening has received little attention since the concept has not been discussed or applied in the same way that extensive reading has.

Renandya and Farrell (2010) pointed out that many researchers like (Adams,1998 & Day and bamford 1998) emphasized the importance of extensive reading in developing Reading skill because "Reading is best learned through reading ."It helps students to improve vocabulary, reading comprehension, words recognition skills and fluency. Moreover, learners can develop their awareness and positive attitude toward reading and other language skills in general.

As a result, it is possible to apply the notion of extensive reading to teach listening through extensive listening. They state that extensive listening can be defined as "all the different types of listening activities that permit learners to get a plenty of comprehensible and interesting listening input". In other words, Extensive listening is considered as a method for developing learners' listening skill. In addition ,students are encouraged to listen to a large amount of the target language comprehensible input for a long period of time and select the listening materials that are pleasurable and interesting for them .

1.2.2. The Definition of Extensive Listening

According to Yeh (2013), Extensive Listening can be referred to as a personalized listening activity that aims at exposing students to a large amount of the target language input depends on learners' level and interests. Brown (2007, As cited inYeh,2013) mentioned that the purpose of extensive listening is to enhance automaticity of recognition of words in the spoken form as well as to develop aural fluency and overall comprehension. Harmer (2007) stated that learners can improve their listening skill and get a valuable input through both extensive and intensive listening .As well as they can develop their speaking skill and their own pronunciation via listening to a variety of voices instead of teachers 'voice only

.For him ,in extensive listening students have the right to select for themselves what they are going to listen to for pleasure and get a large comprehensible input with general language development .It usually takes place outside the classroom like ,in home ,car ,personal MP3 players and it does not require teachers 'intervention .

Field (2008) claimed that extensive listening is one of the means to promote listener autonomy. That is, to encourage listening for pleasure and general ideas rather than focusing on specific details of the language input and without teachers' instructions .It is also important for the learners to select what is appropriate for their level and area of interests.

Extensive listening usually occurs in students 'leisure Time for a long period of Time Learners are the ones who choose what they want to listen to. The more they practice, the better they will acquire the language in general. This indicates that when they practice, they will learn a lot of words, phrases, knowledge. In return, they will resolve the language issues they have faced (Al-jawi ,2010).

Ucán (2010) asserted that in extensive listening, students are learning by doing. This is to say learners can enhance their listening ability through practice by doing different listening activities. In addition, the selected materials should be appropriate with students' competency level, and relevant to their interests in order to keep them listening for pleasure while developing their skill. Learners should also feel completely comfortable and not pressed during listening activities.

Furthermore, Widodo and Rozak (2016) reported that extensive listening can be considered as one of the listening strategies that helps students to listen to self-selected and different types of listening materials based on their choice and suit their perception ability. This

definition denotes that in extensive listening activity, there are three main elements that should be highlighted:

- First, self-selection of listening materials motivates students to practise because they will choose the materials that fit their desire in a pleasurable way.
- Second listening to a variety of materials allows students to spend a long time practicing and discovering a large number of beneficial materials.
- Third, listening materials should be appropriate to their comprehension level (As cited in Su et al, 2021).

To conclude, in extensive listening, learners are exposed to a big amount of the target language comprehensible input for pleasure outside the classroom. They are not expected to understand almost everything, but they should get the general ideas and enjoy their listening practice. It is one of the best ways to improve listening skill.

1.2.3. Extensive listening Vs Intensive Listening

Students can improve their Listening skill and get a valuable language input through both Extensive and Intensive Listening. This means that both kinds are very important since they can help learners decrease their Listening difficulties. Yet, the difference between the two types should be highlighted, for the purpose of making a distinction between them.

Gilakjani and Ahmadi (2011) clarified that in Extensive Listening learners listen to the global meaning and the general ideas of the listening text. It usually takes place outside the classroom. In other words, EL requires students to grasp the general information presented in the listening passage with the aim of improving the overall listening ability. Whereas, Intensive Listening means Listening for specific details in the text. It requires students to understand each word and sentence. Moreover, Harmer (2001) stated that EL involves different listening

activities that occur outside the classroom. In addition, learners are free to select what they want to listen to for the purpose of getting a large comprehensible input. While, IL requires students to listen to specific things in the speech and to comprehend everything.

According to Al-Jawi (2010), EL needs learners to listen to a lengthy text for a long period of time in a leisurely way. Learners have the right to choose what they are going to listen to on their own. However, Intensive Listening requires listening to a short text several times for specific purposes with teachers' instructions. Learners should pay attention to all the details.

Change (2012) differentiated between IL and EL by drawing upon the suggestions of Field(2008), Renandya (2011), Waring which is shown in the table.

Table 1: Differences between EL and IL (Change,2012, as cited in Karlin& karlin, 2021)

Extensive Listening	Intensive Listening
▪ Listening to (or being involved in) massive amounts of text ▪ Text which learners can understand reasonably smoothly. ▪ High levels of comprehension ▪ Listening without being constrained by pre-set questions of tasks ▪ Listening at or below one's comfortable fluent listening ability	▪ Listening for specific information. ▪ Listening for the exact words and phrases or expressions. ▪ Listening for details. ▪ Listening to mimic text.

On one hand, Lynch (2009) has defined EL as “the oral equivalent of Extensive Reading “ (p.153). Thus, EL can be defined and described by adapting five broad principles that define Extensive Reading:

- 1.2.3.1. Quantity** learners should listen to large amounts of the target language text.
- 1.2.3.2. Comprehensibility** oral text for listening should be easy for learners to understand or just above their current comprehension and linguistic level.
- 1.2.3.3. Learner centeredness** learners should listen at their own pace to oral texts of their choice with no intervention from the teacher other than giving guidance or help when if students need it.
- 1.2.3.4. Meaning- orientation** learners listen for meaning, not form, and their oral texts should be preselected for their potential relevance, interest not for their linguistics content.
- 1.2.3.5. Accountability** learners are required to demonstrate some kind of accountability for what they listen to. (Adapted from Mayora, Nieves and Ojeda, 2004).

On the other hand, IL is also one of the most common methods of teaching foreign language. In intensive listening, the teacher brings an oral text (audio-only or video) to the class and guides the students through a three-phase classroom procedure including activities before, while, and after listening. The audio is played by the teacher a number of times (usually between two and three) and the activities of each phase are reviewed either as a whole class or in small groups.

Ahmadpour (2018) argued that in intensive listening, students are required to listen to the text several times, or teachers can divide the text or the passage into paragraphs to focus on each one. Alternatively, in extensive listening, students will not be asked to understand each sentence and every word, and they are encouraged to grasp the general picture of the message. The main goal of extensive listening is to help format the habits to understand the content and

to functionalize the overall listening ability. While, Intensive listening goal is building basic learning skills.

1.2.4. Extensive Listening Advantages

There are no restrictions on when or where learning can take place. In EL, Learners select any subject that they think appropriate and interesting and simple enough for them to understand. Because students are free to make their own decisions, they are more engaged when they create their own listening material. This alone has the potential to significantly improve learner' listening abilities and entice students to play more active and conscious role in the decisions that affect their own educational pursuits.

According to Waring (2010), Extensive listening is an approach to improve learners' listening fluency. He considered that the best way of learning and acquiring English is to read and listen to the language extensively. He argued that "If you understand almost all of the text you listen to, you can build your word recognition speed, you'll notice more uses of grammar points, more collocations and generally your brain will be working very effectively."(Waring,2010,p 257-273)

Waring added that extensive listening helps students develop learners' automatic processing of language, which enables them to have high concentration and listening comprehension level of what they are listening to. He suggested that extensive listening helps to direct learners' attention to pronunciation and intonation patterns of the spoken language.

Students are more interested and motivated to learn when they engage in extensive listening because they choose their own listening materials as mentioned previously. Furthermore, the teacher is capable of leading. A lot of listening both inside and outside the class helps students improve their linguistic skills. It is very beneficial in EFL classrooms when

teachers place a higher priority on English grammar, vocabulary, and reading. Furthermore, students become aware of their self-study duties and make their own opinions. They must, for example, consider the various types of listening resources available when they research. Topics, length, and difficulty are all important aspects to consider.. Therefore, “extensive listening Should not only foster the development of Learners’ listening skills, but also their ability to more consciously guide themselves in independently learning a second language” (Holden, n. d., p. 310).

All in all, there are several advantages to implementing EL in contexts where English as a foreign Language (EFL) is taught. Language learners benefit from extensive listening because it can increase the amount of exposure to the language. It allows students to select listening materials that are appropriate for their level of proficiency. Moreover, it reduces students ’feeling of anxiety, and frustration of inability to understand the spoken language because they can listen to it in a calm setting; in addition, draw their attention to the ability to grasp speech as well as opportunities to learn and expand one’s vocabulary regarding other aspects of language, such as stress, intonation, and pronunciation by listening.

1.2.5. Extensive Listening Materials

With the development of technology and internet, finding Extensive Listening materials has become somewhat easier .This improvement allows learners to select the appropriate materials that can be interesting and understood for them .actually ,in extensive listening ,learners have the option to choose different kinds of materials such as , audio ,audio-visual ,multimedia materials.

According to Holden (2008), extensive listening materials Can take the form of "audiobooks ,storytelling ,website ,spoken words and news websites ,interviews, videotapes

,TV ,YouTube ,movies and dramas ,academic lectures ,speeches and virtually any type of music that has comprehensible lyrics ."p.309 In addition ,all those materials are easy to access and download and they are available.

Howard (2016) stated there are many scholars argue the use of graded materials to help students reach and comprehend the input. Waring (2008, As cited in Howard, 2016) asserted that, as in extensive reading, comprehensible input is very important in EL. Therefore, the use of graded materials is essential in listening activities that involve scripted or graded texts. He claims that learners should be able to understand almost the whole text. Further, the difficulty of the text should be one or two below their proficiency level. However, other educators like (Alm,2013; jiaju,1984) emphasized the use of authentic materials such as, broadcasts, podcasts, film and so on...To expose learners to a lengthy and a variety of texts for a long period of Time. Moreover, the use of authentic materials had many beneficial aspects. First, it helps learners to hear the language in its naturel setting. Using this kind of materials allows them to be exposed to more realistic situations. In addition, Field (2000) added that authentic materials expose students to different characteristics of the spoken language such as, stress, intonation, pauses. According to Ivone and Renandya (2019), learners Can select the materials based on their degree of comprehension .These materials Can be obtained in a variety of formats including audio ,visual and textual.

Audiobooks for graded readers are an example of auditory materials. They are not always free to download. Furthermore, several academics recommend the use of graded audiobooks since they might give learners with easy input, especially for lower proficiency level.

In addition, podcasts are considered as auditory materials. According to Kidd and Chen (2009, as cited in Ivone & Renandya, 2019, p.367), podcast is "multimedia file distributed over the internet using syndication feeds, for play back on mobile devices and personal computers."

They point out that other extensive materials such as, fictions or non-fictions videos, movies, talk, TV show, news, documentaries can be found on the internet. Furthermore, they recommend a number of available websites that provide learners with audio and audio-visual resources appropriate for their proficiency level they are:

- BBC Learning English
(<http://www.bbc.co.uk/worldservice/learningenglish/multimedia/>).
- Breaking News English (www.breakingnewsenglish.com)
- British Council Learn English
(<https://learnenglish.britishcouncil.org/apps/learnenglish-podcasts>)
- ELLLO/English Listening Lesson Library Online (<http://www.elllo.org>),
- ER-Central (<https://www.er-central.com>)
- Englishclub (<http://www.englishclub.com/listening>),
- ESL Podcasts (<http://a4esl.org/podcasts/>),
- ESL-bits (www.esl-bits.net),
- ESL-Lab (www.esl-lab.com),
- ManyThings.org (<http://www.manythings.org/b/e/>).
- Real English (www.real-english.com).
- Spotlight Radio (<http://www.spotlightradio.net/listen/>),
- Storyline Online (<http://www.storylineonline.net/>).
- Teacher Tube (www.teachertube.com),
- To Learn English (www.tolearnenglish.com),

- Voice of America Special English

(<http://www1.voanews.com/learningenglish/home/>).

According to Harmer (2007) ,students Can get extensive listening materials from several sources .There are different kinds of audio materials that Can be used by learners to perform their extensive listening tasks .For instance ,tapes ,recordings , download podcasts ,radio ,CDs .All these materials help students to listen to variety of voices and acquire the language better .They give them the chance to engage in different listening activities inside and outside the classroom .

In short, extensive listening materials are useful if the learners enjoy what they are listening to and get the language input easily. Moreover, the selection of materials should fit the learners' proficiency level to ensure that the materials used are appropriate with students 'comprehension level.

1.2.6. Extensive Listening Strategies

Waring (2008) suggested in his article some extensive listening strategies that Can be considered as a helpful step for both teachers and learners in the listening process. First, choosing the right EL level, this means that it is important to choose the appropriate level of extensive listening process because the main reason to succeed in your extensive listening task is to know how to be selective when you choose the listening text that fit your level and interests.

Second, choosing the right materials, extensive listening materials should be carefully selected because there are lot of materials difficult to be understood .In other words, choosing the right materials with the appropriate level is an important Key to reach meaningful input .In

addition, the best way to select the suitable materials is to find those they are comfortable for your level and enjoyable.

Third, listening while reading is a good technique during the listening activity. Students can build their reading vocabulary, see how the words are written and improve their pronunciation.

Fourth, enclosing motivation is very important to motivate students in their listening activities to help them focus and encourage them to practise.

Fifth, enjoy your listening is a strategy to avoid boredom and motivate students to be involved and enjoy the listening tasks.

Moreover, It should be pointed out that Renandya (2011) offered different listening activities that Can be applied by the teacher in the listening practice, such as ,narrow listening ,teacher read-aloud ,repeated listening .

Firstly, narrow listening activity which is a great way to provide learners with a short conversational language that focuses on familiar contents .In other words ,in narrow listening, learners are exposed to listen to a similar language content or topic repeatedly.

Secondly, teacher read-aloud activity can be considered as a useful strategy to develop learner 'listening skill or it is a great source of extensive listening activities inside the classroom .it Can help them to increase their vocabulary and motivate them to engage freely in learning.

Third, repeated listening activity aims to develop learner' listening comprehension skill. It should be interesting to encourage students take part in the activity. As a result, the more they repeat the more they will improve their listening skill effectively and get a valuable input. In

addition, the teacher can design a listening task that includes multiple listening (listening more than once) (As cited in Ulfa,2019).

1.2.7 .Extensive Listening Difficulties

Although extensive listening has many benefits, there are many difficulties that Can face learners especially, beginners and students with lower proficiency level.

According to Renandya and Farrell (2010) ,there are many features of speech Can make the spoken text difficult for learners .Buck (1995) and field (2003) stated that the following can be regarded as the causes of comprehensible problems.

First ,speech is fast ,EFL learners and language beginners think that the spoken text at normal and slow speed is perceived very fast .Buck (1995, As cited in Renandya& Farrell ,2010) reported that the speech rate has a correlation with comprehension success of the spoken text. As an example ,increasing speech rate leads to decreasing students ‘comprehension ,and when the speech rate reaches a critical level and goes very fast ,the comprehension level will be impossible. Therefore, It is important for teachers to be aware of the critical level of the students which is normally much lower than the advanced learners.

Second, because speech is flexible, the words frequently take different forms when they are woven together. They are Sometimes completely articulated, but most of the Time they are changing. When speaking, the speakers have the ability to change ,drop and add sounds .This is what causes some learners to find difficulty with word recognition words because the pronunciation differs from isolation .For instance , "what is up " can be generated in the same way as "sup" so, the question word "what" and the vowel sound /I/ in "is" are dropped

Third, words boundaries are blurry, words In speech tend to blend with the surrounding words, making the boundary between words difficult to perceive .For example ,the first part of

the following phrases "the standard the hotel achieves" may be misinterpreted by the learners as "stand at the hotel". Thus, it might lead to comprehension breakdown and burden of the learners.

Fourth, speech has to be processed in Real time, in the case of reading, we can pose, we reread a part of the text that we did not understand and sometimes we can even skip some words, sentences or paragraph. Moreover, in the case of speaking, we can also ask the speakers to repeat the sentences for second time, but we can not do these things with listening because we have little control over what the speakers are saying and the speed of the speech. These features of speech cause a serious problem for EFL learners when listening to tape-recorded speech.

1.2.8. The Importance of Extensive Listening

Extensive Listening is considered as a method to develop language proficiency for a long time. It is related to listening for pleasure or listening to easy text. The focus is on the meaning rather than the form because the learners are supposed to achieve a high level of comprehension input (Tran & Tran, 2021).

Many researchers have confirmed the importance of extensive listening practice because it has a lot of benefits that help learners to deal with their listening problems.

Vo (2013) clarified that Extensive Listening has an important side EFL setting. Students are highly motivated to learn because they choose the listening materials by themselves that can be done outside or inside the classroom. Moreover, the learners will be responsible for their self-study and their decisions. Extensive listening practice should not focus on developing listening skill only, but also on developing learners ability in their Independent learning and

acquisition of the second language. In addition, it helps teachers to pay attention to grammar, reading, vocabulary.

According to Renandya and Jacobs (2016), extensive listening can help students to deal with speech rate because they often can not understand what they are hearing due to the speed of the speech. This can make some barriers for them to process the input and get the meaning. It can improve learners' words recognition and their listening vocabulary. In addition, EL can enhance students' bottom skill and give them the opportunities to experience high level of language perception. Therefore, through Extensive Listening method, EFL students who listen extensively will become more fluent. They will increase their ability to recognize words, phrases, sentences. Thus, their capacity to understand overall meaning also goes up.

In general, one of the main goal of EL is to develop listening fluency through the right selection of students' listening materials that fit their real proficiency level. As a result, they can listen in pleasurable and relaxing manner and focus their attention to understand the speech. In addition, in EL learners have the chance to acquire vocabulary and other features of language, develop their pronunciation, increase motivation for learning and promote sense of success.

1.2.9. Teachers 'role in Extensive Listening

Renandya and Farrell (2010) stated that extensive listening activities can be self-directed listening for pleasure outside the classroom and teacher-directed dictation or read aloud. From this view, it should be mentioned that EFL teachers have some specific instructions to guide learners in their extensive listening practice.

Renandya and Jacobs (2016) claimed that teachers play a great role in EL activities that take place inside classrooms .They should motivate students especially those who need help and support .For example, struggling listeners need more control and attention .In this case ,teachers Can help them to select suitable materials accordance with their level ,provide them with helpful strategies for their learning process ,and encourage them to engage with their peers in different kinds of tasks .

They should create interesting and enjoyable listening activities because giving students the opportunity to watch interesting videos, movies and pushing them to share with others their views, opinions and feelings can be a motivational strategy.

Conclusion

This chapter is a general representation of the most significant concepts related to the current study. The chapter starts with some definitions of listening. It tackles different types, steps, stages of listening in addition to, the importance of listening skill in language teaching and learning. Then, it deals with the various sources and strategies used by both teachers and learners, as well as it draws attention to the difference between hearing and listening and mentions some factors that affect listening in negative way. Moreover, it cast light on the notion of EL and its definitions to show its role in developing listening skill. Furthermore, it tries to provide a clear distinction between EL and IL types to remove the confusion between them. It

also points out the several advantages of EL practice and its importance in EFL classes, besides, it presents the materials and strategies used in EL activities.

Therefore, throughout this chapter, the purpose of discussing both listening and EL is to show how these two terms are intertwined and important in teaching and acquiring second language.

Chapter two: field of work

Introduction:

This chapter represents the practical part of the study. It is devoted to the research methodology and data analysis of this research. One research tool is used, a questionnaire for both students and teachers. The two questionnaires have been used to shed light on EFL students' and teachers' attitudes towards extensive listening. The questionnaire is administered to both second year EFL students at the department of English Mila University Center and teachers of oral expression at the same department. In order to conduct our investigation, to answer the research questions and achieve the aims we tried to find out second year students of Mila University attitudes towards using extensive listening as a strategy to develop listening skill. As well as, we have investigated how oral expression teachers think about extensive listening as a technique for teaching listening to enhance students listening ability. Therefore, this chapter aims to exploring the effects of extensive listening on developing students listening skill. It starts with a research methodology which consists of: population and sampling, data collection tool, namely a questionnaire. In addition, it deals with the analysis and discussion of the obtained results.

2.1. Section One: Research Methodology

2.1.1 Population and Sampling

For the sake of gathering the data, a questionnaire was conducted with second year students of English at the department of university of Mila. The total number of the students is 70 out of 142 of the total population. The participants were selected randomly. The aim behind selecting this sample is the fact that those students have studied listening (oral expression) for 2 years and they know about their strengths and weaknesses. In addition, their answers can help

us to know their attitudes toward extensive listening. Concerning teachers' questionnaire, it was conducted at the same department. We have dealt with 7 teachers of oral expression who have been teaching listening for more than 2years. We addressed teachers' questionnaire online via email and Facebook. The purpose of this questionnaire is to explore teachers' perspective on extensive listening strategy.

2.1.2. Data Collection Tools:

In order to gather data for this study, only one research tool has been used. We relied on questionnaire for both students and teachers. A questionnaire is a series of questions and it is considered as an important instrument of research. It used to collect data from second year students and oral expression teachers about their attitudes towards extensive listening at the English department of Mila University Center(University of Abdelhafid Boussouf-Mila) .The questionnaire is made up of both closed and open ended questions with a simple language for learners to understand and answer easily.

2.1.2.1. Students Questionnaire

2.1.2.1. 1 Administration and Description of Students' Questionnaire:

The questionnaire is designed for second year students to give them an opportunity to take part in this study and investigate their attitudes towards extensive listening. It is composed of 3 sections with the total number of 22 questions, each question is designed to gather some information that serve our topic. These questions are organized in logical order. They require students to pick up the suitable answer(s) from the existing choices , or to choose "yes" or "no" answer with a small justification. The questionnaire took place on Wednesday 14TH April 2022. The learners took 30 minutes to complete it.

Section one: General information from question 01 to question 03.

This section is about the general information of the students. It aims to get the general background information of the participants like gender.

Section two: listening skill from question 04 to question 15.

The second section is entitled “listening skill”. It consists of 12 questions. It deals with EFL students’ interests in practicing listening, their listening difficulties, and also the strategies that they use by the to tackle their listening problems and to improve their listening ability.

Section three: Extensive Listening from question 16 to 22.

This section is entitled ”extensive listening”. It compasses 7questions and aims to investigate students’ perceptions towards the use of extensive listening method to develop their listening skill.

2.1.2.2. Teachers’ Questionnaire

2.1.2.2. 1 Administration and Description of Teachers’ Questionnaire:

For the purpose of gathering information about EFL teachers of MILA university center, we designed a questionnaire and it was concerned with teachers of oral expression module who have been teaching it for more than 3 years. The aim behind this questionnaire is to discover teachers’ attitudes extensive listening practice to teach listening skill. It is composed of 20 questions, both closed ended and open ended. It is divided into 3 sections.

Section one (Q1-Q2): This section represents general background information and it consists of two questions only. It aims to get information about teachers’ degree and their experience.

Section two (Q3-Q13): This section is about listening skill. It includes eleven questions. The aim of this part is to gather information about how oral expression teachers teach listening skill.

Moreover, the reason behind these questions is to know exactly the way teachers deal with listening session, their selection of materials as well as view on the main activities and strategies teachers use inside the classroom. We tried to explore their opinions the main difficulties students face during listening activities.

Section three (Q14-Q19): This section is concerned with extensive listening and its effectiveness on developing students' listening skill. It attempts to investigate teachers' perspective and attitudes towards EL strategy to teach listening and the benefits of EL activities for students. Furthermore, the extent to which EL approach improves learners' listening skill and its positive impacts on student language learning.

2.2. Section two: Analysis and the Discussion of the Results:

2.2.1. Analysis and Interpretation to the Students' Questionnaire

The answer of the questions in the questionnaire are represented in the form of tables, They are repeated in the form of numbers and percentage.

General information : (Q1-Q3)

Question 01 : Gender.

Table 02 *Students gender*

Options	Numbers	Percentage
Female	55	79%
Male	15	21%
Total	70	100%

The first question in this research is about student gender. The sample of this study involved 70 students of second year at Mila University Centre. The participants are (79%) Female and (21%) Male of the total number. The table shows that the majority of the students are female. Most of the students who choose studying English language are girls rather than boys .One possible explanation is that boys believe that it is better to look for a job instead of learning for a long period of time .However, girls prefer to study and get a diploma .

Q 02 : How long have you been studying English language ?

Table 03 *Students experience with English language*

Options	Number	Percentage
2 years	23	33%
3 years	07	10%
More....	40	57%
Total	70	100

The second question aims at exploring if the learners are familiar with English language or not before chosen it as a specialty. As shown, (57%) of the sample study English language more than 3 years. Whereas, (33%) of the students reported that they had only studied English for 2 years. However, (10%) of them opted for 3 years .This represents that the majority of the learners are familiar with English language because they have already studied it at middle and secondary school as a foreign language .

Q 03: How do you evaluate your level in English?

Table 04 *Students 'English level*

Options	N	%
Beginner	3	4%
Intermediate	49	70%
Advanced	18	26%
Total	70	100

Concerning the third question, the participants were asked to evaluate their level in English by themselves. From the table, it is clear that the majority of the respondents (70%) have an intermediate level because they are still learning and building the language aspects. Some of them (26%) claimed that they have an advanced level . Meanwhile, the rest of the sample (4%) considered themselves as beginners because they may have some language learning difficulties .In general ,the participants have different level which may reflect that the sample does not consist of the same level .

Section Two: listening skill (Q4-Q15).

Q 04: How do you describe your listening ability?

Table 05 *Students' assessment of their listening ability*

Options	N	%
Average	32	46%
Good	19	27%
Excellent	4	6%
Poor	15	21%
Total	70	100%

Question number 04 investigates the students' evaluation of their listening skill .The obtained results from the table show that most students considered their listening skill level as “average” (46%). While, (27%) of them thought that their level is” good” .However, students who think that they have an” excellent” level are (6%) from the whole sample .Then, (21%) of them evaluated their level as” poor”. It can be said that most of the students have an average listening level and they need more practice to develop their skills .Thus, more than half of the participants seem they have an acceptable listening level and they are satisfied with their listening ability, but they should improve themselves.

Q 05: How often do you practice listening?**Table 06** *The frequency of students' listening practice*

Options	N	%
Always	13	18%
Often	20	29%
Sometimes	35	50%
Rarely	02	3%
Total	70	100%

The purpose of this question is to know if the respondents practice listening to English or not .The table shows the following results: (50%) of the participants claimed that they “sometimes” listen to English language and (29%) of them they opted for “often” . However, (18%) of our respondents declared that they are “always” practicing listening and only (3%) of them stated that they “rarely” do so . This means that the majority of the learners practice listening to English language because they want to tackle their weaknesses .Therefore, they enjoy learning the language and listen to it.

Q 06: Do you like listening activities?

Table 07 *Students' attitude toward listening activities.*

Options	N	%
Yes	52	74%
No	18	26%
Total	70	100%

This question attempts to investigate the learners' attitude and their desire towards listening practice. The results indicate that the majority of the respondents (74%) like to do listening activities. However, the rest of the sample (26%) said "NO", but it is a small percentage compared to the majority of participants. So, as it is shown above a large number of the learners have a great desire to practice listening activities because of its benefits to develop their skill.

Q 07: Do you listen to English outside the classroom?

Table 08 *Students' practice outside the class*

Options	N	%
Yes	62	89%
No	8	11%
Total	70	100%

This question is addressed to check whether the participants listen to English outside the classroom or not. The answer of this question revealed that (89%) of our sample listen to English outside the classroom. This means that they are practicing English out of their academic

study like in their free time .As an example, watching English movies, listen to English music, play games .In fact ,this kind of students may have a good English level and they are likely to use it fluently .While, (11%) of the learners do not listen outside the classroom .It can be said that one of the reasons behind the students ‘failure to master the language skills is their lack of practice .

- The next question number “8” is addressed to those participants who said yes in question number”7”.

Q 08: If yes, what are the resources?

Table 09 *Students ’resources of listening activities*

Options	N	%
T.V	8	13%
Internet	34	55%
Radio	1	2%
T.V + Internet	15	24%
Others	4	6%
Total	62	100%

The main reason to address this question is to know the primary resources used by the participants when practicing listening outside the classroom .The majority of the participants (55%) relied on the Internet as the primary source. It provides variety of option, such as, different topics for the learners. Then, we have (24%) of the respondents prefer to use both the Internet and T.V. It means that they prefer both traditional and modern listening technique. (13%) of them choose T.V as the main source for them and other participants (6%) claimed

that they relied on other resources. Furthermore, the Radio was selected by only (2%) of the participants. The results reveal that Internet and T.V are classified as the major resources for the participants to practice their listening activities outside the classroom. That is to say, these materials have a great role to motivate students for developing their language skills.

Q 09: How do you choose the materials to practice listening ?

Table 10 *the selection of materials to practice listening*

Options	N	%
A	10	14%
B	49	70%
C	11	16%
Total	70	100%

This question seeks to explore how students select their materials .As seen on the table above, the majority of the participants (70%) their selection of materials is based on their interests and (16%) of them claimed that they select their own materials the way that suit them . Nevertheless, (14%) of the respondents confirmed that they prefer to choose the materials provided by the teacher inside the class. Thus, the majority of the participants select the materials that are interesting and enjoyable form them .It could be said that interesting materials can motivate learner to practice as much as possible and improve their listening.

Q 10: Do you find difficulties when you listen to English language?

Table11 *Students difficulties when listening to English language*

Options	N	%
Yes	61	87%
No	9	13%
Total	70	100%

The aim of the above question is to determine whether or not students find difficulties when listening to English language . the majority of the respondents (87%) stated that they find some problems when listening to English, maybe because they are still at the beginning of acquiring the language or because they do not pay much attention to the importance of listening skill . However, the minority of the sample (13%) declared that they do not have problems when listening to the English language .This indicates that the most of the learners face many difficulties when practicing listening both inside and outside the classroom. Therefore, listening could be described as a hard task for beginners, intermediate, and even advanced learner.

Q11: If yes, what makes listening difficult to understand?

This question is designed for those who said "yes" in question number "10".

Table 12 *Students' major listening difficulties*

Options	N	%
A	20	33%
B	17	28%
C	8	13%
D	5	8%
A+b	5	8%
A+c	3	5%
B+c	2	3%
A+b+c+d	1	1%
Total	61	100%

In fact, this question is related to the previous one. It is addressed for those respondents who said "yes" in question number "10". It aims at exploring the major problems which learners face when listening to English language. In the table above, the results show that (33%) of the learners face difficulty in speaking speed. It was selected by the majority of the sample. Then, (28%) of the participants declared that they have problems with accent when listening to native speakers. Moreover, (13%) of the students stated that their major problem is unknown vocabulary. (8%) of our sample considered complex sentences one of the important reasons that can make listening difficult. Again, another (8%) of them face difficulties in both speaking speed and accent. However, (5%) of the respondents have problem with speaking speed and

unknown vocabulary. We have also (3%) of them suffer from difficulty in accent and unknown vocabulary. In addition, only (1%) of the learners picked out all the options. It could be said that the speaking speed and accent are the main difficulties students face when listening to the English language. Actually, listening to native speakers is not an easy task to be understood, but the only solution is to keep listening to them as much as possible and to practice a lot to decrease the listening problems.

Q 12: Do you follow any strategy to deal with your difficulties?

Table 13 *Students' strategy to deal with their difficulties*

Options	N	%
Yes	20	29%
No	50	71%
Total	70	100%

The aim of the question number 12 is to find out if students have any strategy for dealing with their listening challenges. The majority of the participants (71%) said “no”. They are not aware how to tackle their listening difficulties. One possible explanation for this is that they are unaware of how listening skill is important to master the other, as well as the lack of motivation and practice. However, (29%) of the total number pointed out that they had some strategies to develop their skill and face their difficulties.

- If yes, what is it?

To get more insight about this question, the learners were asked to add more information about the strategy they used to deal with their difficulties. The results of this question reveal that the most common strategy used by those participants were relied on watching movies and listening to music may be because they find these kinds of listening activities interesting and effective . Some of them prefer to play games for the sake of enhancing their knowledge of grammar and vocabulary. Nowadays, most of the learners prefer to use things related to technology and internet.

Q 13: According to you, what is the best way to improve your listening skill?

Table 14 *Best way to improve students' listening skill*

Options	N	%
Listening to different materials (T.V ,videos).	59	84%
Teachers 'voice only.	4	6%
Other ways.	7	10%
Total	70	100%

The intention of this question is to elicit information about the best way to improve listening skill for learners. (84%) of the sample prefer to listen to different kinds of materials to develop their weaknesses. However, (6%) of the participants claimed that listening to teachers' voice is enough to improve their listening skill. The rest of the respondents have their own ways to develop themselves. So, the results show that the respondents have different point of view about how to develop their listening skill, but listening to different materials stays at the

top. Actually, the best way to improve listening skill depends on how they prefer to practice according to their interest and the way that suits them.

Q 14: Do these strategies (as listed above) help you to understand what you are listening to?

Table 15 *Students' point of view about the previous listening strategies*

Options	N	%
Yes	57	81%
No	13	19%
Total	70	100%

This question is set to identify the learners' opinions about the different strategies to improve listening skill (as proposed in question 13). As shown in the table above, (81%) of the learners agreed on that those strategies are helpful to improve their capacity when listening to the English language. However, (19%) of them do not seem to have the same point of view, they said "no". The findings reveal that the majority of the respondents are aware of the importance of listening skill and they are trying to use different strategies to decrease the listening problems they face.

Q 15: What do you suggest to overcome these listening difficulties?

This question seeks to investigate whether the respondents are interested in developing their listening skill and facing their difficulties or not. According to the findings, the most useful strategies suggested by the learner are:

- The majority of the learners like to watch different kinds of movies (like action movies....)
- They enjoy listening to several types of music and songs.
- Some of them prefer to watch T.V or listen to podcasts.

In general, the majority suggested practicing more and doing your favorite types of activities. This indicates that these enjoyable activities motivate learners to practice and master the language skills. As a result, students' learning strategies have a great positive influence on their learning process.

Section Three: Extensive Listening (Q16-Q22).

Q 16: What kinds of listening activities do you prefer?

Table 16 *Students' favorite listening activities*

Options	N	%
Extensive listening	42	60%
Intensive listening	10	14%
Others	18	26%
Total	70	100%

The reason behind designing this question is to highlight the students' preferable type of listening. The results point out that the majority of the learners (60%) preferred extensive listening practice. While, (14%) out of 70 of them have selected intensive listening as their favorite type. Moreover, (26%) of them stated that they prefer other types to practice their listening freely. It can be said that the majority of the participants prefer to listen to things they

like. It means that they like to listen to what is interesting to them anytime and anywhere without teachers' instructions. Nevertheless, some of them like to listen extensively and carefully for specific purposes. In addition, we have a considerable number 18 students of the sample they prefer other types of listening.

- The following questions (from 17 to 19) are designed for those who selected Extensive listening in question 16.

Q17: What are the aims behind doing extensive listening activities?

Table 17 *Students' aim of practicing extensive listening activities*

Options	N	%
For pleasure	16	38%
To develop listening skill	23	55%
To get more knowledge	03	7%
Total	42	100%

The aim of this question is to know the students' purpose of doing extensive listening activities. The results show that the overwhelming of the sample (55 %) declared that the aim behind listening extensively is to develop their listening skill. While,(38%) of the participants said that they practice extensive listening for fun (for pleasure) . However, only (7%) they do extensive listening for the purpose of getting more knowledge. The students' answers show that the majority of the respondents practice EL for the purpose of developing their listening weaknesses, because they suffer from some difficulties that should be solved to master the language. Others may enjoy listening for pleasure, for specific ideas and details. It could be

concluded that learners are conscious that extensive listening is one of the strategies that used to develop listening skill.

Q18: Do you think that EL practice have affected your language learning *Positively*?

Table 18 *Students' attitude toward the role of extensive listening practice*

Options	N	%
Yes	33	78%
No	07	17%
No answer	02	15%
Total	42	100%

This question attempts to investigate students' position on the impacts of extensive listening practice. The results indicate that a large number of the participant (78%) find that extensive listening practice has a positive effects on their language learning. Then, we have approximately (17%) of the sample who believed that EL practice has not affected their language positively. However, only (5%) of the learners did not tick any answer. Clearly, the majority of the students hold a positive attitude toward the use of EL activities for the development of their listening skill. This means that EL practice help students to develop their listening weaknesses. As a result, it can be deduced that the EL approach is a helpful tool that can facilitate and improve listening skill.

Q19: Do you feel comfortable when you do extensive listening activities?**Table 19** *students' position when doing EL practice*

Options	N	%
Always	29	69%
Often	13	31%
Never	0	0%
Total	42	100%

This question is designed to enquire about students 'feeling and perception when doing EL practice. As it is shown in the table (69%) of the participants always feel comfortable when they do EL activities. Furthermore,(13%) of them stated that they often feel comfortable in their practice. The majority of the sample feels comfortable during extensive listening practice. Thus, it could be said that being able to listen comfortably to the English language implies that EL is an effective way to develop listening ability and comprehension.

Q 20: what do you think of your listening ability, it is improved as a result of:

- A. Your teachers' explanation.
- B. listening materials used in class.
- C. Practicing listening outside the class.

Table 20 *Students' perception about their listening ability development*

Options	N	%
A	06	8%
B	11	16%
C	53	76%
Total	70	100%

This question is about finding out how students' listening ability is developed. The results in the table indicate that (76%) of the respondents claimed that practicing listening outside the classroom is one of the main reasons to develop listening skill. That is to say, those learners prefer to listen anytime and anywhere, choose the appropriate materials, select what is enjoyable for them to listen to. Moreover, (16%) of the participants declared that the listening materials provided by the teacher inside the class have a great role in motivating them to learn and practice to enhance their ability. Whereas, (6%) of the sample believed that the teachers' explanation is enough for them to improve their listening.

Q 21: Have you noticed that there is a change in your comprehension level after

Listening extensively?

Table 21 *Students' comprehension level after extensive listening practice*

Options	N	%
Yes	64	91%
No	06	8%
Total	70	100%

This questions aims at identifying the students' opinion about their comprehension level after listening extensively. Results show that the overwhelming of the participants agree on the development of their comprehension level after practicing listening through extensive listening strategy. However, the minority of the sample (8%) disagree about the positive impact of extensive listening on their comprehension level. Therefore, the majority of the learners have positive attitude after using extensive listening practice to develop their listening comprehension level. It could be said that EL can help learners to develop their comprehension ability because of its benefits such as helping learners to discover new vocabulary, dealing with speaking speed problems and accent and developing their listening skill easily. In addition, EL can increase students' motivation to develop themselves because they are going to select the suitable materials according to their interests and needs to listen to what is enjoyable and pleasant.

Q 22: To what extent do you think you have benefited from extensive listening?

Table 22 *Students' extent of benefits from extensive listening*

Options	N	%
A great deal	49	70%
A little	13	19%
Not at all	08	11%
Total	70	100%

The last question is designed to diagnose the extent to which learners have benefited from extensive listening approach. The table above shows that the majority of the participants (70%) stated that they have benefited “a great deal “ from EL. However, (19%) of them declared that they have benefited “a little” from it. While, we have (11%) of the respondents did not avail of EL practice” at all”. Hence, the large number of the sample proves that they have benefited a lot from EL and it has a positive impact on developing their language skills, their comprehension level and specially their listening skill.

2.2.1.1 Discussion of the main result of the students' questionnaire

The questionnaire was administered to second year students. It has a great significance for the investigators to know the students' attitude towards the importance of extensive listening practice in developing listening skill.

At the beginning, the questions from one to three in the first part of the questionnaire were addressed to enquire about students' general information like, gender, their experience with English language and their level in English. According to their responses, it is observed

that the majority of the respondents are Female. Most of them are familiar with English language because they have been studying it for more than two and three years. Besides, the majority of the learners stated that they have an “intermediate” and “advanced” level. Despite this fact, students face many difficulties when they practice listening. Questions from four to fifteen were concerned with students’ listening skill in general and their major listening difficulties. Question number four was addressed to investigate students’ listening ability. The majority of them declared that they have “average” and “good” level. That is to say, most of the learners have an average level and they need practice to encounter their listening problems. Moreover, the results obtained from question five, six, seven, and nine revealed that even though the students did not practice listening regularly but they did not ignore the importance of listening skill to master all language skills. The majority of them like practicing listening activities inside and outside the classroom. In addition, they relied on different resources like, T.V and Internet which are the most useful sources for students in general. Furthermore, students prefer to select their listening materials in accordance with their needs and interests.

In addition, the results obtained from questions ten and eleven show that more than half of the sample find difficulties when listening to the English language, and most of the respondents claimed that the major listening difficulties are speaking speed and accent when listening to native speakers without neglecting the other problems unknown vocabulary and complex sentences which were selected by a considerable number of the learners. Further, questions twelve, thirteen and fourteen were directed to explore students’ listening strategies. The results indicated that the majority of the participants did not have specific strategy to deal with their listening weaknesses. According to their point of view, listening to different kinds of materials is one of the ways that can improve their listening skill. In fact, students have different perspective about listening strategies. The majority of the learners prefer to use their own ways

to deal with their difficulties either by listening to different materials and practicing freely or by following teachers' instructions. Concerning question fifteen, the results pointed out that the participants have various ideas to overcome different listening difficulties. As it is mentioned in their answers, the majority of them prefer to watch films and movies, enjoy listen to music, watch T.V and to practice as much as possible.

The second part of the questionnaire was concerned with students' attitude toward extensive listening. The first question which is number sixteen was addressed to identify students' favorite type of listening. The majority of the learners stated that they prefer extensive listening type rather than intensive listening. This means that they enjoy to listen to things they like anytime and anywhere without teachers' instruction. The results obtained from question seventeen show that most of the participants their purpose of practicing extensive listening is to develop their listening skill. However, the results of the questions number eighteen and nineteen confirmed that the majority of the respondents claimed that extensive listening practice has a positive influence on their language learning. That is to say, learners have a positive attitude toward extensive listening, and they feel comfortable when listening to English language extensively. Further, the results gathered from questions twenty and twenty one point out that the majority of the participants claimed that practicing listening outside the classroom helps them to improve their listening ability, and they noticed that there is a clear change in their comprehension level after experiencing extensive listening. The results of the last question(twenty two) reveal that the overwhelming of the sample demonstrated that they have benefited greatly from extensive listening practice as a learning strategy.

To conclude, the results obtained from the questionnaire show that the picked sample of second year EFL learners at MILA university center considered extensive listening as a useful strategy to develop listening skill. From their responses we can assert that they have a positive

attitude towards extensive listening practice because it helps them to enhance their listening ability. Therefore, students are aware of the benefits and the positive effects of EL activity on developing listening skill.

2.2.2. Analysis and interpretation of the teachers' questionnaire

Section one: General information

Q1: What is your academic level?

Table 23 *Teachers' academic level*

Options	N	%
Master	04	57%
Magister	00	00%
Doctorate	03	43%
Total	07	100%

The purpose of the first question is to know teachers' degree. It aims at showing how qualified our teachers are. According to their answers (57%) of the teachers have master' degree and (43%) of them are doctors (they have doctorate degree). So, our sample have different academic levels.

Q2: How long have you been teaching second year university students?

Table 24 *Teachers' experience in teaching second year*

Options	N	%
One year	02	29%
Two years	02	29%
Three years	03	44%
More	00	00%
Total	07	100%

This question aims at exploring teachers' experience concerning teaching second year university students. As it is shown in table24, most of the teachers (44%) have been teaching second year students for 3 years. Whereas, (29%) of them said they have taught the 2nd year for 2years. Again,(29%)of the respondents claimed that they have experienced teaching 2nd year for one year only. We can deduce that the scope of teachers' experience range from one year to three years. That is to say, our respondents have different backgrounds knowledge and experience in teaching 2nd year English students at the University of AbdElhafidBoussouf MILA. This reflects a positive view in the sense that the teachers are qualified and expert in the field of teaching at the university level.

Section Two: Listening Skill

Q3: How many sessions do you teach listening per week?

Table 25 *The number of Listening sessions*

Options	N	%
One session	2	29%
Two sessions	00	00%
Three sessions	5	71%
Total	07	100%

The aim behind designing this question is to check how many Listening sessions teachers have with 2nd year students per week. As the result shows, the majority of the teachers (71%) teach listening three times per week, and (29%) of them have only one session. This indicates that most of the teachers spend a considerable amount of time practicing listening inside the classroom. This means that they are aware of the importance of teaching listening in the acquisition of foreign languages as the other skill (Writing, Speaking....).

Q04: How do you divide your listening session between listening and explanation?

This question seek to know how oral expression teachers deal with the listening session. According to their responses, it can be said that teachers have different opinions about how to divide it between the explanation and the actual listening, but they share one common principle. The session should be divided according to the aim and the content of the course. Therefore, the majority of the participant claimed that the session can be devoted to two important phases.

The explanation phase and the listening phase. The teacher can start explaining the listening task for few minutes (25% of the time) at the very beginning of the session for the learners. Then, at the listening phase which takes a huge amount of time (75%), give them the task to listen to. After that, they will discuss it together. However, other teachers stated that it depends on the topic itself (The Content) and the Objectives of the lesson, or the session can be equally divided between listening (50%) and explaining (50%).

Q 05: what are the, materials that you usually use in teaching listening?

The aim of the question n “5” is to find out the different materials teachers use in teaching listening. We noticed that all the teachers try to provide learners with variety of Listening Materials. That is to say, the majority of them encourage the use of videos, audios, podcasts, the recorded scripts and video tapes. This indicates that Oral Expression teachers are aware of the importance of including a various listening materials during the session to make it enjoyable and push students to be active. That is, the use of different kinds of materials motivate students to learn.

Q 06: Your selection of materials is based on:

- Language(Vocabulary and Grammar)
- Course Objectives
- Students’ needs and interest

Table 26 *Teachers 'selection of materials*

Options	N	%
Language(Vocabulary and grammar)	1	14%
Course objectives	2	29%
Students' needs and interests	4	57%
Total	07	100%

Concerning question six, it aims to explore on what basis teachers select the listening materials. The results show that (57%) of the participants' selection of materials is based on students' needs and interests. While, (29%) of them take the Course Objectives as a basis to choose the appropriate materials. Only (14%) of the sample consider language (Grammar and Vocabulary) an important element in selecting the materials. Thus, the overwhelming of the teachers believe that students' need and interest is one of main principles that should be taken into consideration when teachers choose the suitable materials for learners.

Q 07: which type of listening activities do you usually give students?

This question attempts to identify the listening activities given to the learners. According to the results, the teachers provided learners with a wide range of activities such as, filling the gaps, guessing the meaning and completing the lyrics, as well as asking students to look at the pronunciation of words, listening to general and main ideas, and expressing their points of view. Moreover, the results confirm that the majority of the teachers encourage critical listening activities. They consider it as a key factor in improving students' listening skill.

Q 08: what is the aim of these activities?

This question is about knowing the aim behind designing those listening activities. From the responses, it is clear that the teachers have specific aims when preparing their listening activities.

First, they claimed that listening activities aim to enhance students' listening skill in particular, help learners to become better listeners in general, and allow them to get more knowledge (vocabulary, pronunciation and information).

Second, they help learners to get more familiar with the English language as well as they allow them to improve both communicative and linguistics competencies. In addition, these activities seek to teach students the special traditions that are popular in another culture and grasp the main points or the general ideas presented on the audio.

Q 09: what strategies do you use to teach listening?

This question is addressed to investigate the different listening strategies used by teachers inside the classroom. It was found that the teachers use a various teaching strategies. They depend on their favourite way of teaching. Generally speaking, they rely on cognitive and metacognitive strategies, listening for gist, informational listening and discriminative listening. Moreover, they add that they do not stick to one strategy, they use the strategy that the lesson require and suits the learners. For example, one of the strategies, listening carefully and taking notes then express your points of view.

Q 10: In your opinion, do learners face difficulties during listening activities? If yes, what are they?

Table 27 *Students' Listening difficulties*

Options	N	%
Yes	7	100%
No	00	00%
Total	07	100%

The reason behind asking this question is to determine whether or not learners face problems when listening to the English language. As it is seen in the table, all the respondents (100%) said yes. Which means, most students face problems during the listening tasks.

If yes, what are they?

To get more insights about this question, teachers were asked to mention some of these difficulties. According to teachers' responses, the results pointed out that students have problems in:

- ❖ Catching words, ideas and can not keep attention.
- ❖ They find difficulties concerning native speakers' accents, speech rate and mishear the words. In addition, they can not remember what they have listened to. It should be mentioned that the purpose of the listening activities is to reduce students' listening problems "Practice Makes Perfect".

Q 11: How can you help your students improve their listening skill?

This question intends to elicit information about the way teachers help their students improve their listening skill. The results declare that all the teachers try to give their learner set of tips to follow for the purpose of developing their skill both inside and outside the class. Therefore, teachers asserted that exposing students to authentic materials as much as possible especially videos with meaningful content is an interested way to help them practice, even though the time assigned to teach listening inside the class is not sufficient. Moreover, advising students to watch and listen a lot specially outside the classroom is a very helpful technique to enhance students' listening ability. They claimed that increasing students' opportunity of listening and providing them with interesting topic is a key factor which can lead them to overcome their problems.

Q 12: Does extensive listening has a positive effect on the student's language learning?

Table 28 *The effects of EL on Students Language Learning*

Options	N	%
Yes	07	100 %
No	00	00%
Total	07	100%

The purpose of designing this question is to check whether or not EL practice affects students' language learning positively. The results show that the whole sample agrees that EL has positive impacts on students' language learning. Therefore, it could be released that

teachers' experiences confirm the effectiveness of EL strategy on improving the language learning process in general and listening skill in particular.

Q 13: what is the most effective way to teach Extensive listening?

Table 29 *Ways of Teaching EL*

Option	N	%
Using Materials	07	100%
Teachers 'Explanation	00	00%
Total	07	100%

The aim of this question is to know the most effective way for teaching extensive listening. As shown in the table above, all of the teachers emphasized the use of materials as a good and effective method of teaching EL. They rely on utilizing various types of materials because of their beneficial effects. In addition, they prefer to make their listening session enjoyable as much as possible to push students engage in the lesson.

Section Three: Extensive Listening

Q 14: How can you evaluate EL strategy according to your experience?

Table 30 Teachers' assessment of EL strategy

Option	N	%
Effective	07	100%
Non effective	00	00%
Total	07	100%

The question in hands aims at identifying teachers' opinions about EL strategy because they are considered as experts in the field of teaching Listening. All the sample (100%) strongly agreed on the effectiveness of EL practice to teach listening skill. From their experiences, they confirm that EL is an effective method because it has a lot of advantages such as, improving both students listening ability and comprehension, and increasing their vocabulary and knowledge.

Q 15: what are the problems that can face learners in EL practice ?

Table 31 Students' difficulties in EL practice

Option	N	%
lack of motivation	03	43%
Listening Apprehension	04	57%
Total	07	100%

The question above is directed to determine students' problems when listening to the English language extensively. The results demonstrate that most of the respondents (57%) stated that listening apprehension is one of the biggest problems students face in listening. However, (43%) of them consider lack of motivation as one of the listening difficulties that face students. Furthermore, some teachers clarify their answers and add some other problems such as, inability to select the appropriate materials, difficulty in understanding native speakers' accent, and fast speech.

Q 16: To what extent students have benefited from extensive listening activities?

The purpose of this question is to investigate how much students have benefited from EL strategy. Teachers had different perspective about this issue. According to their responses, it can be deduced that students benefit from EL activities a lot, specially if they spend a long period of time practicing. They believed that EL advantages depend on the students themselves. If they know how to use the strategy and choose the appropriate materials they will avail a lot. That is to say, students are the ones who can notice if they have benefited from this strategy or not more than their teachers.

Q 17: Do you think that the implementation of EL approach in EFL classes give a good impact on student's listening skill?

Table 32 *The impact of EL on Students' listening Skill*

Option	N	%
Yes	07	100%
No	00	00%
Total	07	100%

As the table 12 demonstrates, the whole sample (100%) completely agreed on the statement saying that the implementation of EL approach in EFL classes gives a good impact on student's listening skill. Therefore, Extensive listening is considered as one of the basic sources of listening skill enhancement.

Q 18: Do students have a good progress in their listening activities?

Table 33 *Students' progress in Listening Activities*

Option	N	%
Yes	05	71%
No	02	29%
Total	07	100%

The last question is to explore if students get any progress and minimize their weakness or not. The table indicates that (71%) of the participants affirmed that EL strategy help learners to overcome their listening obstacles. This leads them to have a good progress in performing and doing their activities. However, (29%) of them said “no”.

Teachers who said yes support their answers by providing number of evidences which are:

- ❖ Students will be more comfortable when listening to English language and their pronunciation will be improved.
- ❖ Students’ use of language will be better.
- ❖ If students take their listening tasks seriously, they will automatically achieve their needs, want and develop their feebleness.

2.2.2.1. Discussion of the main results of teachers’ questionnaire:

The teachers’ questionnaire has a vital significance in this study. It was submitted to oral expression teachers. The purpose of this questionnaire is to explore teachers’ attitudes towards EL practice in developing students’ listening skill. Their answers have a great contribution in this research. Based on the obtained results, it can be said that oral expression teachers are qualified in the field of teaching listening skill. They rely on different method and strategies to help learners tackle their weaknesses. Teachers declared that the use of a variety teaching materials is a helpful strategy to keep learners active in the session and engage with their classmates during the activities. Therefore, the teachers give careful attention to the selection of the materials that suits students’ level and interest. Moreover, the listening activities used inside the classroom such as, fill the gaps, guess what is it and secret messages are the most useful and enjoyable activities for the learners. Concerning teaching strategies, teachers try to use different ones for the purpose of helping students develop themselves even though

practicing listening inside the class is not enough. Thus students should practice more outside the class to master the language in a good way. The results show that the teachers agree on the difficulties that face learners when listening to the English language. These difficulties can be summarized in the following few points: difficulty in understanding speakers' accents , speaking speed, lack of motivation and mishear the words, in addition to the listeners lack of vocabulary. Furthermore, improving students 'listening skill is very important in the language learning process. Therefore, the majority of the participants try to make their efforts to assist learners increase their listening capacity in particular and their proficiency level in general. They advise them to practice as much as they can. Besides, knowing students listening problems is a helping step to guide them which strategy should follow to minimize their difficulties. As a result, from teachers' experiences, they emphasize the effectiveness of EL strategy to overcome these difficulties. They confirm that most of the students have benefited from this strategy greatly because they have noticed that there is a good progress in their language use either orally or in writing. Thus, the findings point out that developing listening skill through EL is one of the techniques that both teachers and learners should focus on.

All in all, the results of the students ' and teachers' questionnaire show that both groups hold positive attitudes towards using EL and all that confirm the previous formulated hypotheses.

Conclusion:

This chapter is concerned with the data analysis and interpretation of the results obtained from both teachers' and students' questionnaire. The aim behind these questionnaires is to investigate their attitudes towards EL practice. The data was collected and presented in the form of tables to facilitate the process of reading and understanding the answers. Then, it provides

the general interpretation of the findings. It shifts to the pedagogical recommendations proposed concerning this study and finally the limitations of the research. In brief, the chapter attempts to examine the extent of using EL strategy as an effective way for developing listening skill.

Pedagogical Recommendations

After analysing the obtained results from both questionnaires, some pedagogical recommendations to help both teachers and learners develop listening skill are proposed:

- ❖ Since our study focuses on the use of EL strategy, teachers and learners should encourage the use of this technique and support it to be integrated in language teaching.
- ❖ Teachers should vary their teaching methods to suit all the students' learning style. They should give students the chance to select their favourite activities to increase their self-confidence and motivation.
- ❖ Teachers should provide learners with feedback and discussion after each session to shed light on their weaknesses and mistakes even the allocated time is not enough.
- ❖ Including different EL materials make learners more familiar with the target language which helps them later on minimize some listening problems.
- ❖ Students should be aware about the importance of listening skill, and they should focus on developing this essential skill to master the language.
- ❖ Students should practice listening extensively through using different interesting listening materials.
- ❖ Students should not rely on practicing listening inside the classroom only. They should practice EL outside the class as much as possible to improve their listening ability, comprehension quickly and effectively.

Limitations of the Study

The present study aims at exploring the attitudes of 2nd year EFL learners towards EL in developing listening skill. The study encountered some obstacles which are:

- ❖ The teachers' sample was limited in the sense that the English department at MILA university centre has only few oral expression teachers from the whole population of the English teachers. So, the findings cannot be generalized to a large population.
- ❖ The time was limited in which we could not conduct an experimental study , and questionnaire was not enough to investigate listening skill which is the most difficult one.
- ❖ There was also a lack of sources in the literature review.

Suggestions for Future research

- ❖ The experimental study would be better to explore the attitudes of second year students towards extensive listening. Conducting an experiment to examine this issue would be beneficial to confirm or reject the stated hypothesis.
- ❖ Adopting such techniques in EFL classes should be taken into account, particularly in oral expression courses where there is a space to discuss and interact between both teachers and learners and between learners each other.

General Conclusion:

Developing the listening skill is a fundamental issue in language learning and teaching. It is the most frequently language skill used both inside and outside the classroom. Therefore, the purpose of this study is to examine EFL teachers' and learners' attitudes towards EL practice as a strategy to develop students listening skill. The study was conducted at AbedElhafid Boussouf Mila University Center. It has started from the hypothesis, EFL teachers and learners hold positive attitudes towards the usefulness of extensive listening in enhancing students' listening skills. EL can be a useful strategy to help learners develop their listening skill. The results show that the overwhelming of the participants both teachers and learners have a positive attitudes and a favorable view towards EL practice. That is to say, the implementation of EL in EFL classes can enhance students 'language learning in general and students' listening ability in particular. After analyzing students' questionnaire, the results reveal that students who listen extensively to the English language their listening ability will be developed. It means that EL practice can enhance students' listening ability and students' proficiency level. EL activities increase students vocabulary, pronunciation and word recognition. Moreover, students can deal with many listening difficulties such as, speech rate, accents, complex words. EL tasks affect students' language learning positively. As a result, their comprehension level will be increased and they will feel more comfortable when listening to the English language. Thus, Extensive Listening has a positive influence on fostering and developing learners' language skills. Furthermore, concerning the analysis of the teachers' questionnaire, the results show the following: All EFL teachers have dealt with EL practice as a method to teach listening inside the classroom. They believe that exposing students to the target language, by using different listening materials, is essential to develop their listening capacity and their proficiency level. Therefore, teachers should be attention to the materials and activities needed for learners to take

part in EL tasks. They should give them the opportunity to be exposed to the native speakers speech to tackle their listening problems. Both teachers and learners must pay more attention to learn how to produce the language. Thus, teachers have a great role to make students aware of the importance of EL practice as an effective way to learn and promote listening skill and as well as minimize students' listening difficulties.

The current work is composed of two chapters. The first chapter is the theoretical one . It talks mainly about listening skill and the concept of Extensive Listening. The second chapter is the practical part. It includes the analysis of both students' and teachers' questionnaire. All in all, the obtained results confirmed the hypothesis stated previously and the questions set in the general conclusion. Hence, second year EFL learners at MILA university center hold positive attitudes towards the use of EL practice to improve learners 'listening skill.

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Appendices

Students 'questionnaire

Dear students,

This questionnaire is designed to gather data as part of a research work carried out in the framework of a master degree. It aims at investigating students' Attitudes towards Extensive listening. We would be very grateful if you take part in this questionnaire. Your answers are very important for the validity of the Research we are undertaking. As such, we hope that you will give us your full attention and interest.

Please tick (✓) the box (es) that best match (es) your opinion or give a full answer wherever needed.

We thank you in advance for your cooperation and the time devoted to answer the questionnaire.

1-General information:

1_Gendre:

- ✓ female
- ✓ Male

2_ how long have you been studying English language?

- ✓ Two years
- ✓ Three years
- ✓ More...

3_How do you evaluate your English level?

- ✓ Beginner

✓ Intermediate

✓ Advanced

4_How do you describe your listening ability?

✓ Good

✓ Average

✓ Excellent

✓ Poor

5_How often do you practise listening?

✓ Always

✓ Often

✓ Sometimes

✓ Rarely

6_ Do you like Listening activities?

✓ Yes

✓ No

7_ Do you listen to English language outside the classroom?

✓ Yes

✓ No

8_If yes, what are the resource?

✓ TV

✓ Internet

- ✓ Radio
- ✓ Other...

9_ How do you choose the materials to practise listening?

- ✓ Use the materials provided by the teacher
- ✓ Use the materials that are interested for you
- ✓ Others materials

10_Do you find difficulties when you listening in English?

- ✓ Yes
- ✓ No

11_if yes, what makes listening difficult to understand?

- ✓ Speaking speed
- ✓ Accent
- ✓ Unknown vocabulary
- ✓ Complex sentences

12_Do you follow any strategy to deal with your difficulties?

- ✓ Yes
- ✓ No

• If yes, what is it?

13_ According to you, what is the best way to improve your listening skill?

- ✓ Listening to different kinds of materials (videos ,TV shows ,music ...)
- ✓ Teachers' voice only

- ✓ Other ways

14_ Do these strategies (as listed above) help you to understand what you are listening to?

- ✓ Yes
- ✓ No

15_ What do you suggest to overcome these difficulties?

- Section Two :Extensive Listening

16_ what kinds of listening activities do you prefer?

- ✓ Extensive Listening
- ✓ Intensive listening
- ✓ Other

17_ what are the aims behind doing extensive listening activities?

- ✓ For pleasure
- ✓ To develop your listening skill
- ✓ To get more knowledge.

18_ Do you think that Extensive Listening practices have affected your language learning positively?

- ✓ Yes
- ✓ No

19_ Do you feel comfortable when you do extensive listening activities?

- ✓ Always
- ✓ Often

- ✓ Never

20_what do you think of your listening ability, It is improves as a result of:

- ✓ Your teachers' explanation
- ✓ Listening materials used in class
- ✓ Practicing listening outside the class

21_have you noticed that there is a change in your comprehension level After listening extensively?

- ✓ Yes
- ✓ No

22_ to what extent do you think you have benefited from extensive listening?

- ✓ A great deal
- ✓ A little
- ✓ No at all

Teachers 'questionnaire

Dear teacher,

This questionnaire is formulated to supply information about Extensive listening and learner's attitudes Towards it. It is directed to second year teachers. Your answers are a worthy reference to reinforce our Research and it will be treated as confidential. Thank you for your collaboration.

1_ what is your academic level?

- ✓ Master
- ✓ Magister
- ✓ Doctorate

2_How long have you been teaching second year university students?

- ✓ One year
- ✓ Two years
- ✓ Three years
- ✓ More...

3_How many sessions do you teach listening per week?

- ✓ One session
- ✓ Two sessions
- ✓ Three sessions

4_How do you divide your listening session between listening and explanation ?

.....
.....
.....

5_what are the materials that you usually use in teaching listening?

.....
.....

6_ your selection of materials is based on:

- ✓ Language (vocabulary and grammar)
- ✓ Course objectives
- ✓ Students' needs and interests

7_which type of listening activities do you usually give students?

.....

8_what is the aim of these activities?

.....

9_ what strategies do you use to teach listening?

.....
.....

10_In your opinion, do learners face difficulties during listening activities

- ✓ Yes
- ✓ No

If yes, what are these difficulties?

.....

.....

11_How can you help your students improve their listening skill?

.....

.....

12_ Does extensive listening have a positive effect on the student's language learning?

✓ Yes

✓ No

13_what is the most affective way the teach Extensive Listening;

✓ Using materials

✓ Teachers' explanation

14_ How can you evaluate EL strategy according to you experience?

✓ Effective

✓ Not Effective

15 _what are the problems that Can face learners in EL practice?

✓ Lack of motivation

✓ Listening apprehension

16_ To what extent students have benefited from extensive listening activities?

.....

.....

17_Do you think that the implementation of EL approach in EFL classes give a good impact on students listening skill?

✓ Yes

✓ No

18_ do students have a good progress in their listening activities?

✓ Yes

✓ No

Résumé

L'idée d'une écoute intensive dans l'enseignement des langues a été soutenue par de nombreux universitaires et professionnels dans le domaine des origines linguistiques. Essentiellement, la recherche actuelle vise à mettre en évidence les attitudes des étudiants envers l'écoute intense pour développer les compétences auditives du département d'anglais du Centre AbedALafid Boussouf Mila. Cette recherche repose sur les hypothèses suivantes : Premièrement, une écoute intense peut être une stratégie utile qui aide les élèves à améliorer l'ouïe de leur ours. Deuxièmement, si les étudiants en anglais langue étrangère écoutent intensivement l'anglais, leur niveau de compétence s'améliorera. Pour atteindre cet objectif, l'étude s'est appuyée sur un outil de recherche, le questionnaire. Il a été dirigé à 70 étudiants de deuxième année et sept (07) professeurs oraux. Un logiciel statistique a été utilisé pour examiner les questionnaires en termes de fréquence et de pourcentage. Les résultats indiquent que les étudiants et les professeurs d'anglais langue étrangère ont des attitudes positives envers la pratique de l'écoute intense à l'intérieur et à l'extérieur du département. De plus, selon les résultats recueillis et obtenus, l'utilisation d'une écoute intense encourage les élèves à améliorer leurs aptitudes auditives, à acquérir de la confiance en soi et à maintenir leur motivation.

De plus, les résultats démontrent clairement l'importance d'une écoute intense. Ils aident les élèves à améliorer la reconnaissance de la parole et des mots et à comprendre différents dialectes et discours.

En outre, l'utilisation de diverses méthodes d'écoute de manière intensive peut développer le niveau de compréhension des étudiants. Par conséquent, plus la pratique d'écoute d'un élève est intense, plus elle améliore ses compétences linguistiques et son niveau de compréhension. Ainsi, l'hypothèse de recherche a été confirmée. En un sens, les résultats indiquent que la

pratique de l'écoute intense a un impact positif sur les compétences linguistiques et le niveau d'efficacité. Selon les résultats obtenus, un certain nombre de suggestions pédagogiques sont données. On a fait référence aux obstacles auxquels nous avons été confrontés au cours de cette recherche, ainsi qu'à certaines recommandations et suggestions pour d'autres études à venir afin de faciliter l'utilisation de l'écoute intensive.

L'idée d'une écoute intensive dans l'enseignement des langues a été soutenue par de nombreux universitaires et professionnels dans le domaine des sciences linguistiques. Essentiellement, la recherche actuelle vise à mettre en évidence les attitudes des étudiants envers l'écoute intense pour développer les compétences auditives du département d'anglais du Centre Al-Hami Abdul Hafeez Bou Suf Mila. Cette recherche repose sur les hypothèses suivantes : Premièrement, une écoute intense peut être une stratégie utile qui aide les élèves à améliorer l'ouïe de leur ours. Deuxièmement, si les étudiants en anglais langue étrangère écoutent intensivement l'anglais, leur niveau de compétence s'améliorera. Pour atteindre cet objectif, l'étude s'est appuyée sur un outil de recherche, le questionnaire. Il a été dirigé à 70 étudiants de deuxième année et sept (07) professeurs oraux. Un logiciel statistique a été utilisé pour examiner les questionnaires en termes de fréquence et de pourcentage. Les résultats indiquent que les étudiants et les professeurs d'anglais langue étrangère ont des attitudes positives envers la pratique de l'écoute intense à l'intérieur et à l'extérieur du département. De plus, selon les résultats recueillis et obtenus, l'utilisation d'une écoute intense encourage les élèves à améliorer leurs aptitudes auditives, à acquérir de la confiance en soi et à maintenir leur motivation.

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ملخص

تم دعم فكرة الاستماع المكثف في تدريس اللغة من طرف العديد من العلماء والمهنيين في مجال أصول اللغة. وفي الأساس، يهدف البحث الحالي الى تسليط الضوء على مواقف الطلاب اتجاه الاستماع المكثف لتطوير مهارة السمع بقسم اللغة الإنجليزية بالمركز الجامعي عبد الحفيظ بو الصوف ميلة. ولقد بني هذا البحث على الفرضيات التالية: أولاً، يمكن أن يكون الاستماع المكثف استراتيجية مفيدة تساعد الطلاب في تحسين مهارة السمع لديهم. ثانياً، إذا كان الطلاب اللغة الإنجليزية كلغة أجنبية يستمعون بشكل مكثف إلى اللغة الإنجليزية فسوف يتحسن مستوى كفاءتهم. ولتحقيق هذا الهدف تم الاعتماد في هذه الدراسة على استعمال أداة بحث واحدة وهي الاستبيان. ولقد تم توجيهه الى سبعين (70) طالبا من فئة السنة الثانية وسبعة (07) أساتذة للتعبير الشفوي. استخدمت البرمجيات الاحصائية لفحص الاستبانات من حيث التواتر والنسبة المئوية؛ تشير النتائج إلى أن طلاب وأساتذة اللغة الإنجليزية كلغة أجنبية لديهم مواقف إيجابية اتجاه ممارسة الاستماع المكثف داخل وخارج القسم.

وفقا للنتائج التي جمعت والمتحصل عليها فإن استخدام الاستماع المكثف يشجع الطلاب على تحسين مهارة السمع لديهم، بناء الثقة بالنفس والحفاظ على الدافع. وعلاوة على ذلك، فإن النتائج تقدم أدلة قوية لأهمية الاستماع المكثف، فهي تساعد الطلاب على تحسين النطق والتعرف على الكلمات، كما تساعد على فهم مختلف اللهجات والكلام السريع. وكذا استخدام مختلف وسائل الاستماع بطريقة مكثفة يمكنها تطوير مستوى فهم الطلاب. لذلك، فإن كلما زادت ممارسة الاستماع المكثف لدى الطلاب، كلما زاد ذلك في تحسين مهاراتهم اللغوية ومستوى الفهم لديهم بشكل أفضل. وبالتالي تم تأكيد فرضية البحث؛ بمعنى تدل النتائج على أن ممارسة الاستماع المكثف لها تأثير إيجابي على مهارة اللغة ومستوى الكفاءة. وفقا للنتائج المتحصل عليها فإنه يتم إعطاء عدد من الاقتراحات البيداغوجية. وتم الإشارة إلى العوائق التي واجهتها أثناء القيام بهذا البحث، وكذلك بعض التوصيات والاقتراحات لمزيد من الدراسات المستقبلية لتسهيل استخدام الاستماع المكثف.