Domain : Foreign Languages

Branch : English Language

Option : Language and Communication

Dissertation Submitted in Partial Fulfillment of the Requirement

for the Degree of Master in English

Title:

Investigating the Development and Teachers' Perception of the Listening Skill in "My Book of English": Textbook Evaluation

Presented by: **Supervised by:**

 Ms. Amina YOUS   Mrs. Amel BENAISSA

 Ms. Noria ZEGAOUI   Ms. Mekioussa DJELLOUT

Board of Examiners:

Chair: Mr. Mohamed HAMMOU, MAA , Mouloud Mammeri University of Tizi-Ouzou.
Supervisor: Mrs. Amel BENAISSA, MAA, Mouloud Mammeri University of Tizi-Ouzou.
Co-supervisor: Ms. Mekioussa DJELLOUT, MAB, Mouloud Mammeri University of Tizi-Ouzou.
Examiner: Mrs. Karima ADEM MAA, Mouloud Mammeri University of Tizi-Ouzou.

Promotion : 2018/2019

Dedications

To my beloved family
My father Mohand, My mother El-Kaissa
To my beautiful sister Dihia
To My Bothers: Djamel and Karim
To My Husband Mohamed Ameziane
To my friends:Ourdia,Ouardia, Amina

Zegaoui Noria

To my dear parents Kamel and Nadia who did everything to see me succeed.
To my beloved brother Idir and My lovely sister Lisa
To my friends Noria, Ouerdia, Celia and Samia
To my beloved friend Warda
To all those who love me…

Yous Amina

Acknowledgements

ABSTRACT

The present research is concerned with the evaluation of the listening sections of the Algerian third year middle school textbook <u>My Book of English</u> in relation to the development of the learners' listening skill. It aims at figuring out whether the listening tasks proposed in the listening sections develop effectively the learners' listening skill and revealing the teachers'perception of these listening tasks. This study relies on Harmer's (2001) theoretical framework of Engage, Study, Activate teaching process and Wilson's (2008) Listening Sequence. To this end, our investigation is based on the Mixed-Methods approach which combines both the qualitative and quantitative research methods. In fact we have used the Qualitative Content Analysis method to interpret the qualitative findings obtained from the textbook evaluation and the open-ended questions of the questionnaire. Whereas the Statistical Package for Social Sciences is used to interpret the quantitative data obtained from the close-ended questions included in the twenty-five (25) questionnaires that are distributed to middle school teachers in Tizi Ouzou. The results of the textbook evaluation and the teachers' questionnaire have confirmed the first hypothesis which states that <u>My Book of English</u> contains listening tasks. Whereas, they have partially confirmed the second hypothesis which states that the listening tasks included in "I listen and do" sections effectively develop third year middle school learners' listening skill as well as the third hypothesis which states that the listening tasks in <u>My Book of English</u> promote the learners' communicative and linguistic competences.

Key words *Listening skill, Listening task, My Book of English, Textbook evaluation.*

List of Abbreviations

- **EFL:** English as a Foreign Language.

- **ESA:** Engage, Study, Activate.

- **FL:** Foreign Language.

- **ONPS:** Office National des Publications Scolaires.

- **QCA:** Qualitative Content Analysis.

- **SPSS:** Statistical Package for Social Sciences.

List of Diagrams

List of tables

Table of contents

GENERAL INTRODUCTION

CHAPTER 01: REVIEW OF THE LITERATURE

General Introduction

General Introduction

Statement of the Problem

The recent years have witnessed a growing interest in foreign language teaching, mainly the English language, which has become a professional and academic field of study. It is used to communicate on a daily basis in education, business, and technology. Thus, proficiency in all the fundamental skills (reading, writing, speaking, and listening) is seen as the main goal when learning a foreign language in order to become a well-rounded communicator. In fact, learning a language has to begin with listening which is one of the basic skills that should be acquired, developed, and mastered. Indeed, most scholars in linguistics and listening proficiency underline the importance of the listening skill as a prerequisite to academic achievement and success for many reasons. For instance, listening is the most critical communication skill that is used frequently to enhance Second Language acquisition (Rost, 1994). Therefore, it gains an importance not only in social arena but also in education. As Brown (2001: 248) states, listening is "*an important skill through which language learners internalize linguistic information without which they cannot produce language*". This means that listening is the main core feature of second language learning and teaching.

The listening skill then becomes one that creates opportunities and contexts in which learners can exchange real information and evidence of their own ability as well as gaining confidence while communicating. This is done through involving learners within the spoken passages and making them hear the main language aspects that may improve their communicative and linguistic competences. Furthermore, the review of other research works related to the development of the listening skill show that this latter is vital and must be taught appropriately, using suitable materials and designing relevant tasks. On the matter of the

1

importance of developing the listening skill. Krashen (1985) claims that foreign language acquisition is achieved by developing listening comprehension in order to understand oral messages. In addition, Wilson (2008: 9) claims that the primary goals of listening *"are information-gathering and pleasure though there are other reasons, such as empathy, assessment and criticism."* In other words, listening is a receptive skill that serves as an instrument to collect data, listen for pleasure and other reasons like understanding others' points of view and feelings, assessing the spoken discourse and providing critiques on what has been heard. He also acknowledges that *"listening is probably the key initial skill. After all, we cannot talk without listening first"* (Wilson, 2008: 17).

Despite the fact that listening is highly significant in EFL teaching and learning processes, this skill has drawn the least attention. Indeed, many studies have dealt with the listening skill in general. For instance, a dissertation entitled *"Developing EFL Learners' Listenning Comprehension through YouTube Videos"* which is written by Medoukali Farid (2015) at Mohammed Kheider University of Biskra acknowledges that learners and teachers have a positive attitude towards the internet in general and the use of YouTube videos as a means to develop the listening comprehension.

The present study investigates the development of the listening skill and evaluates the listening sections in the Algerian middle school English textbook <u>*My Book of English*</u> in order to finde out whether the listening activities promote the learners' communicative and linguistic competences.

Aims and Significance of the Study

The overall aim of this study is to evaluate the Algerian English language middle school textbook <u>*My Book of English.*</u> The study is very important since it tackles one of the basic skills in FL learning which is the listening skill. Our intention through this study is to

evaluate the listening rubrics namely "I listen and do" to find out if the tasks proposed develop and promote effectively the learners' listening abilities and if they encourage students to acquire language for communicative purposes.

Even though this research is significant for both teachers and learners, the main focus remains third year middle school pupils. It concerns a vital skill that contributes effectively in enhancing and learning a second language since it is the first language mode that children acquire. In fact, the listening comprehension skill plays a life-long role in the process of communication and cognitive development as well as in enhancing the third year middle school learners' receptive skills. Thus, this work investigates and tackles this crucial issue in order to see to what extent the Algerian curriculum of *My Book of English* has taken into consideration the necessity of improving students' listening competence through designing effective tasks suitable for the learners' level and needs.

Research Questions and Hypotheses

To investigate the issue, we have addressed the following questions

Q1. Does *My Book of English* contain listening tasks?

Q2. Do the listening tasks of *My Book of English* develop learners' listening skill?

Q3. To what extent do the listening tasks in *My Book of English* promote students' communicative and linguistic competences?

To answer these research questions two hypotheses are advanced:

H1. *My Book of English* contains listening tasks.

H2. *My Book of English* textbook tasks develop effectively the learners' listening skill.

H3. The listening tasks in *My Book of English* promote the students' communicative and linguistic competences.

Research Techniques and Methodology

The present study aims at investigating the development of the listening skill in the Algerian third year middle school textbook *My Book of English*. It also aims at figuring out the teachers' perception of the listening tasks included in the textbook. Therefore, to investigate this issue, we have opted for Harmer's framework Engage, Study, Activate teaching and learning sequence (ESA) which is based on Task-Based Learning principles and Wilson's pre-listening, while-listening and post listening teaching sequence. The study has two main objectives. The first objective aims at investigating whether the listening tasks included in the Algerian third year middle school textbook *My Book of English* develop effectively the pupils' listening skill and their linguistic and communicative competences. The second one, is to identify the teachers' perception towards the effectiveness of the listening sections of *My Book of English*.

As far as the methodological part is concerned, we have opted to use the Mixed-Methods approach for an in-depth evaluation in order to reach satisfying answers. This method combines both quantitative and qualitative methods for data collection procedures and analysis. The research makes use of the content analysis method to describe and explain the results obtained from the corpus which consists of the listening sections of the textbook as well as the questionnaire designed for third year middle school English teachers. In fact, Twenty-five (25) questionnaires are distributed to teachers in seven middle schools. This instrument aims at revealing the teachers' views towards the listening tasks involved in the textbook and their role in developing the learners' listening skill.

The quantitative data obtained from the close-ended questions of the questionnaire are analyzed using the SPSS (Statistical Package for Social Sciences) program to acquire statistical data which add validity and credibility to our work.

Structure of the Dissertation

This dissertation follows the traditional simple model of organization which consists of a 'General Introduction', four chapters and a 'General Conclusion'. The General Introduction consists of five main parts which are: the statement of the problem, aims and significance of the study, research questions and hypotheses, research techniques and methodology and the structure of the dissertation. The first chapter entitled *'The Review of the Literature'* gives a small overview of the previous studies related to the topic under study and the theoretical concepts relevant to the research in addition to the theoretical framework which the work is based on. The second chapter, namely *'Research Design and Methodology',* describes the selected procedures and instruments that are used to collect and analyze the data gathered when conducting the research. The third chapter is entitled *'The presentation of the findings'.* It is an overall presentation of the results obtained from the corpus and the questionnaire in the form of texts, diagrams, pie charts, and tables. The fourth chapter, called '*Discussion of the Findings',* is where the results of the investigation are interpreted, described and explained clearly to answer the research questions addressed in the general introduction. Finally, the discussion ends with a '*General Conclusion'* that summarizes all the facts that have been dealt with throughout this research paper.

Review of the Literature

Introduction

This chapter aims at reviewing the literature concerning the development of the EFL learners' listening skill and at highlighting the relevant key concepts related to it. It is divided into four main sections. The first part deals with the definitions of the listening skill in general as well as the definitions of the listening comprehension in particular, in addition to the listening processes related to it. It also presents the importance of the listening process in EFL teaching and learning. The second section deals with the two main listening types; extensive and intensive listening. The third section, in turn, comprises definitions of the term task in general and listening tasks implemented in EFL teaching in particular. The fourth and last section reviews and explains Harmer's framework Engage, Study, Activate (ESA) proposed in *How to teach English* (2001) and Wilson's pre-listening, while-listening and post-listening teaching sequence proposed in *How to Teach Listening* (2008) on which our work is based.

1.Definiton of Listening

Listening is the skill of understanding the spoken discourse. It is the most essential skill that is needed in most of the activities we carry throughout our lives and one of the four fundamental skills through which a language is taught. Therefore, many scholars and linguists define it from different perspectives. For instance, Rost (1994: 7) argues that *"listening is considered to be a part of oracy, a capacity to formulate thought verbally and communicate with others, so it is the skill that underlies all verbal communication."* In other words, listening is an important part in developing the oral skill and the communication process. Though, *"hearing is with the ear whereas listening is with in mind"* (Hamilton, 1999: 44).

Moreover, Howatt and Dakin (1974) define listening as *"the ability to identify and understand what others are saying, this involves understanding a speaker's accent or pronunciation, his grammar and his vocabulary and grasping his meaning."* In other words,

6

listening entails the comprehension of the foreign language components as well as the meaning surrounding it. In fact, as it is mentioned in Nunan (2003: 24) *"listening is an active, purposeful process of making sense of what we hear."* It means that the listener interprets the meaning from what is heard. Therefore, listening is vital in language acquisition since it provides the listener with the necessary input to understand what has been said (Rost, 1994). From the same perspective, Steinberg (2007: 75) argues that *"listening, like all acts of perception is a dynamic, active process involving the communicator and the recipient."* This means that listening is an active process that requires both a speaker and a listener. The first produces utterances and the second interprets them. Moreover, listening is the primary source of language learning.

Language acquisition is, therefore, achieved by comprehending the input of the spoken messages. In this sense, Brown (2001: 247) acknowledges that *"listening is the major component in language learning and teaching because in the classroom learners do more listening than speaking."* It means that we interpret meaning through daily listening activities rather than speaking.

1.1. Listening Comprehension

Before defining listening comprehension, we need to introduce the term comprehension first. It is the ability to understand whatever we listen to or read about. Wang and Gafurov (2015) claim that comprehension is an intelligent process since it is the power of interpreting the auditory signals by the brain after their identification and recognition, which means that it is the understanding of something abstract.*"Listening comprehension is regarded theoretically as an active process in which individuals concentrate on selected aspects of aural input, from meaning from passages and associate what they hear with existing knowledge"* (Xu Fang,2008:22). This means that listening focuses on the passages

that we orally hear, identify the purpose, and construct the meaning. Furthermore, O'Malley and Chamot (1989: 434) claim that *"listening comprehension is an active and conscious process in which the listener constitutes meaning by using cues from contextual information and from existing knowledge."* In other words, listening comprehension is a process where listeners construct the meaning from the basic input. It is an active process in which the learner exchanges and constructs the overall meaning of the text.

Listening comprehension needs certain mental processes to develop the learners' listening skill and the understanding of the spoken discourse. These are referred to as Bottom-up and Top-down processing of listening (Richards, 2008).

a. Top-down Processing

Top-down processing requires the use of prior knowledge to understand the spoken discourse meaning. It is defined by Batova (2013: 4) as

> emphasizing the listener's use of their existing knowledge of the topic and relevant context in forming hypotheses as to the speaker's meaning and ,when appropriate, in modifying them to match new incoming information.

In short, the listener relies on his background knowledge to comprehend what is said by the speaker through a general recognition of the topic and accommodating the new input. Harmer (2001: 270) claims that *"the reader (listener) gets a general view of reading or listening to a passage by, in some way, absorbing the overall picture."* In other words, the listener gets the overall view of the message and assimilates the general meaning. Rost (2002) highlights that top-down processing comprises listener-based strategies including listening for the main idea, predicting, drawing inferences and summarizing.

b. Bottom-up Processing

As opposed to the top-down process, the bottom-up one is the use of the new input to construct the meaning of the message. It is the process of decoding the sounds heard from the

smallest units to whole texts. Richards (1990: 50) argues that Bottom-up processing refers to *"the use of incoming data as a source of information about the meaning of the message."* In this context, Batova (2013: 3) notes that *"bottom-up processing would involve decoding based on the segmenting of the individual words out of the stream of speech."* According to Harmer (2001) *"Without a good understanding of a reasonable proportion of the details gained through some bottom-up processing, we will be unable to get any clear general picture of what the text is about."* As mentioned in this quotation, the comprehension of the details acquired from the bottom-up processing is vital for the understanding of the overall sense of the text. According to Rost (2002) bottom-up process comprises text based strategies including listening for specific details, recognizing cognates word patterns.

1.2. Listening Comprehension in EFL Teaching and Learning

More than a century ago, as a dominant method of language teaching, grammar translation gave no importance to listening, the emphasis was on writing. Then with the emergence of the direct method, there was a shift from written language to oral skills. Therefore, EFL teaching in this period of time was based on productive skills and listening was neglected since it was considered as a receptive skill.

In the second half of the 20th century, the audio lingual method emphasized the importance of the listening skill proficiency. Besides, with the development of the functional language theory, there has been an emphasisis on language function in society. Functional linguistic experts recognize language as a communicative tool. Consequently, the teaching of listening is intended to make learners understand speakers' intentions accurately and communicate with each other effectively. Therefore, foreign language teachers tend to spend extra efforts on developing students' listening comprehension which is vital in language acquisition. *"Listening is even more important for the lives of students since it is used as a*

primary medium of learning at all stages of education." (Gilakjani and Ahmadi, 2011: 979). In fact, acquiring good listening skills facilitates the development of the other three skills and the acquisition of the second language. In this context, Krashen (1985) points out that second language learning is similar to first language acquisition, thus, listening is the first step to language proficiency. Besides, it is important to point out that over the years, there was an important improvement in how listening skills are taught. Thus, effective strategies and recommended techniques are used to allow learners to take part in the communication process. Rost (1991) argues that the listener processes the information mentally after the speaker produces his utterances in order to understand the meaning and provide answers. Therefore, *"it is through interaction between speaker and listener that meaning becomes clear"* (Freeman, 1986: 123). Thus, the listening comprehension promotes interaction and communication between individuals. As a result, the Listening comprehension is of an extreme importance in FL teaching and learning as well as in individuals' lives.

2.Types of Listening

Different situations require different types of listening to improve learners' abilities and gain necessary input. Therefore, based on the purpose of listening, two main types may be adopted, namely extensive and intensive listening.

2.1. Extensive Listening

In this kind of listening, students are invited to choose for themselves what and how to listen, as well as the material to use. *"it provides the perfect opportunity to hear voices other than the teachers', it also enables students to acquire good speaking habits as a result of the spoken English they absorb, and helps to improve their own pronunciation"* (Harmer, 2001: 228). Said differently, Harmer emphasizes the importance of the extensive listening in developing students listening skill as well as language production since it is done for pleasure

and in a relaxed manner without focusing on every word produced in the passage and only paying attention to the language and the content.

Besides, extensive listening *"gives students more and more reasons to listen, if they can share their information with colleagues, they will feel they have contributed to the progress of the whole group"* (Harmer, 1998: 229). In other words, in order to encourage learners to learn new utterances, teachers may provide different groups of tasks to rise students' sense of cooperation and strengthen their self-confidence.

Consequently, extensive listening is all about general listening and getting general meaning. Thus, it is a good way to allow learners to construct their linguistic bank.

2.2. Intensive Listening

As far as intensive listening is concerned, it is a kind of students' practice for a particular and specific purpose. It is in fact the type which is the most used by teachers in classrooms. It demands extra efforts from the students to increase their knowledge of the foreign language. It is defined by Rost (2002: 138) as *"the process of listening for precise sounds, words, phrases, grammatical units and pragmatic units."* This means that, while the extensive process is used to get general understanding, intensive listening is used to get specific information with a more detail analysis such as phonetic, grammar and vocabulary. Therefore, *"many teachers use audio materials on tape, CD or hard disk when they want their students to practice listening skills"* (Harmer, 2007: 304). The audio material, then, allows learners to listen to a mixtures of different voices, a variety of different accents, different topics with different genres, rather than just their teacher's own voice. In this process, the teacher has a crucial role as a guide of the different listening activities.

Both extensive and intensive listening are essential to help learners get better progress to improve and obtain more than pleasurable listening input.

3. Definition of Task

A task is a piece of work that aims at achieving students' comprehension when learning a foreign language. It is *"a piece of classroom work that involves a learner in comprehending, manipulating, producing, or interacting in the target language."* (Nunan, 2004: 4). This means that, a task has the purpose of making the learner understand the language being learned, improve his skill and produce the target language.

3.1. Definition of Listening Task

A listening skill is *"a piece of classroom work that is aimed at processing a spoken discourse for a functional purpose through listening to and doing something with the information received."* (Marley in Murcia, 2001: 71). In other terms, a listening skill is an input of the speaking skill as it aims at processing what has been said into a functional purpose, which means that students will be able to apply what they heard in real contexts. *"It is a task where learners do something with the information they have extracted from the text."* (Field cited in Richards&Renandya, 2002: 244). Therefore, a*"task can involve labeling, selecting, drawing, form filling, and completing a grid."* (ibid). This means that a listening task comprises different tasks such as labeling a map, making choices or selecting words, drawing and gap filling.

4. Theoretical Framework

Our study is based on a theoretical framework proposed by Jeremy Harmer (2001) in his book <u>How to Teach English.</u> The theory consists of a set of procedures that fit neatly the task-based learning approach. These procedures are applied in the listening tasks in order to develop effectively the learners' listening skill. Thus, students *"will need to be motivated, be exposed to language, and be given chances to use it. We can, therefore, say what elements need to be present in language classroom to help students learn effectively"* (Harmer, 2001:

25). He also claims: *"We will call these elements 'ESA'; three elements which will be present in all –or almost all- classes"* (ibid): engage, study, and activate.

4.1.Meaning of Engage Study Activate (ESA)

"The natural language acquisition can be difficult to replicate in the classroom, but there are elements which we should try to imitate" (Harmer, 2001:24). These elements are presented in the language classroom to help students acquire language effectively, which are called Engage, Study, Activate (ESA). This model of teaching language is developed and introduced by Harmer (2001). It consists of three stages: the *engage* stage which is planned to arouse students' interest and make them emotionally involved, the *study* stage which is designed to make learners focus on language components and construction, and the *activate* stage which is planned to make students use the language freely achieving communicative purposes.

Our study is based on the ESA model of teaching that can be implemented when teaching listening in the classroom through different tasks. Harmer (2001: 100) claims that *"different listening stages demand different listening tasks."* This means that each teaching sequence requires specific listening tasks. *"For a first listening, the task(s) may need to be fairly straight-forward and general"* (ibid). That is to say, in the *engage* phase, the task designed should tackle the topic in general. *"Later listenings, however, may focus on detailed information, language use or pronunciation"* (ibid). To clarify, the coming stages (*study* and *activate*) require tasks that focus on the details, analyse the language used in the listening passage, and how to use it later on.

a. Engage

In order to teach students the English language, teachers must attract the students' attention and involve them emotionally (Harmer, 2001). When students are involved, they

perform and behave better. Therefore, according to him there are different activities and tasks to engage learners within the teaching sequence. These activities, in fact, can be used to teach the language content planned for the lesson.

As far as our study is concerned, it tackles the listening skill. Harmer (2001) proposes some activities that make students engaged within the listening scripts and also get them ready to participate in the lesson. Engaging the students can include showing pictures, realia, contrasts, discoveries, discussions with the whole class, miming and acting, prompting the students to answer, and using questions so the learners think and speak in English. *"Students need to be made ready to listen. This means that they will need to look at pictures, discuss the topic, or read the questions first, for example, to be in a position to predict what is coming"* (Harmer, 2001:100). In fact, according to Harmer (2001) there are different kinds of recordings that are used to make learners listen to the spoken passages such as announcements, conversations, telephone exchanges, lectures, plays, news broadcasts, interviews, radio programs, stories and reading aloud.

b. Study

Study tasks are reffered to as the practice phase where students tackle the language in details. According to Harmer (2001: 25)*"Study activities are those where the students are asked to focus in on language (or information) and how it is constructed"*. This means that during this part of the lesson, the focus is on the language and how its components are constructed. After the learners are engaged within the audio text and the topic, they move on to the *study* phase. This latter consists of many listening tasks such as studying from texts and dialogues, crosswords, gap-filling, word searches, matching tasks, drilling, jigsaw listening, monologues, listening to music, news and radio genres as well as listening to poetry (Harmer, 2007). Students can study in a variety of different styles, the tasks can include language

components such as sentence construction (subject, verb, object), parts of speech (nouns, verbs, adjectives, pronouns, and conjunctions), forms and meaning (synonym) or language functions (inviting, apologizing, agreeing, giving advice, and asking for information). Harmer (2001: 104) argues that *"the teacher will go on to study language of physical description in the text, the use of pronouns in the dialogues, etc. The listening practice part of the lesson has helped to move the story (and the topic) on."* Thus, in this phase students are exposed to the language study, its meaning and form, and then put in practice all that they have learned. Making mistakes in this phase is part of the learning process. Students may face grammar issues (article usage, word order) and correct them in pairs or in groups. The learners will discover, then, new grammatical patterns, vocabulary and paragraph organization (Harmer, 2001: 35-50). Therefore, Harmer (2001:26) argues *"successful language learning in classrooms depends on a judicious blend of subconscious language acquisition (through listening and reading, for example) and the kind of study activities"*. This means that learning a second language demands effective study activities.

c.Activate

"This element describes exercises and activities which are designed to get students using language as freely and 'communicatively' as they can" (Harmer, 2001: 26). This means that this phase of ESA makes reference to the use and practice of the language appropriately in a given situation or topic. Learners need to have a chance to activate their knowledge after listening to the scripts. The *activate* phase includes discussions in pairs or groups, role-play, story building and tasks such as posters or advertisements, simulations, debates, story and problems writing. The *activate, then,* stage is where students put to work the things they learned in the study phase. Harmer (2001: 104) claims *"the teacher can also get students to*

look at the tape script and act out the dialogue as an activate stage." This means that learners are asked to act out a dialogue after being exposed to the listening scripts.

Consequently, the importance of various teaching models should be highlighted as they are creative ways to improve the students' listening skill. ESA sequence then is a way that fits the three elements (Engage, Study, and Activate) in listening sequence teaching which should be implemented to develop the learners' listening skill.

4.2. Wilson's Listening Sequence

To reinforce Harmer's (2001) framework which does not provide all the listening tasks related to each phase, we have intended to use Wilson's (2008) listening sequence proposed in *How to Teach Listening* (2008) that presents a set of listening tasks to adopt in each stage. The two frameworks are interrelated since they concern the field of teaching listening through tasks. Both Harmer (2001) and Wilson (2008) propose a set of teaching listening sequences which are respectively: engage, study, activate sequence, and pre-listening, while-listening and post listening sequence.

4.3. Types of Listening Tasks

While teaching listening, it is essential to identify and propose the tasks that suit the specific communicative purpose and linguistic aspects to teach. In this sense Wilson (2008: 60) highlights *"current thinking suggests that listening sequences should usually be divided into three parts: pre-listening, while-listening and post listening"* Though,, according to Wilson (2008) a good listening activitiy consists of three stages: pre-listening, while-listening and post-listening.

A. Pre-Listening Tasks

According to Wilson (2008) pre-listening activities help to hear and give some clues about the activity expectations by activating schemata. Activities to activate learners'

schemata might include brainstorming, visuals, realia, texts and words, situations, opinions, ideas and facts.

a. Brainstorming

According to Wilson (2008:64) *"particulary useful thing to do before listening to factual passages with one main topic"* which means that brainstorming activities are useful before studying any given topic. Wilson (2008) presents some of the activities related to brainstorming that may activate the students' schemata. For instance, 'from one to many' which is a form of brainstorming that requires learners to work alone, take notes, and share their ideas in groups. Another task is 'poster display' which is a task that *"involves students in groups making a poster on a given topic"* (Wilson, 2008:65).

b. Visuals

Besides brainstorming activities, visuals are also effective for pre-listening activities. According to Wilson (2008: 65) *"many students have a visual learning style; they learn better when seeing images that correspond to the things being taught."* This means that visuals help learners to activate their schemata relating to any given topic or listening passage. Wilson (2008) proposes some activities such as pictures where *"the students can simply look at the picture and guess what the listening text will be about"* (Wilson, 2008: 66). 'Guess what's happening' is an activity where *"the students make guesses in groups about what is going on"* (ibid). This means that in this activity leaners form groups and then predict what they will hear. *"A variation on the 'whats's happening' idea is to use a film clip. The students watch a sequence from a video or DVD but without sound. They explain what is happening or guess what is being said"* (ibid).

c. Realia

Using realia is also helpful in activating schemata. For instance, using photos, guides, maps, brochures, and other objects that help learners to guess what the topic is about (Wilson, 2008). According to Wilson (2008), objects bring to learners memories and associations which are aspects of schemata and help them to predict and guess who and what they see and activate their prior knowledge and help them better understand the listening. For instance, *"maps and guides can be used as stimuli for conversations about places and travel or features of towns and cities. Brochures are particulary useful if the teacher can collect a number of them concerning the same product or service but from different sources."* (Wilson, 2008: 69).

d. Texts and Words

Wilson (2008: 70) claims that *"texts may give us vital information or motivate us to investigate a topic futher."* This means that before listening to a text, learners read about the topic to get information and to be engaged within the listening text. *"Short reading texts can also be useful as an introduction to the topic"* (ibid). Wilson (2008) proposes some listening activities using 'texts and words', for instance, 'court case' which is the idea of presenting details of a court case and let the learners guess the final judgement and then listen to discover if they are right. Another activity is the 'gap-fill exercise'*, "the idea of gap fill exercise is that students read transcripts with blanked out words or phrases. Their task is to fill the gaps."*(ibid). In addition to 'court case' and 'gap-fill exercises', another listening activity is "key words' where *"the teacher provides a list of key words from the passage. The students use these words to predict what will happen in the text"* (Wilson, 2008: 71).

e. Situations

Certain situations like answering the telephone, ordering in a restaurant help learners predict the development of a dialogue or a story (Wilson, 2008). Wilson (2008) proposes some listening activities related to some situations such as 'functions' where the teacher explains the situation and the learners explain how it can proceed such as a phone call. Another exercise is 'problem-solving' in which *"[...] students are presented with a problem. Their pre-listening task is to come up with ideas for solving it, or a list of questions to ask"* (Wilson, 2008: 73).

f. Opinions, Ideas and Facts

According to Wilson (2008: 73) *"using students' views and opinions both activate and broaden their schemata."* This means that when asking learners to discuss a topic and give their point of view, they will learn effectively and broaden their prior knowledge. Wilson (2008) proposes some listening activities where learners are encouraged to express their opinions, ideas, and present facts. For instance, 'speed writing' is an activity where *"the teacher gives the students the subject of the listening passage, then asks them to write continuously in this subject for a set period of time."* (Wilson, 2008: 73). 'Group writing' is a listening task where the teacher gives a topic and separate the learners into three groups. Each group writes questions and opinions about the topic. At the end the groups combine the questions and opinions, then they listen to each other and share the information (Wilson, 2008).

B. While Listening Tasks

a. Listening for Gist

Most of the time learners listen and pay attention to what is said to get general information and ideas about the topic. *"On their first encounter with a passage in the*

classroom, students usually listen for gist and the main idea" (Wilson, 2008: 82). Students then need to know the purpose of the spoken text and the speaker's communicative intention. In this context, *"a simple exercise is to ask for basic information under the headings what? Who? Why?"* (ibid).

b. Listening for Details

The learner is required to listen to specific information to discern the important details to be remembered. Harmer (1983: 181) argues *"[...] the ability or skill of listening to extract specific information is as important for listening as it is for reading."* As an example of these tasks 'times, dates, numbers' which aim at asking students to note down the full times, dates and numbers present in the listening passages (Wilson, 2008). Another example is 'spot the differences' task; *"the students look at a picture and listen to a description of it, the oral description contains a number of differences from the picture. The students listen to these differences and mark them on the page."* (ibid)

c. Infering

It is *"a thinking skill in which we make decductions by going beyond what is actually stated."* (Wilson, 2008:84). This means that, the listener should deduce the meaning of the spoken text even if the speaker does not give much details. For instance, according to Wilson (2008: 85) *"pause and predict involves creating gaps in the text, which the listener tries to fill."* In other words, while reading the text, the teacher pauses the recorder and asks students to predict what comes next.

d. Participating Actively

According to Wilson (2008: 86) *"it includes transferring what is heard from one medium to another, using skills such as drawing, or tracing a route on a map."* That is to say,

participating actively means listening to a passage and interpreting what is heard into graphic forms.

e. Note Taking

When listening to take notes, the listener is not expected to write down whole sentences but only the most important words and details. Therefore, *"it forces students to pick out the important points in a talk or lecture because they can not write down everything they hear."* (Wilson,2008:88).

f. Dictation

According to Wilson (2008: 90) *"dictation is probably the best known activity for intensive listening."* In fact, it is an excellent means to improve the students' listening skill since learners are required to pay attention to words spelling and writing conventions. Thus, *"many teachers realize that dictation has great benefits as an activity type."* (ibid).

C. Post Listening Tasks

a. Checking and Summarising

"The first thing our students speak about, in pairs or small groups, will probably be the answers to pre-set questions" (Wilson, 2008: 97). That is to say, this type of listening tasks asks students to check their answers about a given question in pairs or groups. *"The teacher's role in this type of post-listening activity is to monitor the students discussion, perhaps asking for textual evidence of their ideas, confirming or denying these ideas and answering questions"* (ibid). In other words, students are asked to answer questions in pairs or groups and the teacher corrects the errors and mistakes made by the learners.

As far as summarizing is concerned, it *"focuces on what is important, the gist, but - also- allows students the freedom to elaborate and add details as they remember them"*

(Wilson, 2008: 97). As an example of this type of task, 'note comparison' in which a student takes notes as he/ she listens to a passage and then compares his/her note with classmates.

b. Discussion

According to Wilson (2008: 99) *"much post-listening discussion revolves around how far learners' expectations were or were not met."*That is to say, 'discussion' is a type of task that requires students to discuss the topic, predict answers and then check whether or not the expectations met what they have predicted. As an example of this kind of listening task 'asking questions'*"the teacher can devise a number of questions based on the topic of the listening passage"* (ibid). Another example is 'sorting lists', after listening to a given passage the teacher lists some aspects of the topic and asks students to order or rank them according to their importance, desirability and/or cost. (Wilson, 2008).

c. Creative Responses

This type of listening tasks involves both writing and speaking. In other words, some creative responses involve writing such as 'write on' which is a creative task that requires learners to listen to a story and then write down a continuation to the story (Wilson, 2008). 'Genre transfer' is also a creative task where learners are asked to listen to a passage and then write it down (ibid). There are also creative responses that involve speaking. For instance, 'illustrate' tasks in which students are asked to listen to a description of something and then draw an image to represent this description (Wilson, 2008).

d. Critical Responses

"One of the most important elements of a critical response to a listening passage is an awareness of the speaker's viewpoint, biases and prejudices" (Wilson, 2008: 103). This means that critical responses tasks aim at analyzing the listening passage to know what the speaker really wants, what he/she wants to say, and his/her opinion about smething.

Therefore, critical responses *"[...] are a part of language appreciation and interpretation"* (ibid). For instance, students are asked to examine the language used and the intention of the speaker and then interpret the message critically through agreeing or disagreeing with what is said.

e. Information Exchange

Wilson (2008: 105) claims that *"[...] this post-listening activity is one of the most important reasons for listening in any language."* This kind of tasks encourages learners to exchange and share information. To illustrate, the most used listening task to exchange information between students is the 'jigsaw' listening task. It requires some learners to hear a part of the listening passage whereas the others listen to the second part. At the end they share and combine their knowledge to get a complete story (ibid).

f. Problem Solving

"One of the more engaging activities is to pose a problem and use a listening passage to help solve it" (Wilson, 2008:105). 'The problem solving' tasks include listing which involves brainstorming and fact finding as a process, sorting that promotes vocabulary acquisition, ranking which requires students to justify their ideas and discuss them and ordering according to criteria. There is also designing something which *"is motivating for visual/ kinaesthetic learners and also for lateral thinkers"* (ibid).

g. Reconstructing the Listening Text

This includes 'gap-filling' which *"is one of the most common text reconstruction activities"* (Wilson, 2008: 103). In this task students are asked to fill the gap to reconstruct the text. Also 'disappearing dialogues' in which the students are asked to recreate a dialogue or a role play and then act it out in pairs many times and the teacher adds words each time while the students act again. In addition to 'gap-filling' and 'disappearing dialogues', 're-ordering'

is another type of text reconstruction. It requires learners to put strips in the correct order (ibid).

Overall, listening activities are designed to facilitate the learning process and develop the learners' listening skill. They help students get outcomes from specific data on the one hand and analyze, and evaluate the learners' progress on the other.

Conclusion

This chapter has reviewed the different literatures concerning the development of the listening skill. It has included some definitions of listening skill, listening comprehension and its importance in language learning and teaching as well as the two main learning processes. Moreover, it has considered two principal types of listening and some definitions of the term task. The last part has presented and explained the theoretical framework of the present study and the different types of listening tasks.

Research Design

Introduction

This chapter is methodological; it deals with the research design of the present study. It clarifies and explains the different procedures and techniques adopted. It also describes the corpus on which our study is based as well as the participants involved. The two techniques used when conveying the research consist of: The corpus that includes the analysis of the listening sections involved in third year middle school textbook *My book of English* and a questionnaire designed for teachers in seven middle schools. As previously stated, the present research is conducted using the mixed-methods approach which includes both quantitative and qualitative methods in order to analyze the data collected and reach satisfying results.

1. Procedures of Data Collection

In order to collect the necessary data that support the investigation, we have opted to use two different types of data collection instruments namely: a textbook analysis and a teachers' questionnaire.

1.1. Description of the Corpus *My Book of English* (2017)

My Book of English is the official textbook of English as a foreign language designed for the Algerian learners of the third year middle school level. The book is designed to facilitate and improve the learners' level and skills to pursue their education. Moreover, *My Book of English* was designed by the national Curriculum Committee of the Ministry of the Education in 2017 and published by the National Office of School Publication (ONPS).

a. Structure and Organization of *My Book of English*

My Book of English is divided into four sequences: The first one is 'Me, my abilities, my interests, and my personality', the second sequence is 'Me and life styles', the third is named 'Me and the scientific world', and the last one is 'Me and my environment'.

By analyzing the structure and organization of the sequences, it can be noticed that each one of them follows the same organization starting by'I listen and do' section followed by "I pronounce', 'My grammar tools', 'I practice', 'I read and do', and finally 'I learn to integrate', in addition to 'I think and write', 'Now, I can', 'I play and enjoy', and 'I read for pleasure' sections. Each section consists of a set of tasks that aim at developing the students' learning abilities. Different types of tasks are proposed such as matching, comparing, filling the gaps, and repeating words.

The present study concerns the listening tasks included in the four sequences in 'I listen and do' parts. It intends to analyze these tasks to inspect whether Harmer's (2001) Engage, Study, Activate (ESA) teaching sequence and Wilson's (2008) teaching listening sequence are applied in the proposed tasks to promote the learners' listening skill. We have opted to use this learning technique to present a new way of teaching listening since it covers most of the language teaching elements and ideas.

1.2. Description of the Setting and the Context of the Research

The research aims at investigating the development of the listening skill in *My Book of English*. The study is conducted in seven middle schools in 'TIZI OUZOU' and concerns third year middle school teachers of English who use the textbook. Indeed, twenty-five (25) questionnaires are distributed to middle school teachers in seven middle schools namely Derdar Said, Les frères Aidrous, Babouche Ali, Ait Zellal base 5, Nouveau CEM Tigzirt, Agouni Moussi, Aissat Idir.

1.3. The participants

This survey is made to target teachers of the third year middle school level. The teachers' selection is made at random with no regards to their age, gender, or their teaching experience in order to make the study credible. The reason for choosing this population is because they have a direct connection with third year middle school students and use the

textbook. Therefore, twenty-five (25) questionnaires were distributed to teachers from seven middle schools to gain varied opinions concerning the effectiveness of the listening sections in *My Book of English.*

1.4. Teachers' Questionnaire

A questionnaire is a set of questions that is designed by a researcher to get appropriate data from participants about a given topic. According to Nunan (1992:231) *"a questionnaire is an instrument for the collection of data, usually in written form consisting of open and/or closed questions and other probes requiring a response from the subject."* To clarify this point, a questionnaire is a useful tool to acquire interesting data. It includes different types of questions, the close-ended questions that require "yes" or "no" answers and the open-ended ones which explore the views of the respondents and give them freedom of expression and the last type is the multiple-choice questions.

The questionnaire we have designed contains fourteen (14) questions, and it is divided into four (4) sections. The first one is about the background information of the teachers; it contains only one question about their years of experience in the teaching field. The second section is about the teachers' perception of teaching the listening skill which contains three (3) main questions, two (2) close-ended questions and an open-ended one. The third part is about the effectiveness of the listening sections in the textbook, it is composed of two (2) open-ended questions and three (3) close-ended ones. The last part is about the teachers' attitudes towards the listening tasks included in the textbook, which contains three (3) close-ended questions and two (2) open-ended ones. The questionnaires are distributed on June 25th, 26th, 27th 2019. Howerver only twenty (20) questionnaires are answered and handed back on July 2nd and 3rd 2019.

2. Procedures of Data Analysis

This part concerns the data analysis procedures. It presents the statistical and qualitative content analysis (QCA) methods used to analyze the data gathered from the teachers' questionnaire and the textbook evaluation. The mixed-methods approach is used to analyze our corpus, thus it combines both qualitative and quantitative procedures.

a. Descriptive Statistical Method

In order to analyze the statistical data obtained from the close-ended questions of the teachers' questionnaire, a computer program named the Statistical Package for Social Sciences (SPSS) is used. The results obtained from the SPSS will be described using the descriptive statistical method. This latter will be useful for our investigation since it allows us to extract simple results out of a complex item in order to compare them, and then draw a conclusion. This method of data analysis permits us to classify the data qualitatively by using percentages which makes the interpretation of the numerical data easier.

b. Qualitative Content Analysis (QCA)

Qualitative content analysis (QCA) has been defined by Hseih and Shanon (2005: 1278) as being "*[...] a research method for the subjective interpretation on the content of text data, through the systematic classification process of coding and identifying themes and patterns.*" This means that QCA is designed to analyze qualitative content and decipher the hidden meaning. In fact, this method is used to interpret and analyze the open-ended questions of the teachers' questionnaire in a critical way. Therefore, in this study we have used this data analysis technique to describe and interpret the questionnaires' open-ended questions as well as My Book of English textbook evaluation findings. This method transforms the qualitative data obtained from the data collection tools into texts and paragraphs.

Conclusion

This chapter is devoted to the methodology. It has laid out the research design used in our study. The first part has focused on the description of the setting and the context, while the second one has presented the research instruments used for conducting the research which are the teachers' questionnaire and the textbook *My Book of English*. The third part has tackled the procedures of data analysis namely the Descriptive Statistical Method (DSM) in which we have defined the SPSS used to analyze the quantitative data and the Qualitative Content Analysis (QCA) to interpret, discuss, and explain the qualitative data gathered from the questionnaire and the corpus. The results will be displayed and analyzed in the next chapter.

Presentation of the Findings

Introduction

This chapter is devoted to the practical side of the study. It concerns the presentation of the findings of our investigation. It is divided into two sections. The first section covers the presentation of the results obtained from the analysis of the listening sections tasks of *My Book of English*. The second one presents the analysis of the results obtained from the questionnaires about the teachers' views towards the listening sections of *My Book of English*.

1.Presentation of the Findings of "*I listen and Do*"

This part is devoted to the presentation of the findings obtained from the analysis of *My Book of English* listening sections namely 'I listen and do' which consist of 116 listening tasks. The data are generated based on the frameworks proposed by Harmer (2001) and Wilson (2008) which consist of a model of FL teaching that is based on three teaching and learning sequences that are essential for an effective learning of the listening skill through tasks. It involves Engage, Study, Activate sequence which goes hand in hand with pre-listening, while-listening and post-listening teaching sequence.

1.1. The Number of Listening Tasks in *My Book of English*

Sequence	Number of listening tasks in My Book of English	Percentage
Sequence 01	22	19%
Sequence 02	29	25%
Sequence 03	23	20%
Sequence 04	42	36%
Total	116	100%

Table 1: The Number of Listening Tasks in *My Book of English*

The results obtained from the table 1 reveal that the whole listening parts contain 116 listening tasks. The fourth sequence 'Me and my environment' includes 42 tasks which represents (36%) of the tasks. The second sequence "Me and life styles" comes in the second position with 29 tasks which represents (25%) compared to the other sequences. The third

position is attributed to the third sequence 'Me and the scientific world' with 23 activities that represent (20%) of the tasks. Moreover, the first sequence 'Me, my abilities, my interests and my personality' takes the last position since it includes only 22 tasks with a percentage of (19%).

1.2. Classification of the Listening Tasks according to Harmer's ESA and Wilson's Listening Sequence

a.Engage (Pre-Listening) Tasks in *"I Listen and Do"* Sections

Listening Task	Number	Percentage
Visuals	06	60%
Realia	04	40%
Total	10	100%

Table 2: Engage (Pre-Listening) Tasks in *"I Listen and Do"*

Table 2 reveals the number of engage tasks included in 'I isten and do' sections. 60% is the percentage of tasks that need visuals. 40% is the percentage of tasks that need the use of realia.

b.Study (While-Listening) Tasks in *"I Listen and Do"* Sections

Listening Task	Number	Percentage
Matching	08	19%
Gap-fill	15	35%
Ticking right words	14	32%
Ordering	06	14%
Total	43	100%

Table 3: Study (While-Listening) Tasks in *"I Listen and Do"*

Table 3 demonstrates the number of study tasks proposed in 'I listen and do' sections. 35% is the percentage of gap-filling tasks involved in 'I listen and do' sections. Ticking right words tasks occupy the second position with 32%. Matching tasks and ordering tasks have approximately the same percentages which are respectively 8% and 6%.

c. Activate (Post-Listening) Tasks in *"I Listen and Do"* Sections

Listening Tasks	Number	Percentage
Discussion	30	47%
Checking answers	15	24%
Role- play	13	24%
Asking and answering questions	05	08%
Total	63	100%

Table 4: Activate (Post-Listening) Tasks in *"I Listen and Do"*

Table 4 shows the number of activate tasks involved in 'I listen and do' sections. The discussion tasks contain the highest percentage which is 47%. Checking answers and role-play tasks come in the second position with the respective percentages of 15% and 13%. 8% is the percentage of asking and answering questions tasks.

2.Presentation of the Questionnaire Results

In order to gather data, twenty five (25) questionnaires are distributed to English teachers in seven middle schools in Tizi Ouzou. However, only twenty (20) questionnaires are given back.

Section One: General information

Q01. How long have you been teaching English?

Teachers' experience	One year	Two years	Three years	More than three years	Total
Number	00	02	04	14	20
Percentage	00%	10%	20%	70%	100%

Table 5: Teachers' Experience.

Table 5 demonstrates the number of teachers who have answered the questionnaire and their teaching experience. Twenty (20) is the total number of the participants. Fourteen (14) among them (70%) have been teaching English for more than three years. 20% have been teaching for four years and only 10% have been teaching for two years, while none of them taught for only one year.

Section Two: Teachers' perception of teaching listening

Q01. Teaching listening is fundamental in developing the learners' English language.
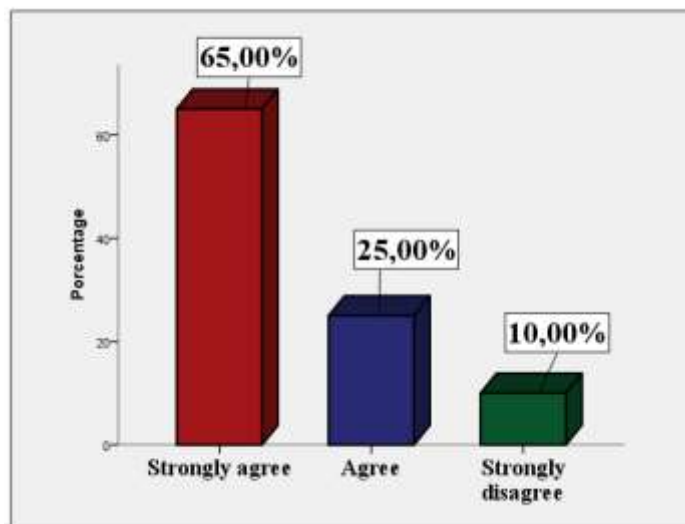

Diagram 1: Importance of Listening in Language Development

As shown in diagram 1, most of the participants sixty-five percent (65%) strongly agree that teaching listening is fundamental in developing the learners' English language. Twenty-five percent (25%) agree that listening is fundamental in developing learners' English language and only ten percent 10% disagree.

Q02.Do you think that listening is important for a better oral performance?
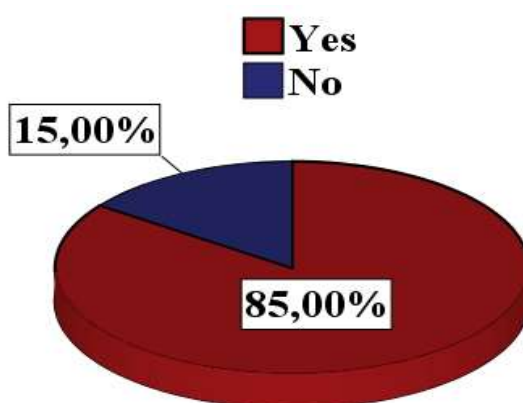

Diagram 2: Importance of Listening in Oral Performance

The results displayed in diagram 2 show that the majority of the participants eighty-five percent (85%) think that listening is important for a better oral performance and only fifteen percent (15%) say that it is not important for a better oral performance.

Justify your answer

The teachers who have responded that listening is important for a better oral performance have supported their point of view differently, one of them has said: *"listening and speaking are two interrelated skills that depend on one another,"* another one said: *"listening to native speakers improve the learners' oral performance."* However, the teachers who have said that listening is not important for a better oral performance have justified their answer differently. For instance, one of them has stated that *"accuracy is more important than fluency."*

Q03. Teaching listening is as important as teaching the speaking and writing skills.
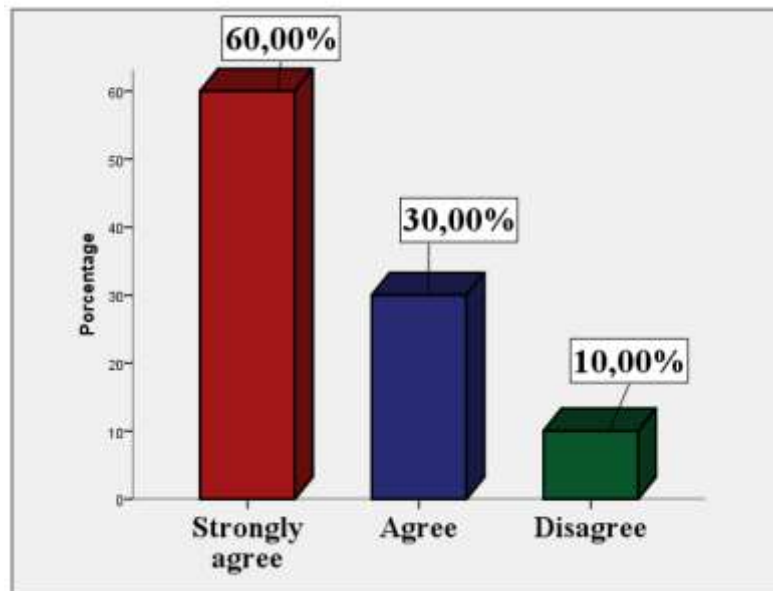

Diagram 3: Importance of Listening in EFL Learning

In diagram 3 most of the participants sixty percent (60%) state that they strongly agree that teaching listening is as important as teaching the speaking and the writing skills while

thirty percent (30%) simply agree with this statement. Besides, only 2 participants ten percent (10%) disagree.

Section three: The effectiveness of the listening sections in *My Book of English.*

Q01. Are the listening tasks in *My Book of English* suitable for the learners' level?
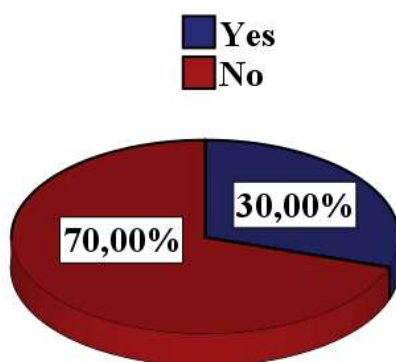
Diagram 4: Relevance of the Listening Tasks for Learners' Level

The results in diagram 4 show that the majority of the teachers seventy percent(70%) think that the listening tasks included in *My Book of English* are not suitable for the learners' level. Whereas, only thirty percent (30%) think that the tasks proposed in the textbook suit the learners' level.

Q02. Do you think that the tasks proposed in *My Book of English* promote students' listening skill?

Diagram 5: Promotion of the Listening Skill through Listening Tasks

According to the results, most of the participants seventy percent (70%) claim that the listening tasks proposed in <u>My Book of English</u> do not promote students' listening skill. While only thirty percent (30%) of them state that the tasks proposed in the textbook promote the learners' listening skill.

If yes how? If no why?

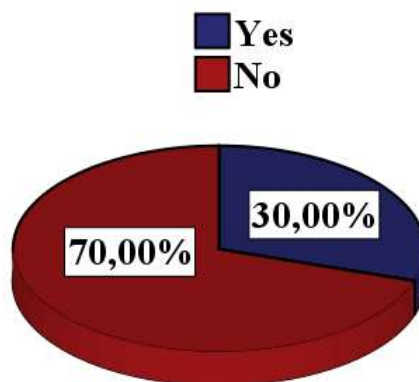The majority of teachers seventy percent (70%) have stated that the tasks proposed in <u>My Book of English</u> do not promote the learners' listening skill. They have supported their point of view by providing distinct statements. For instance, one of them has argued that *"the students find difficulties to accomplish the tasks since they are only in their third year of learning the language, so they are not ready to produce long sentences or act out dialogues."* Another one has stated: *"The scripts proposed for the tasks do not suit the learners' needs and interests".*

The minority of the teachers, approximately thirty percent (30%), who have stated that the tasks proposed in <u>My Book of English</u> do promote the learners' listening skill, supported their claim differently. For instace, one of them has said: *the tasks are important because they enhance the learners' listening abilities and strategies."*

Q03. Do you think that the tasks proposed in '*I listen and do*' sections in <u>My Book of English</u> enhance the students' communicative competence?
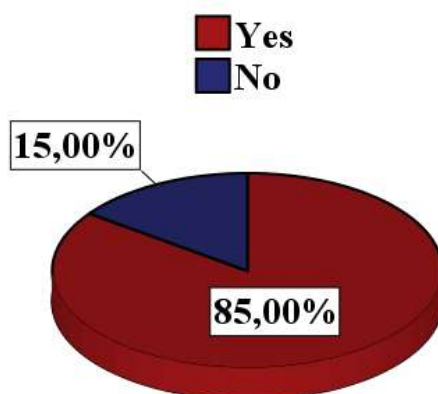

Diagram 6: Listening Tasks and the Development of Communicative Competence

The diagram above shows that the major part of the participants eighty five percent (85%) assume that the tasks proposed in *My Book of English* effectively develop the students' communicative competence. Whereas, only fifteen percent (15%) state that the tasks included in the 'I listen and do' sections do not develop the students' communicative competence.

Q04. Do you think that the listening tasks in *'I listen and do'* sections in *My Book of English* require the use of videos and tape recorders?
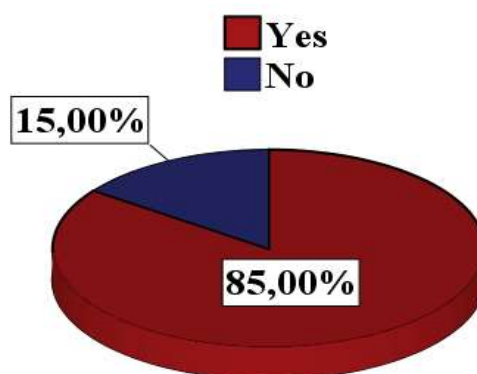
Diagram 7: Listening Tasks and the Use of Videos and Tape Recorders

The results above show that the majority of the participants, eighty five percent (85%), state that the tasks included in 'I listen and do' sections in *My Book of English* require the use of videos and tape recorders. Whereas, only fifteen percent (15%) of the teachers see that these two authentic materials are not required when accomplishing the tasks.

Justify,

The sixteen (16) teachers who use videos and tape recorders when asking students to accomplish the tasks justified their answers distinctively; one of them has argued that *"the scripts related to the tasks are proposed in the form of videos and sometimes require audio texts to expose the learners to native speakers."* The four teachers who have responded that the tasks do not require the use of videos and tape recorders forwarded their point of view differently. For instance, one of them has said: *"Learners do not understand the native speakers' language, they prefer their teachers' voice."*

Q05. Is the number of the listening tasks proposed in the listening sections in *My Book of English* sufficient to develop learners' linguistic and communicative competences?
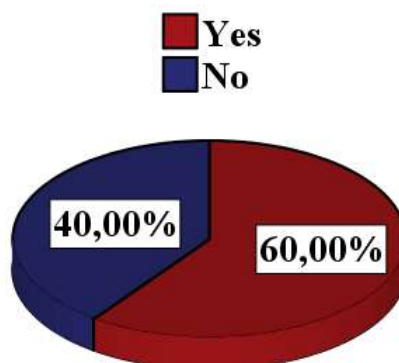
Diagram 8: Teachers' Perception of the Number of Tasks in ' I Listen and Do'

The diagram above shows that the major part, sixty percent (60%), of the teachers think that the number of listening tasks proposed in the listening sections in *My Book of English* is sufficient to develop the learners' linguistic and communicative competences. While forty percent (40%) of the teachers state that the number of tasks proposed in the whole listening sections is not sufficient.

Section four: Teachers' perception of the listening tasks included in *My Book of English.*

Q1. Do the listening tasks involved in *My Book of English* provide you with hints to attend the communicative and the linguistic objectives at the end of each sequence?
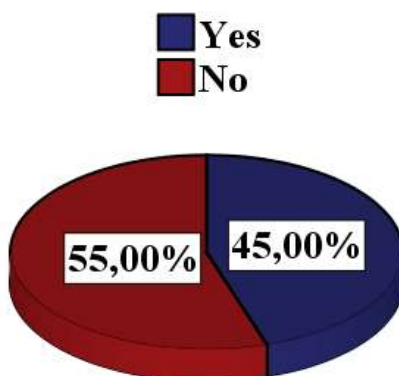
Diagram 9: Communicative and Linguisitc Objectives in "*I Listen and Do*"

As indicated in diagram 9, the highest percentage, fifty-fivepercent (55%), represents the teachers who affirm that the listening tasks involved in *My Book of English* provide hints to attend the communicative and linguistic objectives at the end of each sequence. Whereas, only fourty-five percent (45%) see that the listening tasks involved in *My Book of English* do not provide hints to achieve the communicative and linguistic objectives at the end of the sequences.

If yes how?

The teachers who have responded that the listening tasks involved in *My Book of English* provide hints to attend the communicative and linguistic objectives at the end of each sequence have supported their point of view differently. For instance, one of them has said that *"the listening tasks proposed in the textbook introduce the main language aspects to teach such as vocabulary and grammar."* Some others, fourty-five percent (45%), have claimed that the tasks have the objectives to improve the students' accuracy and fluency through making them speak correctly and use correct grammar and other linguistic aspects.

**Q2. Do the pair discussions tasks proposed in the listening sections in *My Book of English* contribute in promoting communication and interaction between learners in English?**
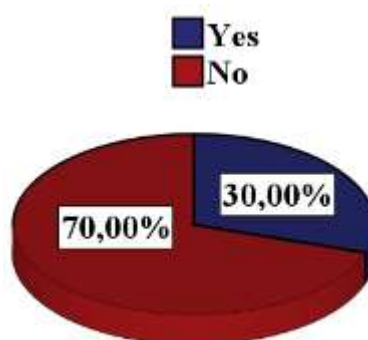

Diagram 10: Effectiveness of Pair Discussion Tasks in *My Book of English*

As displayed in diagram 10, the majority of teachers, seventy percent (70%), says that pair discussion tasks proposed in the listening sections in *My Book of English* do not contribute in promoting communication and interaction between learners in English. While

only thirty percent (30%) confirm the effectiveness of the pair discussion tasks in promoting the communication process between learners.

Justify your answer

The majority of teachers seventy percent (70%) who have claimed that the pair discussions tasks are ineffective have justified their answer differently. As an example, one of them has said: *"the proposed tasks are not adequate for the pupils' level, and they do not target their communicative skill."*

The minority of teachers who confirm the effectiveness of the pair discussions tasks in promoting interaction and communication between learners have justified their answer distinctively . For instance, one of them has claimed that *"pair discussions allow learners to exchange ideas, correct each other, and interact in English"*.

Q3. How do you make your students listen to the interviews and conversations?
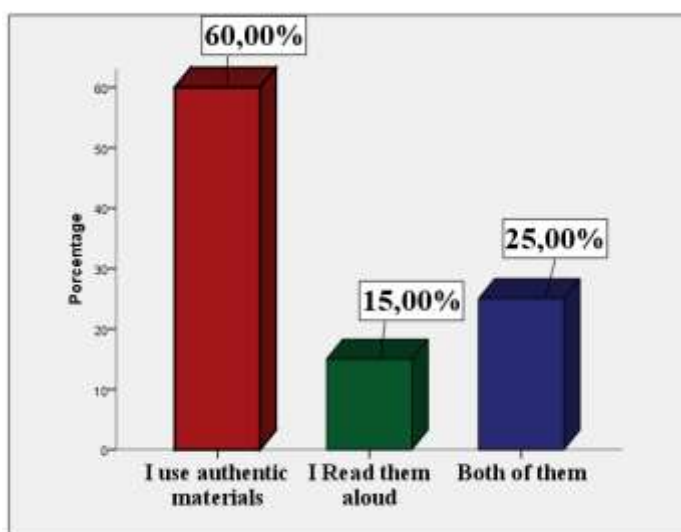
Diagram 11: The Use of Authentic Materials

As diagram 11 reveals, the majority of teachers, sixty percent (60%), use authentic materials such as videos and tape recorders to make students listen to interviews and conversations proposed in the textbook. Whereas, some others, twety-five (25%), use both their voice and authentic materials to make the students listen to the texts. Only fifteen

percent (15%) of the participants state that they read the interviews and the conversations aloud without using these authentic materials.

Q4. Listening to conversations and interviews helps students to learn new utterances, remember them and use them in real life.
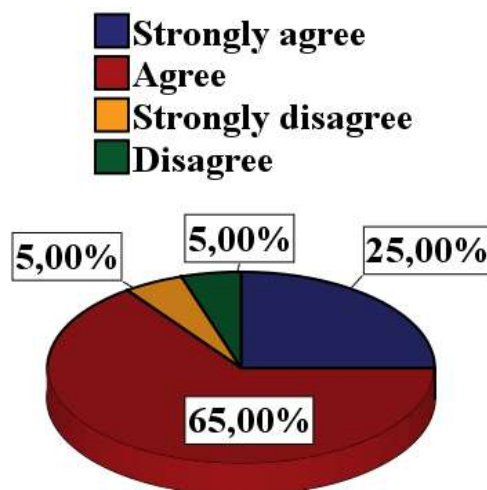
Diagram 12: Importance of Interviews and Conversations in Language Learning

As it is illustrated in diagram 12, sixty-five percent (65%) of the teachers agree that listening to conversations and interviews helps students to learn new utterances, remember and use them in real context. Twenty-five (25%) of them strongly agree. However, only one teacher five percent (5%) disagrees and another one five percent (5%) strongly disagrees.

Q5. Do the listening tasks provided in *My Book of English* attract learners' attention and arouse their interests ?
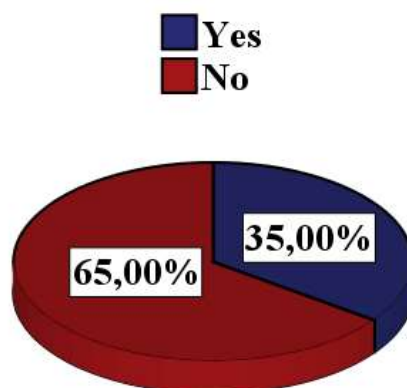
Diagram 13: Role of the Listening Tasks in Attracting Learners Attention

41

According to the results, most of the participants sixty-five percent (65%) have claimed that the listening tasks provided in *My Book of English* do not attract the learners' attention or arouse their interests. However, only thirty-five percent (35%) of them confirmed that the listening tasks provided in *My Book of English* attract learners' attention and arouse their interests.

Conclusion

This chapter has presented the results obtained from the textbook analysis and the questionnaire designed for EFL middle school teachers in Tizi Ouzou. The findings are organized in two parts. The first part concerns the results obtained from the textbook which are presented in the form of tables that describe the listening tasks relying on Harmer (2001) framework *engage, study, activate* and Wilson (2008) listening teaching sequence pre-listening, while-listening, and post-listening tasks. The second part presents the results of the questionnaire in the form of tables, pie charts and histograms to describe the teachers' perception of the listening tasks of *My Book of English*. The results are going to be interpreted and discussed in the coming chapter.

Discussion of the Findings

Introduction

This chapter is devoted to the practical part of the study. It aims at discussing and interpreting the findings of the analysis of *My Book of English* listening sections and the data gathered from questionnaires designed for EFL middle school teachers in Tizi Ouzou. The results of the study aim at answering the research questions and confirming or refuting the hypotheses proposed in the general introduction.

The discussion is divided into two parts. The first part discusses the results obtained from the analysis of 'I listen and do' listening tasks of the four sequences of *My Book of English* using Harmers' (2001) teaching model and Wilson's (2008) listening sequences. The second part is devoted to the discussion of the results of the teachers' questionnaire.

1. Discussion of the results of *My Book of English* Textbook Evaluation

1.1. The Listening Tasks of *My Book of English*

The results of table 2 p.31 show that 'I listen and do' rubrics in *My Book of English* contain different numbers of listening tasks. The fourth sequence "Me and my environment' contains the majority of the tasks with 42 tasks, the second, third, and first sequences contain approximately the same number of tasks, which are respectively 29, 23, 22. 'I listen and do' is the section that is proposed at the begining of every sequence. As its name indicates, it aims at making learners listen to audio texts (interviews, conversations, and radio programs) through videos, tape recorders, CD/DVD, to encounter the sequence topic and then accomplish the tasks that follow. The first sequence aims at enabling the learners to express their interests, introduce themselves and their personalities, and describe their abilities. Thus, 22 tasks are proposed in this section. Sequence two reviews people's lifestyle in the past and the present days lifestyle, which includes interests, clothes, food, places, and dates. 23 listening tasks are proposed to encounter this topic. As far as sequence three is concerned, it introduces the scientific world and aims at making learners learn and discover the scientific items, new

inventions and technologies, and different scientific fields. Therefore, 29 listening tasks are included. Sequence four, which contains 42 listening tasks, aims at making the learners discover their environment, nature, biodiversity, and ecosystem. Consequently, the four sequences have linguistic and communicative objectives to reach at the end of the listening sections.

1.2. Listening tasks of *My Book of English* according to Harmer's ESA Sequence and Wilson's Listening Sequence

The results of the previous chapter show that <u>My Book of English</u> textbook contains pre- listening tasks that engage students within the listening lessons. According to Harmer (2001) the engage phase is the first stage in ESA teaching model. The learners will be engaged emotionally within the topics which arouses their interests and promotes the learning process. Harmer's engage phase goes with Wilson's pre- listening sequence. Wilson (2008: 60) argues that the pre-listening stage *"helps our students to prepare for what they are going to hear, and gives them a greater chance of success in any given task."* According to Wilson (2008) pre-listening stage involves tasks that help learners guess the content of the listening passage, while Harmer emphasizes the importance of engaging students before listening to the passage. Thus, Harmer (2001: 100) claims that *"students need to be made ready to listen. This means that they will need to look at pictures, discuss the topic, or read the questions first, for example, to be in a position to predict what is coming."* In this context, Wilson (2008) proposes a set of pre-listening tasks that activate the learners' schemata which including brainstorming, visuals, realia, texts and words, situations, and opinions, ideas and facts. Harmer (2001) in turn, proposed nearly the same tasks to engage learners within the listening passages.

Besides, the findings presented in table 2 p.31 show that only six tasks entail visuals and four tasks are based on realia to be accomplished. This means that, only few tasks

recquire learners to look at pictures and maps to predict and guess the topic. To illustrate, task 11 p.50, task 6 p.114 , task 14 p.116 (see appendix B). In task 14 p.116 learners are asked to look at pictures and guess what they refer to. In task 11 p.50 sequence two 'Me and lifestyles', learners are asked to guess the names of the clothes showed in the pictures. This makes learners engaged within the sequence topic in general which is to distinguish between lifestyle in the past and lifestyle in the present days. In addition, it promotes the learners' leaning process mainly learners who have a visual learning style to activate their schemata (Wilson, 2008). In task 6 p.114, learners are asked to look at the Algerian map while listening to the UNESCO representative (see appendix B), and then write the name of each Algerian national park they hear in the corresponding town. Learners with this task are asked to guess where the national parks are situated. This engages learners within the topic of the sequence of the textbook in general which is 'Me, and my environment'. The aim then is to engage learners and make them familiar with the Algerian "environment and biodiversity". In this context, Shulmann (2002: 37) argues: *"Learning begins with students' engagement."* Maps are used as a stimuli to know places and characteristics of towns and cities (Wilson, 2008). Thus realia is helpful in activating the learners' schemata about a given topic.

However, *My Book of English* does not contain all the tasks proposed by Wilson (2008) and Harmer (2001) which are necessary to engage learners within the topic and listening passages. In fact, there is no tasks that encourage learners to be creative and to develop their critical thinking such as tasks that require learners to express their opinion and ideas , tasks based on situations, jigsaw tasks, and brainstorming tasks.

The findings presented in table 3 p.31 imply that 'I listen and do' sections include while-listening tasks which are referred to by Harmer (2001) as study tasks. The sections contain eight matching tasks, fifteen gap-filing tasks, fourteen ticking words, and six ordering tasks. Wilson (2008) proposes a set of listening tasks which are listening for gist, listening for

details, inferring, participating actively, note taking, and dictations. In this vein, Harmer (2001) designates the same tasks as being study phase tasks which are crosswords, gap-fill, words searches, matching tasks, ordering, etc. Wilson (2008) proposes tasks that involve production and others that involve recognition. The productive ones include note-taking, writing answers to questions, correcting errors and completing tables, charts, diagrams and sentences. Recognition ones include answering multiple-choice and true/false questions, ticking words and phrases that are heard, matching and choosing pictures. Therefore, Harmer (2007: 52) defines study tasks as *"those where students are asked to focus on the construction of something, whether it is the language itself, the ways in which it is used or how it sounds and looks"*. In fact, this stage is also called the 'practice' stage where learners are required to do tasks related to language practice. Wilson (2008: 96) argues that *"the students are now 'on-task' engaged in real-time processing of the input"*.

Study phase tasks are designed to study the language construction and components. The goal then is to make learners learn new words (vocabulary) related to different topics, learn tenses and models, and some grammatical components and functions such as nouns, adjectives, and time conjunctions. As a way of illustration, task 17 p.89 in sequence three "Me and my scientific worlds" and tasks 15 p.15, and 13p.14 in sequence one "Me, my abilities, my interests, and my personality".

Task 13: I listen to the BBC radio interview (part 2) and cross out the wrong information (between brackets) in each teenager's profile.

   Adamou's profile

   - Interests

        -He's interested in (plants- animals- birds)

        -He's (bored of- fond of) birdwatching.

        -He (never- always) watches them at weekends.

        -He (can- can't) watch them for hours.

-He (always- never) gets bored.

In task 17 p.89 (see appendix B), learners are asked to complete the timeline by using the dates mentioned in the listening passage. Thus, learners are asked to listen in details to pick up the dates. According to Wilson (2008) times and dates tasks require from students to note down the full dates present in the passage. Learners then learn new dates such as first half of the 13th century and the dates from 1365 to 1374 to be able to express a past action and know how to use dates when talking about events occurring in a specific period of time in the past. In task 15 p.15 (see appendix B), learners are asked to tick the words that describe the personalities. The words are a set of adjectives such as cool, smart, patient, impatient, and shy. In this way, learners learn these adjectives and use them later on to describe their or people's personalities as well as learning the opposits of these adjectives. In this context, Harmer (2001: 102) claims that *"the learning task leads into grammar work, which focuses on some of the language which has been heard on the tape".* This means that study tasks describe and present the language elements.

In task 13 p.14, learners are required to cross out the wrong word (plants, animals, and birds, bored of, fond of, never and always, can and can't). In this task, learners learn new nouns, adjectives (fond of and bored of), time conjunctions (never and always), and the affirmative and negative forms of "can". The aim of these listening activities is to promote students' linguistic competence through learning vocabulary, expressing abilities (in sequence one), comparing items (past and present lifestyle) which includes the use of tenses (past and present tenses) and learning other grammatical aspects like time sequencers, and the use of nouns and adjectives.

However, "I listen and do" sections in <u>*My Book of English*</u> do not provide learners with all the necessary tasks to promote their listening skill. The tasks included do not involve all the grammatical and linguistic aspects that should be taught and learnt by the learners such

as sentence' components (subject, verb, object), learning the past participle of verbs, passive and active voice. Thus, in the listening sections the focus is only on some forms and language aspects and some post-listening (study) tasks whereas many other effective tasks proposed by Wilson (2008) and Harmer (2001) are not designed.

The results of table 4 p.32 indicate that "I listen and do" rubrics in <u>*My Book of English*</u> contain activate tasks which are referred to by Wilson (2008) as post-listening tasks. The sections contain thirty discussion tasks, fifteen checking answers, thirteen role-play tasks, and five asking and answering questions. According to Harmer (2007: 53) activate tasks are *"exercises and activities which are designed to get students using language as freely and communicatively as they can"* This means that the aim of the activate tasks is to allow learners to use language for communicative purposes. Wilson (2008) listening sequence "post-listening tasks" goes with Harmer's activate phase. Wilson (2008: 97) *"the post-listening stage is where students can reflect on their listening experience"*. This means that in the post-listening stage which is also the activate phase, learners use their prior experience to develop their communication process. Wilson (2008) and Harmer (2001) proposed nearly the same tasks to use in this stage. For instance, pair discussion, checking answers in pairs or in groups, role-play, story building, jigsaw listening, problem solving, critical responses, and creative responses.

In each sequence in "I listen and do" sections, learners are asked to perform role-plays, discuss their answers in pairs or in groups, and check their answers with their classmates. These tasks require from them to use the acquired knowledge in real context. They aim at making the learners produce in English using all the information and language aspects that they have learnt. As a way of illustration, task 8 and 9 p.12, task 29 p.55, task 4 p.85.

Task 8: I work with my partner and interview him/her as in the example.
Example: Me: I know you like reading. So, what do you read?
        My partner: I read encyclopedias and other books about science and animals.

> *Me: How often……………………………………………?*
> *My partner: I always read…………………………………..*

Task 9: I change roles with my partner and answer his/her questions.

In task 8 p.12 (see appendix B), learners are asked to work in pairs to make an interview, one asks questions and the other answers. The interview is about interests such as 'reading books'. In task 29 p.55, learners are asked to discuss in pairs their answers and correct each other. The learners have learnt about lifestyle in the past and in the present days then they completed an interview card using the information gathered. After that, they are asked to discuss their answers in groups or in pairs. This goes with Wilson (2008: 60) who argues that *"the whole class checks answers, discusses difficulties such as unknown vocabulary and responds to the content of the passage, usually orally, sometimes in writing. This may be done in plenary (with the whole class) or in pairs or groups"*. In addition, in task 4 p.85 (see appendix B), learners are asked to play the role of 'Dr Bourouis' and answer the questions in the proposed interview. Learners then are required to use previous knowledge and what has been listened to in order to accomplish the task and perfom the role-play. The aim of these activate tasks is to develop learners' communicative competence since learners are asked to communicate and interact in Egnlish . in this vein, Harmer (2001:26) claims that *"activate exercises offer students a chance to try out real language use with no restriction- a kind of rehearsal for the real world"*.

Consequently, these are the sequence of a typical listening lesson. The pre-listening (engage) stage prepares learners by getting them interested in the topic, activate schemata and work with top-down ideas, in the while-listening (study) stage learners are already engaged, they work on tasks to study the passages' language. Post- listening (activate) stage looks at both top-down features like the speaker and the passage information, and the bottom-up features like being able to produce phrases and words (Wilson, 2008).

Overall, the analysis of the listening section of <u>*My Book of English*</u> demonstrates that the textbook includes a considerable number of while- listening (study) and post- listening (activate) tasks. Learners then are supposed to learn some linguistic and language aspects and they put on practice what has been learnt to promote their communicative skill. Whereas, "I listen and do" sections do not involve much pre- listening (engage) tasks. Therefore, learners encounter too much difficulties to accomplish the while- listening (study) and the post-listening (activate) tasks that follow. Thus, the tasks included within the textbook develop learners' listening skill and their communicative and linguistic competence. Though, not all the tasks that are proposed by Harmer (2001) and Wilson (2008) are included in the listening sections.

2. Discussion of the Teachers' Questionnaire

To investigate the teachers' perception and attitudes towards the listening tasks provided in 'I listen and do' sections of <u>*My Book of English*</u>, we have designed a questionnaire for teachers of third year middle school to gain data that serve our study. The data gathered are discussed in the following paragraphs.

2.1. Teachers' Perception of Teaching Listening

The results obtained from the questionnaires concerning the fundamental position of listening in developing learners' English competence, show that the majority of the teachers (65%), whose English teaching experience is more than three (03) years, strongly agree and 25% agree that teaching listening is fundamental in developing learners' English language (See Diagram 1 p. 29). This shows that the majority of the teachers are aware of the value of the listening skill for EFL learners. This view goes with Rost (2001:7) who argues that *"listening is not only a skill area in language performance, but is also a critical means of acquiring a second language".* In other words listening is a fundamental part of the process of

second language learning. Besides, only two teachers (10%) strongly disagree with the statement.

Concerning the importance of listening in developing the learners' oral performance, the findings reveal that the majority of the teachers (85%) think that listening is important for a better oral performance (see diagram 2 p.33). One of them sees that oral performance is directly related to listening since the two skills are interrelated and work simultaneously in real life situations. This goes with Saitakham (2012: 50) who views that listening *"helps students acquire good speaking habits as a result of the spoken English they have absorbed."* This means that listening helps learners enhance their speaking ability. The listening and speaking abilities are connected and used interchangeably between speakers and listeners. However, 15% of the teachers do not see that listening is important for a better oral performance. They see them as being two separated skills. A teacher from this category has stated that *"accuracy is more important than fluency"*. This means that according to him/her learners should be encouraged to produce in English without refering to listening. They should be encouraged more on reading and writing.

Moreover, as shown in diagram 3 p.34, 65% of the participants strongly agree and 30% agree that teaching listening is as important as teaching the speaking and writing skills. In fact, for the teaching of English to be successful, both productive and receptive skills should be integrated in an effective way. This means that the listening skill should not be neglected while teaching a foreign language. Teachers give much attention to listening as they give to speaking and writing. In this context, Mendelson (1994: 09) claims that *"on the total time spent on communicating, listening takes up 40-50%; speaking 25-40%; reading 11-16%; and writing about 9%"*. That is to say that listening plays a major role in the communication process. Therefore it is the most important skill that should be taught. Besides, only 10% of

the participants disagree whith the statement. This shows that the listening skill is as important as the other skills.

2.2. The Effectiveness of the Listening Sections in *My Book of English*

From the data gathered through the teachers' questionnaire, it is shown that the majority of the teachers seventy percent (70%) claim that the listening tasks included in *My Book of English* do not suit the learners' level since according to them the learners do not understand the native speakers' language, pronunciation, and the tasks' instructions. However, a minority of the participants, thirty percent (30%), asserts that the listening tasks proposed in the textbook are adequate to the learners' level (see diagram 4 p.35).

Moreover, the major part of the participants, seventy percent (70%), assert that the listening tasks that are included in *My Book of English* do not promote students' listening skills (see diagram 5 p.35) which does not go in accordance with our textbook evaluation findings. I fact these teachers have acknowledged that the tasks proposed are not beneficial for the learners since they are not adequate for their level which makes the learners unable to understand and effectively deal with the textbooks' tasks. One teacher has supported his view by saying that students find difficulties to accomplish the tasks. Indeed ,this does not go in accordance with Nunan (2004: 4) who argues that *"a task is a piece of classroom work that involves a learner in comprehending, manipulating, producing, or interacting in the target language."* This means that a listening task should encourage learners to improve their listening skill actively. Whereas, only a minority of the teachers (30%), assumes that the tasks do promote learners' listening skill. One teacher from this category has justified his answer by claiming that the tasks enhance the learners' listening abilities and strategies. In this context, Gilakjani and Ahmadi (2011: 979) claim that *"listening is even more important for the life of students since listening is used as a primary medium of learning at all stages of education."*

Concerning the role of listening tasks in 'I listen and do' sections in developing the learners' communicative competence, the majority of the teachers (85%) have confirmed the effectiveness of the tasks in promoting the communicative competence (see diagram 6 p.36). In this vein Ur (1984) points out that the objective of listening comprehension practice in the classroom is to enable learners to learn, and to function successfully in real life listening comprehension. The other part of the respondents, which constitutes (15%), states that the tasks proposed are ineffective in developing the learners' communicative competence (see diagram 6 p.36).

As shown in the previous findings, the results obtained from the teachers' questionnaire demonstrate that 85% of the teachers assert that the tasks included in 'I listen and do' sections require the use of videos and tape recorders. The teachers have justified their answers distinctively. For example, one of them has claimed that the scripts proposed for the listening tasks require the use of videos and audio texts to expose learners to native speakers. This goes hand in hand with Herron and Seay (1991: 488) who claim that *"teachers are urged to exploit more authentic text (e.g, video, film, radio broadcasts, television programs) in all levels of foreign language instruction in order to involve students in activities that mirror 'real life' listening contexts"*. To clarify, videos help learners to be involved in the classroom activities. According to Harmer (2001: 98) *"listening to tapes is a way of bringing different kinds of speaking into the classroom"*. This means that tape recorders are important in the learning process since they bring various kinds of speaking to use in the classroom such as conversations, radio programs, and telephone exchanges. Thus, Brown (2001: 258) explains *"authentic language and real-world tasks enable students to see the relevance of classroom activity to their long term communicative goals"*. Moreover, 15% of the teachers see that these two authentic materials are not required when accomplishing the listening tasks (see diagram 7 p.37). One teacher from this category has said that he does not make use of videos

and tape recorders since the learners do not understand native speakers' language. So, they prefer their teacher's own voice. Therefore, the teacher reads aloud the texts to facilitate the learning process.

As far as the number of tasks is concerned (diagram 8 p.38) the majority of the teachers (60%), see that the number of listening tasks proposed in the four sequences in 'I listen and do' sections is sufficient to develop the learners' listening skill. That is to say, each sequence contains a sufficient number of listening tasks that develop effectively third year learners listening skill. 40% of teachers do not agree with that statement, they see that the number is not sufficient and the listening sections need more listening activities that promote this receptive skill.

2.3. Teachers' Perception of the Listening Tasks in *My Book of English*

From the data gathered through the teachers' questionnaire, we deduce that the teachers have various opinions (see diagram 9 p.38). In fact, 55% of them perceive that the listening tasks involved in *My Book of English* provide hints to achieve the communicative and linguistic objectives at the end of each sequence. The teachers have supported their views differently. For instance one of them has claimed that the listening tasks introduce the main language aspects to teach, such as grammatical items and vocabulary related to each sequence. Acconrdingly, Murcia (2000: 70) states that *"listening comprehension lessons are a vehicle for teaching elements of grammatical structure and allow new vocabulary items to be contextualized within a body of communicative discourse."* As a way of illustration, in sequence two , task 9, page 50, and task 12 p 51 (see appendix B). In task 9 p.50 learners are asked to tick the right cloth name shown in the pictures that corresponds to each person. The learner learns names of some formal clothes and casual clothes. This may enrich his/ her vocabulary and help him/ her to make a difference between clothes worn in the past and clothes worn in the present days.

However, some teachers (45%), see that the listening tasks involved in *My Book of English* do not provide them with hints to achieve the communicative and linguistic objectives. That may be attributed to the fact that they consider the tasks as being not communicative enough and not suitable for the learners' level and interests, and not all the tasks deal with all the linguistic aspects and language components (grammar). Therefore, they do not help them achieve the objectives underlined before each sequence.

The results obtained from diagram 10 p.39 show that the majority of the teachers (70%) see that the pair discussion tasks proposed in "I listen and do" sections do not contribute in promoting communication and interaction between learners in English. This means that according to this category of teachers, the post-listening (activate) tasks proposed in the listening sections do not encourage the communication process in the classroom. However, only (30%) have confirmed the statement. This goes with Brown (2001: 165) who states that "*interaction is the collaborative exchange of thaught, feelings, ideas between learners, resulting in a reciprocal effect on each other".* In other words, pair discussions allow interaction which is the sequencing process of exchanging information, ideas among the learners in the classroom.

As far as the question that concerns the use of authentic materials such as videos and tape recorders is concerned, 60% of the respondents have claimed that they use a videos and tape recorders when dealing with the listening tasks. This means that the teachers use authentic materials to make learners listen to native speakers. In this context Herron and Seay (1991:493) claim that "*listening to authentic texts gives learners usefull practice to grasp the information needed without necessarily understanding every word or structure."* As an example, in sequence one in 'I listen and do' section task 4 page 11. The instruction is about filling Enzo's Profile. The learner listens to the audio text and grasps the necessary information to fill the profile even if they do not understand the text meaning. 25% of teachers

claim that sometimes they read aloud the interviews and conversations from the proposed scripts and they frequently use authentic materials.

Only three teachers (15%), read aloud the interviews, conversations and audio texts. This may be interpreted that those teachers do not want to expose learners to native speakers and prefer use their own voice to help their learners to listen effectively and then accomplish the listening tasks. They read aloud when they want to teach and stress on some language aspects (grammar, vocabulary) and explain the content and the meaning of the spoken discourse at the same time.

From the results obtained from diagram 12 p.41 concerning the role of listening to interviews and conversations in helping students to learn new utterances, remember them and use them in real life context, the majority of the participants (65%) agree and 25% of them strongly agree that interviews and conversations are beneficial in language learning. They claim that they help students to learn new utterances and then use them in real contexts. On this issue, Rost (2002: 58) claims that *"vocabulary acquisition is an important goal of listening instruction, as there is robust relationships between effective listening and vocabulary accessibility."* This means that listening to conversations and interviews helps students to acquire vocabulary, which is the goal of listening to spoken texts. To illustrate, in 'I listen and do' section sequence three, task 10 page 86; learners are asked to listen to the second part of the interview between Prof. Haba and Dr. Baghdadi and match each scientific term with its definition adopted from Cambridge dictionary (microchip, memory chip, memory stuck). The larners learn new vocabulary when they listen to the interview, remember them then use these scientific terms in real context since it is a brainstorming task.

From the results obtained from diagram 13 p.41, 65% of the participants have claimed that the listening tasks of 'I listen and do' attract learners' attention and arouse their interests. In this context, Rixon (1986: 74) claims that *"using interesting passages and doing the right*

sort of exercices in a coherent sequence are essential to a successful lesson." This means that the right and interesting tasks engage students within the lesson and arouse their interests which help them to learn effectively. Ur (1984: 22) believes that *"when planning listening exercices it is essential to bear in mind the kind of real life situation for which we are preparing students."* In other words, a good listening task engages learners within real life situations, this may attract their attention and involve them within the listening lesson. As a way of illustration, in each sequence the listening tasks base on the sequence topic in general. For instance, the tasks proposed in sequence 4 contains interviews and conversations on the Algerian environment, which is a real life context. As an example, task 14 p.116 (see appendix B) learners are asked to listen to the UNESCO representative and write the English name of each rare or endangered animal species. The task also contains pictures that represent each animal. These pictures may attract the learners' attention to listen to the interview and arouse their interests to know the name of each animal in English.

Conclusion

This chapter has discussed the results obtained from the two research instruments namely the teachers' questionnaire and *My Book of English* textbook analysis. It provided answers to the research questions of the study. First, the evaluation of *My Book of English* listening tasks confirm the first hypothesis which states that *My Book of English* contains listening tasks. Second, it partially confirms the second hypothesis which concerns the effectiveness of the listening sections in the development of the learners' listening skill. It also partially confirms the third hypothesis which states that the listening tasks promote learners' communicative and linguistic competence. Besides, the results of the teachers' questionnaire that concern their perception about the effectiveness of the listening sections of *My Book of English* confirm the first hypothesis and partially confirm the second and the third ones since the majority of the participants affirm that not all the listening tasks are adequate for the

learners' level and needs, whereas the listening tasks that fit third year middle school learners'

level develop effectively their communicative and linguistic competence.

General Conclusion

This research is conducted to evaluate the Algerian middle school English language textbook *My Book of English* in relation to the listening tasks involved in 'I listen and do' rubrics to figure out whether the listening tasks proposed develop effectively the learners' listening skill. First, it aimes at analysing the listening sections by referring to Harmer's (2001) ESA and Wilson's (2008) listening sequence to find out wether the listening tasks develop third year middle school learners' listening skill. Second, it examines the effectiveness of these tasks in promoting the learners' linguistic and communicative competence.

The investigation aims at bringing some details about the listening sections included in *My Book of English*. Every listening task is taken into consideration to check whether it contributes effectively in promoting the learners' listening skill. Therefore, all the tasks in 'I listen and do' sections are analysed and evaluated relying on Harmers' (2001) framework that introduces a teaching model that should be followed while teaching the listening skill through tasks namely engage, study, activate (ESA) sequence and Wilson's (2008) listening sequence that presents three types of tasks which are pre-listening tasks, while-listening tasks, and post-listening tasks.

In order to answer the research questions asked and to test the hypotheses advanced in the general introduction. We opted for the mixed-methods approach that combines both qualitative and quantitative research methods for data collection and analysis. The data collected relied on the evaluation of the listening sections 'I listen and do' of third year middle school textbook *My Book of English* and on a questionnaire which is designed for EFL teachers in seven middle schools in Tizi Ouzou. To analyse the quantitative data, we have used a computer program known as SPSS (Statistical Package for Social Sciences) to obtain statistical data. The qualitative data obtained from the open ended questions included in the

questionnaire and the outcomes collected from *My Book of English* evaluation are analysed and interpreted using the qualitative content analysis method (QCA).

The discussion of the findings of the textbook evaluation and the teachers' questionnaire provided answers to the research questions forwarded in the general introduction of the present study. The evaluation of *My Book of English* has revealed that the textbook contains listening tasks. These listening tasks develop effectively the learners' listening skill and promote their linguistic and communicative competence, though the textbook does not contain all the listening tasks proposed by Harmer (2001) and Wilson (2008), the included ones meet the ESA sequence principles and Wilson's Listening Sequence. Thus, they tackle the language aspects to teach and encourage communication and interaction between learners in the classroom. The textbook analysis showed that the listening sections lack of tasks that develop learners' critical thinking and creativity, and tasks that make learners study all the language components and functions. Therefore, the first hypothesis which states that *My Book of English* contains listening tasks is confirmed. The second hypothesis which states that *My Book of Enlgish* listening sections develop the learners' listening skill is partially confirmed as well as the third one that states that the listening tasks of *My Book of English* develop effectively the learners' communicative and linguistic competence. The results obtained from the teachers' questionnaire confirm the first hypothesis and partially confirm the second and third hypotheses since they show that according to the teachers, some of the listening tasks are not adequate for learners' level and do not respond to their needs and interests.

Bibliography

Primary Sources

- Harmer, J. (2001) *How to Teach English: The Practice of Language Teaching*. Harlow: Pearson Education.

- My Book of English (2017) Middle School: Year Three Textbook: ONPS.

- Wilson, JJ. (2008) *How to Teach Listening*. Harlow, England: Pearson Education.

Secondary Sources

- Batova, N. (2013) *Academic Listening: Is there a Place for Bottom-up Processing*?. International Journal of Education and Research, *1*(4).

- Brown, H. D. (2001) Teaching by Principles*: An Interactive Approach to Language Pedagogy*. 2nd ed. New York: Pearson Education.

- Gilakjani, A, & Ahmadi, M. (2011) *A Study of Factors Affecting EFL Learners' English Listening Comprehension and the Strategies for Improvement.* JLTR, 2(5) : 977-988.

- Hamilton,G.(1999) P*ublic Speaking for College*. Blinconbe: Technical Community College

- Harmer,J.(1983) *The Practice of English Language Teaching*. Lodon: Longman

- Harmer, J. (1998) *How to Teach English: An Introduction to the Practice of English Language Teaching.* England: Longman.

- Harmer, J. (2007) *How to Teach English*. Harlow: Pearson Education Limited

- Krashen,S.D. (1985) *The Input Hypothesis: Issues and Impleciations.* Beverly Hills, CA: Laredo Publishing Company.

- Herron,C.A. & Seay, L. (1991) *The Effect of Authentic Oral Texts on Students Listening Comprehension in Foreign Language classroom*. Foreign Language Annals.

- Howatt, A. & Dakin, J. (1974) *Language Laboratory Materials*. J.P.B. Allen, S.P.B. Allen, and S.P. Corder.

- Hseih, H. F. & Shannon,S.E.(2005) *Three Approaches to Qualitative Content Analysis*. Qualitative Research, 15(19),1277-1288.

- Mendelson, D. J (1994) *Learning to Listen*. USA Dominie Press.

- Murcia, M. (2001) *Teaching English as a Second or Foreign Language.* Heinle&Heinle: Boston.

- Newmann, F. M. (1992) *Student Engagement and Achievement in American Secondary Schools.* New York: Teachers College Press.

- Nunan, D. (1992) *Research Methods in Applied Linguistics*. Oxford: Oxford University Press.

- Nunan,D. (2003) *Practice English Language Teaching*. Singapore: MC Graw Hill.

- Nunan,D. (2004) *Task-Based Language Teaching*. Cambridge, UK: Camridge University Press.

- O'Malley, J.M.& Chamot,A.U.(1989) *Listening Comprehension Strategies in Second Language Acquisition*. Applied Linguistics, 10(4): 418-437.

- Richards, J. (1983) Listening Comprehension: Approach, Design, Procedure. Quartley: TESOL,17: 219-239.

- Richards,J.C. (1990) *Conversationally Speaking: Approaches to the Teaching of conversations*. New York:Cambridge University.

- Richards, J.C. & Renandya, W. (2002) *Methodology in Language Teaching*. New York: Cambridge University Press.

- Richards,J.C. & Rodgers. Th.S. (1986) *Approaches and Methods in Language Teaching*. Cambridge University Press.

- Richards,J. (2008) *Teaching Listening and Speaking : From Theory to Pracrice. Cambridge: Cambridge University.*

- Rixon, S. (1986) *Developing Listening Skills*. Macmillan Publishers LTD.

- Rost, M. (1991) *Listening in Action.* London: Prentice Hall.

- Rost, M. (1994) *Introducing Listening.* England: Penguin group.

- Rost, M. (2002) *Teaching and Researching Listening*. London, UK: Longman.

- Sharma, N. (2011) *Strategies for Developing Listening Skills* (AP).India: Raj Kumar Goel Institute of Technology Ghaziabad (UP).

- Shulman, L. (2002) *Making Differences: A table of learning*. Change, 34(6), 36-44.

- Steinberg, S. (2007) *An Intoduction to Communication Studies*. Cape Town, South Africa: Juta & Co.

- Ur. (1984) *Teching Listening Comprehension*. Cambridge: Cambridge University Press.

- Wang, Y. & Gafurov, D. (2015) *The Cognitive Process of Comprehension: A Formal Description*. University of Calgary, Canada. Gjovik University College, Norway.

- Willis, J. (1996) *A Flexible Framework for Task-Based Learning*. Oxford, UK: Addison Wesley Longman.

- Xu, F. (2008) *Listening Comprehension in EFL Teaching*. US-China Foreign Language, *6*(1).

Appendices

Appendix A

Teachers' Questionnaire

Dear teachers,

The present study aims to investigate the development of the listening skill in *My Book of English*. We would really be grateful if you could contribute by filling this questionnaire that will serve to gather data to our investigation. We are interested in your personal opinion; please give honest answers to these questions. We ensure anonymity and confidentiality of your responses.

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

Section One: General information

1/ How long have you been teaching English?

One year ☐　　　Two years ☐　　　Three years ☐　　More than three years ☐

Section Two: Teachers' Perception of Teaching Listening Skill.

1/ Teaching listening is fundamental in developing learners' English language.

Strongly agree ☐　　Agree ☐　　　Strongly disagree ☐　　　Disagree ☐

2/Do you think that listening is important for a better oral performance?

Yes ☐　　　　　　　No ☐

Justify your answer,

…………………………………………………………………………………………………

……………………………………………………………………………………………..

3/ Teaching listening is as important as teaching the speaking and writing skills.

Strongly agree ☐　　Agree ☐　　　Strongly disagree ☐　　Disagree ☐

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

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

Yes ☐　　　　　　　No ☐

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

skill?

Yes ☐   No   ☐

If yes how? if no why?

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

…………………………………………………………………………………………………

3/Do you think that the tasks proposed in *I listen and do* sections in *My Book of English*

enhance students' communicative competence ?

Yes ☐   No   ☐

4/ Do you think that the listening tasks in *I listen and do* sections in My *Book of English*

require the use of videos and tape recorder?

Yes ☐   No   ☐

If yes, what do you use?

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

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

5/Is the number of the listening tasks proposed in the listening sections in **My** *Book of*
English sufficient to develop learners linguistic and communicative competence?

Yes ☐   No   ☐

Section Four: Teachers' Perception of the Listening Tasks Included in *My Book of*

English

1/Do the listening tasks involved in *My Book of English* provide you with hints to attend the

communicative and the linguistic objectives at the end of each sequence?

Yes ☐   No   ☐

If yes how?

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

…………………………………………………………………………………………………

2/Do the pair discussions tasks proposed in the listening sections in *My Book of English*

contribute in promoting communication and interaction between learners in English?

Yes ☐   No   ☐

Justify your answer

……

…………………………………………………………………………………………………

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

-I use authentic materials ☐

-I Read them aloud ☐

-Both of them ☐

4/Listening to conversations and interviews helps students to learn new utturances, remember them , and use them in real life.

Strongly agree ☐   Agree ☐   Strongly disagree ☐   Disagree ☐

5/Do the listening tasks provided in *My Book of English* attract learners' attention?

Yes ☐   No ☐

Thank you for your cooperation