

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
University of Mohammed Seddik Ben Yahia, Jijel
Department of English



**The Influence of Extensive Listening on Enhancing EFL
Listening Comprehension**

The Case of Third Year Students of English at Mohammed Seddik Ben Yahia
University, Jijel

A Dissertation Submitted in Partial Fulfillment of
the Requirements for the Master Degree in Didactics

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Dedication

In the Name of Allah, the Most Gracious, the Most Merciful

All the praise is to our God alone, the Sustainer of the entire world

*This dissertation is dedicated to my lovely and respectable father “**ABD AL-ALI**” and to the memory of my adoring mother “**ALJOUHAR**”, God bless her soul, who-raised me to be the person I am today.*

*To my beloved grandfather “**SALAH**” and the memory of my dearest grandmother “**NAWARA**” whose love, prayers, support accompanied me along my education journey*

*To my dear brothers “**RIAD**” and “**MOHAMMED**” and my lovely sister “**IMANE**” who have been with me in every step of the way; in good and bad time*

*To my delightful cousins “**ROUMAISSA**” and “**AMIRA**”*

To all my family and relatives

*To my dear friends with whom I share the university life with its lights and shadows: “**MANEL**”, “**AYA**” and “**MERIEM**”.*

To all who know me and care about me

To all who trust me and love me

To you

Nossaiba

Dedication

First, to our beloved God for giving us the light as a guide to this work

I dedicate this humble work to the most precious and wonderful people to my heart, the ones who can never be thanked enough, and who brought me in this life, without them I would not be who I am today, my gorgeous mother “SAMIA” and my dearest father “RACHID”.

To my beloved brothers “IMAD”, “MOHAMMED” and “BRAHIM”

To my lovely sister “CHAHINEZ”, for her encouragement, support, and

Love that lighten my life

To my dearest teacher and supervisor, to my ideal teacher

For her golden pieces of advice

Thank you

Mrs. SALMA BOUHALI

To my sweethearts and best friends

“NOSSAIBA”, “NADJET”, “SARAH” and “MERIEM”

Manel

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In the name of Allah, the Most gracious the Most merciful

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Abstract

The focal target behind conducting this research is to investigate the influence of extensive listening on developing EFL listening comprehension of third year students in the Department of English at Mohammed Seddik Ben Yahia University, Jijel. Accordingly, the research in hand hypothesises that if EFL students listen extensively to English, they will improve their listening comprehension in this foreign language better than who do not, that is to say, to investigate whether students' listening abilities can be developed through extensive listening. This piece of research work is based on the use of only one research tool which is a questionnaire; this was due to the pandemic situation, corona virus. It was addressed to seventy (70) third year students of English out of two hundred and fifty nine (259). Based on the data that was gathered, analyzed and interpreted, the final results assure that practicing extensive listening outside the classroom has a positive influence on the development of listening comprehension. This study reveals that the more you listen to English, the better your listening comprehension will be. The results provide supporting evidence for the importance of extensive listening. It makes students more familiar with different accents, it helps them improve their word recognition and it helps them to be familiar with speedy speech. Moreover, the results indicate that different listening materials can be used extensively to develop students' listening comprehension. Thus, the research hypothesis is confirmed, i.e., the more students are exposed to extensive listening, the more their listening comprehension will be improved. On the light of the obtained results, the limitations of this research work are indicated and some pedagogical recommendations and suggestions for further future studies are proposed ultimately.

Key Words: Extensive Listening, Listening Comprehension

List of Abbreviations

EFL: English as a Foreign Language

EL: Extensive Listening

ER: Extensive Reading

FL: Foreign Language

H: Hypothesis

LMD: License, Master, Doctorate

IL: Intensive Listening

L2: Second Language

Q: Question

vs: Versus

%: Percentage

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General Introduction

1. Background of the Study

In earlier decades, the principal ground for studying a foreign language was the opportunity to read literature and to apprehend history in the chosen language. Studying a foreign language consequently was restricted to reading and interpreting literacy texts. Nonetheless, listening was evaluated less important and comparatively untended. Listening has been neglected not only as an area of instruction in schools but also as an area of research. This is why some researchers call listening “Cendrilla Skill” in second language learning (Nunan, 1997, p. 47).

Over years, listening has received scant attention, and in the recent decades, there has been an increasing focus on foreign language listening ability because of its perceived importance in language learning and teaching. Many researchers (Rost, 1994; Wallace et al, 2004) admit that listening is vital in language learning as it provides input for the learner. Any kind of learning that involves language learning cannot really happen without understanding input.

Some studies have highlighted the influence of the listening skill on the other three language skills: speaking, reading and writing. To illustrate, Rost (1999) suggested three reasons showing the crucial role that listening plays to improve the speaking skill. They are: first, spoken language provides a tool of interaction for the learner. Because, learners must interact to achieve understanding, access to speakers of the language is essential. Second, authentic spoken language presents a challenge for the learner to attempt to understand the language as native speakers actually use it. Third, listening exercises provide teachers with the means for drawing learners’

attention to new forms such as: vocabulary, grammar in the language (as cited in Bozorgian, 2012, pp. 658-659). In another research work, Pearson and Fielding (1991) linked listening with the reading skill. They claimed that like reading, listening involves phonological, syntactic and semantic orchestration of skill and the knowledge controlled by cognitive processes at the same time (as cited in Bozorgian, 2012, p. 659).

In addition to that, other researchers linked listening to the writing skill. Learners might answer teachers' questions in written English after listening to spoken language material (Gilakjani & Ahmadi, 2011, p. 984). However, only few studies, linked to the listening skill with listening itself. Some investigators found that the listening skill improves listening comprehension. In other words, listening is learnt via listening. Gilbert (2005) conducted a study in order to find out the effectiveness of the listening skill. He noted that k-12 students used between 65 to 90 percent of the classroom time listening. It means that they learn mainly through listening. However, it could be difficult to enhance listening comprehension in FL situation. Consequently, one excellent and best way of developing listening comprehension and providing student with a lot of listening practice is through extensive listening, when learners are encouraged to listen to an enormous amount of interesting and comprehensible material.

Verdugo and Belmonte (2007) pointed out that recent study in Spain found that primary schools pupils who listens individually to digital English stories on web made greater enhancement in their listening comprehension than those who listened to conventional materials in textbooks.

2. Statement of the Problem

Listening is one of the fundamental and crucial language skills in the development of foreign language competence. Without this important skill, learners can neither get any remarkable language improvement nor achieve successful communication. Actually, Students face serious problems when listening to a foreign language, and they ignore ways how to enhance their listening skill. Almost students do not pay attention to the possibility of improving their listening skill through listening extensively.

3. The Aim of the Study

It aims at investigating the influence of extensive listening on enhancing English Foreign Language (EFL) listening comprehension. It seeks to prove the importance of extensive listening materials in helping the learners improve and gain valuable language input. Thus, it attempts to explore how students can overcome their difficulties and solve their listening comprehension problems through listening extensively.

4. Research Question

To investigate the problem raised above, the Department of English at the University of Mohammed Seddik Ben Yahia - Jijel, is selected as a context for conducting this research.

This study is an attempt to answer the following question:

-To what extent does practicing extensive listening enhance learners' listening skill and improve their listening comprehension?

5. Hypotheses

Based on the above question, it is hypothesized:

-H1: Students who listen extensively will improve their listening skill better who do not, i.e., the students' listening abilities can be developed through extensive listening.

6. Research Methodology

The present research work is conducted in Department of the English language at Mohammed Seddik Ben Yahia University, Jijel. The population is (70) third year LMD students. This study relies on one tool to gather data. This tool is a students' questionnaire. It is used to gather students' different points of view about extensive listening and its influence on enhancing listening comprehension.

7. Structure of the Dissertation

This dissertation is divided into two chapters. The first chapter is the theoretical part. It consists of two sections. The first section reviews all what is related to the listening skill: its definitions, its significance, its different processes, its stages, its types and materials used in listening. Then, it casts light on extensive listening, namely; an overview about it, its definitions, a comparison between extensive and intensive listening, the learning benefits of extensive listening. Finally, it sheds light on the selection of materials in extensive listening.

The second section is about listening comprehension. It provides different definitions of listening comprehension and its components. It sheds light on strategies of listening comprehension by providing their definitions. Then, the assessment of listening comprehension is also reviewed within this section, followed by purposes of

assessing listening comprehension. Finally, it highlights the problems and factors that affect listening comprehension and it gives insights on some suggestions for overcoming listening comprehension difficulties.

The second chapter is the practical one. It concerns the field work of this research paper. It describes the population and the research tool used in the study. It also displays the findings stored from students' questionnaire. In the end, it indicates the limitations of this study and it affords some pedagogical recommendations and suggestions for further research.

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Chapter One: Extensive Listening and Listening Comprehension

This chapter is divided into two sections. The first section deals with the listening skill in general and extensive listening in particular. First, it begins with some definitions of listening followed by its significance. Then, it tackles the different processing models of teaching listening namely; bottom-up model, top-down model and interactive model, and the stages and the different materials used in listening. After that, it tackles listening types, as well as focus on extensive listening; an overview about it, its definitions, its benefits, a comparison between extensive and intensive, and materials selection in extensive listening. On the other hand, the second section deals with listening comprehension. First, it begins with its definitions and its components. Then it casts light on listening comprehension strategies by providing their definitions. Next, it sheds light on the assessment of listening comprehension and the purposes of assessing and finally ends with problems and factors that affect listening comprehension followed by suggestions for overcoming students' listening comprehension difficulties.

Section One: The Listening Skill and Extensive Listening

Introduction

Listening is an important receptive skill. It is the primary source and it is crucial in learning a foreign language. It enables learners to acquire information and insights, and to achieve a success in communicating with others. Furthermore, recent research indicated that listening is an active and complex process (Purdy, 1997; Nunan, 1998; Rost, 2005). They recognized that Language is best learnt through listening.

1.1.1. Definition of Listening

When acquiring a first language, listening is usually the first skill that we learn. It is just what makes anybody learn how to speak either through expressing what he hears, or producing something new. Listening is an issue that is both complicated and difficult to be evaluated. It means that it is hard to make a simple and quick definition (Hichem, 2013, p. 8). Accordingly, there is a variety of definitions of listening which present different views of scholars towards the concept. A simple definition is found in Oxford word power dictionary which defined the verb “to listen” as “to pay attention to somebody or something in order to hear him/her” (2012, p. 467). Likewise, Underwood (1989) simply defined listening as: “the activity of paying attention to and trying to get meaning from something we hear” (p. 1). It means that listening refers to one’s ability to perceive what others are saying. On the other hand, Rost (2002) stated that listening means receiving what the speaker said (p. 2).

Furthermore, listening is a psychological process of building meaning from spoken and non- verbal messages (Tyagi, 2013, p. 1). Similarly, Nunan (1998) asserted that listening is an active process that involves decoding and constructing meaning from both verbal and non-verbal listening messages (as cited in Gilakjani & Ahmadi, 2011, p.977). Purdy (1997) confirmed that “listening is the active and dynamic process of attending, perceiving, interpreting, remembering, and responding to the expressed (verbal and non-verbal), needs, concerns and information offered by other human beings”(p. 8). In few words, listening is the process of decoding the spoken message of the speaker.

Briefly, the previous definitions of listening state that listening is a complex, active and dynamic process that involves perception, attention and memory. Also, they

state that listening is a process of performing multiple functions or it is a set of many physical and behavioral systems.

1.1.2. Significance of Listening

Listening has been the most unnoticed language skill for a long time. Since the early years of the 19th century, Rankin (1925) found that listening was the most dominant skill of language used in human communication (as cited in Bozorgian, 2012, p. 658). Hence, listening become popular and gain importance in all aspects of life. Therefore, listening is crucial for people to maintain efficient communication because it leads to understand the purpose of people after listening to them, and without listening to them correctly, we can have a weak understanding.

According to Mendelson (1994), “of the total time spent on communicating, listening takes up 40-50%; speaking 25-30%; reading 11-16% ; and writing about 9%” (p.9). It means that listening takes up a huge chunk of the time one spends in communicating the language. In addition, Rost (2009) recognized that listening is what helps people’s understanding of the world around them. He added also that this skill is one of the elements needed to create successful communication (as cited in Gilakjani & Sabouri, 2016, p. 124). Similarly, Kotzman & kotzman (2008) asserted the importance of listening by stating, “listening is the heart of effective communication and rewarding relationships, the capacity to listen can be improved by increasing awareness and knowledge of the process involved and by expending our repertoire of skills” (p. 47).

Furthermore, listening has a vital significance in learning a foreign language because acquiring a language involved receiving language input. Rost (1994) affirmed that listening is important in language classroom since it provides input for students (as

cited in Hamouda, 2013, p.113). Thus, listening allows learners to communicate effectively with others. Similarly, Nation & Newton (2009) cited, “listening is the way of learning the language. It gives the learners information from which to build up the knowledge necessary for using the language” (p. 38). In other words, utilizing language in order to communicate with others highlights an important role of listening in communication.

To sum up, listening is the primary stimulus for initiating both first and second or foreign language learning. Besides, he added that it is a means of communication to sustain the long learning process (Bozorgian, 2012, p. 657).

1.1.3. Models of Listening

In the listening comprehension process, listeners need two types of knowledge; linguistic knowledge and non-linguistic knowledge. In order to understand how listeners apply these knowledge sources and how the listening process functions in a foreign language, researchers (Gibson, 1966; Gregory, 1970; Rumelhart, 1975) developed three processes for clarifying the listening process. These processes are namely; bottom- up, top-down and interactive processes.

1.1.3.1. Bottom-up Processing Model

The bottom-up processing model was the first model of listening which developed in the 1940s and 1950s. It is also called data-driven since it is activating by new incoming data (Gilakjani & Ahmadi, 2011, p. 979). According to Buck (2001), bottom-up process sees language comprehension as a passage through successive stages and the output of one stage come to be the input of the coming next high stages (p. 2). Brown (2006) defined bottom- up processing as the process of “using the information

we have about sounds, word meanings, and discourse markers like first, then and after that to assemble our understanding of what we read or hear one step at a time” (p. 2). In other words, learners have to hear and understand all the words, keep them in their short term memory to integrate them with each other and explain the things that they have heard before.

On the other hand, Richards (2008) defined bottom- up process as “using the incoming input as the basis for understanding the message” (p. 4). Then, he claimed that “the process of deciphering the listeners’ lexical and grammatical competence in a language provides the basis for bottom-up processing” (p. 4). Accordingly, bottom-up processing is closely associated with the listener’s linguistic knowledge.

In addition, “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”(Harmer, 2001, p. 201). Buck (2001) supported this view by stating that language process has a definite order, it starts from lowest to highest detailed level. He argued that the acoustic input is decoded first into phonemes to identify single words. Then this process moves to the next higher stage, the syntactical level followed by a semantic content that is analyzed to gain a literal meaning. Finally, the listener interprets that literal meaning of communicative situation to comprehend what the speaker said (p. 2).

1.1.3.2. Top- down Processing Model

Top-down Processing Model refers to utilizing prior knowledge and context of situation to comprehend the meaning of the listening message. Brown (2006) defined top- down processing as the process of “using our prior knowledge and experiences; we

know certain things about certain topics and situations and use that information to understand” (p. 2), i.e., learners use their background knowledge in order to derive the meaning by considering previous schemata and knowledge.

Further, Nation & Newton (2009) stated that top-down processes involve the listener to go from the entire– relying on his/her schemata- to the parts (p. 40). In other words, the listener employs his prior knowledge of the context of communication to predict what the message can contain, and uses components of the message to assert, correct and add to it.

In addition, this type of processing serves two different purposes. First, ignoring the details and focusing on general issues can compensate for gaps in understanding. Second, top-down processing may also enrich a fully elaborated message (Field, 2008, p. 132). Thus, top- down processing is closely associated with listener’s background knowledge expectation.

Moreover, Richards (2008) stated “top-down process refers to the use of background knowledge in understanding the meaning of a message; it goes from meaning to language. The background knowledge required for top-down processing may be previous knowledge about the topic of the discourse, situational or contextual, or knowledge in the form of schemata or scripts”(p. 7). In top-down processing, the listeners obtain a general vision about the listening passage and realize the overall image. This is helped if the listener has the ability to have appropriate expectations of what is going to come across (Harmer, 2001, p. 201).

1.1.3.3. Interactive Processing Model

Actually, Bottom-up and Top- down processing is the assumption that listening involves interactive processing. That is to say, listening comprehension is a mix of these processes. Likewise, listeners use both processes at the same time in listening (Wilson, 2008, p. 15). Hence, the interactive processing model comes to integrate both bottom-up and top- down processes and to explain listening comprehension.

Rumelhart (1975) developed the interactive processing model to synthesize both the bottom-up and top-down processing models. He revealed that, in this model, language functions at the same time at various levels including phonological, syntactic, semantic, pragmatic information. Yet, the way this information interacts is still perplexing (as cited in Flowerdew & Miller, 2005, p. 26).

Vandergrift (2002) stated “listening comprehension is not either top-down or bottom-up processing, but an interactive, interpretive process where listeners use both prior knowledge and linguistic knowledge in understanding messages” (as cited in Jung-Hee, 2004, p. 96). In short, Interactive processing model is where listener apply both linguistic information and prior information to comprehend spoken speech.

1.1.4. Stages of Listening

By helping students to improve and develop their listening abilities and skills in the classroom, three stages are involved and should be taken into consideration namely: pre-listening stage, while- listening stage and post- listening stage. Every stage is characterized by its own purpose and the variety of activities that students carry out to achieve understanding.

1.1.4.1. Pre-Listening Stage

Pre-listening is the first stage, where the context is created. It is regarded as a general preparation to the listening process, where the teacher creates motivation and prepares students for what they are going to hear through warm-up activities, in order to help them focus on the topic, and take them beyond the listening text. Pre-listening activities related to this phase have been well presented by Hedge (2000) which include “predicting content from the little of a talk, talking about a picture which relates to the listening text, discussing the topic, answering a set of questions about the topic and agreeing or disagreeing with opinions about the topic” (p. 249). In other words, students can be asked to discuss the topic of the listening text and guess what they will see or hear.

Moreover, pre-listening activities usually have two key objectives which are: to prepare students for a listening task by activating their prior information and to direct them to select the appropriate purpose and strategy for listening (Richards, 2015, pp. 394-396). Also, Richards & Renandya (2002, p. 243) set two other goals: “to provide sufficient context to match what would be available in real life, and to create motivation (perhaps by asking learners to speculate on what they will hear).” As they claim, these goals can be achieved in as little as 5 minutes (p. 243).

Nevertheless, Wilson (2008) points out that there are four concerns that should be avoided during the pre-listening task. First, a pre-listening activity should not be too long. It should take only few minutes. Second, a pre-listening activity should not give too much information to the students about the topic. It should be just introduce the topic of the listening activity rather than give all the answers. Third, during pre-

listening stage, teacher should not talk too much. Students should be given the opportunity to show their expectations and ideas and share them (p. 79).

1.1.4.2. While-Listening Stage

While-listening would be the second stage where students listen and do tasks or activities while listening to the spoken text. Students also revise and verify their predictions and taking notes. Richards (2015) pointed out that while- listening stage is the focus of the entire listening process where students are given the chance to enhance their listening skills and strategies and practice intensive listening because they focus on understanding text parts and predicting words' meaning from the context (p. 394-396). In fact, while- listening activities have certain purposes which involve: to focus on student's comprehension of the language and ideas of the speaker; to focus on student's attention on such things as the organizational patterns of the speaker; to encourage student's critical reactions and personal responses of the ideas and language usage of the speaker (Karakas, 2002, as cited in Gilakjani & Ahmadi, 2011, p. 982).

Furthermore, Sahr (2011) suggested three choices of activities related to this phase. They are likely to include; listening to main idea: this listening is for understanding the general picture; taking key phrases and some information; Listening to specific events: good for making categorizing and timelines, match or order pictures; listening to details: multiple choice questions, close activity, complete a chart or graph (p. 2).

1.1.4.3. Post-Listening Stage

Post-listening stage is considered as an extension of student's comprehension at the pre- and while- listening stages. It is the stage where the teacher takes students

beyond the listening text. It comprises all the activities related to a particular listening text, and which are done after the listening is completed. This phase aims at checking student's aural comprehension and allows them to develop and perform the other skills.

According to Karakas (2002), "well-planned post-listening activities offer students opportunities to connect what they have heard to their own ideas and experiences, and encourage interpretive and critical listening and reflective thinking" (as cited in Gilakjani & Ahmadi, 2011, p. 982). Furthermore, Examples of activities that can be used at this stage as suggested by Rost (2002,) can involve: additional reading, writing, speaking and interaction, Comparing notes, negotiate a summary with a partner, formulate answers, and questions about only what was heard (p. 20).

1.1.5. Materials Used in Listening

With the technological development, and with the increasing necessity to help learners developing and improving their listening skill, teachers can discover more ways to teach listening in and outside classroom using three effective materials developed by the technology of our day. These materials are audio materials, audio-visual materials, and authentic materials.

1.1.5.1. Audio Materials

Audio materials refers to all kinds of materials that can be only heard and listen by learners and that are transmitted, produced or received through high fidelity waves. They include: tapes, cassettes, recorders, micro cassettes and radio. These materials function as learning facilitators and teaching machines which help students to acquire and develop expected language skills of listening and speaking in particular.

Moreover, audio materials allow students to interact with different range of voices, meet various characters, and listen to real people. Also, they are always available, practical, not expensive, and they are easily used in classroom (Harmer, 2007, p. 304).

1.1.5.2. Audio-Visual Materials

Audio-visual Materials are devices which convey information through two components; sounds and sights. They may be represented by Internet, Youtube, Television, slide-tape presentations...etc. In the words of Anzaku (2011) “The term Audio-Visual material is commonly used to refer to those instructional materials that may be used to convey meaning without complete dependence upon verbal symbols or language” (as cited in Ashaver & Igyneve, 2013, p. 44). This kind of materials can facilitate the understanding and comprehension and they enhance the student’s learning experience.

In addition, audio-visual materials provide learners with rich opportunities to improve communication skills when actively engaging in solving meaningful problems (Natoli, 2011, as cited in Shamsideen, 2016, p. 20). Hence, audio-visual materials are one of the best ways for developing and acquiring the listening skill.

1.1.5.3. Authentic Materials

Authentic materials are samples of spoken or written language that were not specifically created to be used in the classroom. Generally speaking, this kind of materials is carefully produced for real life communication purposes. They can be presented in different forms including: TV programs, movies, songs, live radio and literature (poems, novels, short stories and so on). According to Nunan (1989),

authentic material is “any material which has not been specifically produced for the purposes of language teaching” (p. 54). Furthermore, these kinds of materials are basic elements because they improve the skills by providing learners with natural examples of how to communicate in real life situations. In addition, authentic materials help learners focus on the language skills they truly need. Thus, they increase student’s motivation for learning.

1.1.6. Types of Listening

To improve and develop the listening skill, students need to use two potential types of listening: Extensive and Intensive listening.

1.1.6.1. Intensive Listening

Intensive listening refers to listening to a text closely with the intention to decode the input for purpose of analysis. Rost (2002) defined intensive listening as: “the process of listening for precise sounds, words, phrases, grammatical units” (p. 138). Moreover, intensive listening is what you do inside the classroom with the presence of the teacher who plays the key role in this situation. Intensive listening aims to focus on certain details or specific information. Listening for specific information involves answering questions.

Furthermore, intensive listening requires learners to understand every sentence and every word. It requires paying attention to the meaning of each discourse, forms, and grammatical structures. This type of listening generally occurs inside the classroom or large laboratories under the teachers’ control and guidance. In this type of listening, learners may listen to a text many times or divide it into small passages and sentences for better understanding, or by doing dictation word by word (Harmer, 2001, p. 229).

1.1.6.2. Extensive Listening

1.1.6.2.1. An Overview of Extensive Listening

Extensive listening (EL) has been somewhat overlooked for a long time. It came after extensive reading (ER) which has been discussed extensively in the past 20 years. Extensive listening has been referred to as “the sister of extensive reading” (extensive Reading foundation, 2011, p. 12). It came as an approach to improve L2 learners’ fluency and overall listening skills, since developing listening proficiency has always been a particularly difficult aspect of foreign language learning.

Likewise, ER which aims to build reading fluency, EL aims to help learners to develop their listening comprehension. Unfortunately, extensive listening has not received the attention and enjoyed such flood of popularity that its counterpart extensive reading has. It is difficult to find substantial amount of empirical evidence on this issue. Besides, no one has written a book on it, the number of research articles and books on EL are quite small. However, a survey of literature and research shows the importance and the benefits of EL on developing listening comprehension skills and confirmed that extensive listening is one of the best ways to get a great deal of comprehensible input.

1.1.6.2.2. Definition of Extensive Listening

Extensive listening “is listening for pleasure and without obligating the listener to keep demonstrating a satisfactory level of understanding” (field, 2008, p. 54). In other words, extensive listening is listening for fun and for general ideas not for specific detail, without teachers’ instructions.

According to harmer (2001), “Extensive listening will usually take place outside classroom in the student’s home, care, or on personal stereos as they travel from one

place to another .The motivation power of such an activity increases dramatically when students make their own choices about what they are going to listen to”(p. 228). In other words, EL includes all types of listening activities that occurs outside the classroom. According to him learners are free to choose what they want to listen for pleasure, enjoying, receiving a large amount of comprehensible input and enhancing their language background outside the classroom.

Harmer (2007, p303) also noted that EL occurs when the learners have the opportunity to choose and select by themselves what they want and what they like to listen to for pleasure and they select where they listen. Extensive listening occurs without the intervention of the teacher or any other teaching materials. Learners are listening extensively without being constrained by pre-set questions or tasks. Therefore, they listen in comfortable and relaxed way.

1.1.6.2.3. Extensive Listening Vs Intensive Listening

If extensive listening is going to be tackled, then its difference from intensive listening should be discussed, too. Gilakjani and Ahmadi (2011) identify that in extensive listening learners listen for global meaning and general idea about the listening text; while, in intensive listening learners focus on specific details; grammatical patterns, vocabulary, and sound recognition.

Al-jawi (2010) stated that Extensive Listening requires listening for long period of time, often for entertainment and in leisurely way, while intensive listening tends to be limited with time, more comfortable, less relaxed, and often dedicated not for enjoyment or pleasure but for the achievement of educational purposes. He also noted that learners are the ones who select what they want to listen on their own, whereas

intensive listening is often done with the intervention of teachers. The following table is a detailed comparison between the two types according to Gilakjani & Ahmadi (2011) and Al-jawi (2010).

Table 1

Comparison between Extensive Listening and Intensive Listening (Gilakjani & Ahmadi, 2011 and Al-jawi, 2010)

Extensive Listening	Intensive Listening
•Usually done outside the classroom.	•Usually done inside the classroom or large laboratories.
•Listening for pleasure.	•Listening for specific purposes.
•Learners choose/select what they want to listen.	•The teacher chooses/selects what learners need to/ should listen to.
•Listening to a massive amount of text.	•Listening for specific texts or phrases or expressions.
•Listening without being concentrated.	•Listening with paying attention to all Details and focusing on the form and the meaning.
•Listening to long texts depends on the learner's desires or wants.	•Listening to short texts or passages played several time.

1.1.6.2.4. The Learning Benefits of Extensive Listening

Wenden (2002) stated, “The notion of learner-centered instructions in foreign and second languages grew out of the recognition that language learners are diverse, in their reasons for learning another language, their approach to learning, and their abilities” (P. 32). In other words, in learner-centered learning, the learners are not limited with time and there are no particular restraints or places which they should stay in. They are totally free in choosing the place, time, and the material they like and which they find it suitable and entertaining, so long as it is in English and easy enough for them to comprehend. This alone has an enormous potential to extend students' listening skills inside and outside the classroom. In addition to that when learners select their own listening materials, they will be more involved and highly motivated. As consequences EL motivates learners to learn a language and develop their listening comprehension.

Waring (2003) listed the following benefits of listening extensively in EFL: speed recognition is built, learners are helped to chunk, text is more likely to be enjoyable, and focus is on understanding and interacting with the text (as cited in Uçan, 2010, p. 38).

Waring (2010) noted that Extensive listening is an approach to improve learner's listening fluency. He considered that listening and reading are the best ways to learn and acquire language (English). He argued that, “If you understand almost all of the text you listen to, you can build your word recognition speed, collocation and generally your brain will be working very effectively”(as cited in Vo, 2013, p. 30).

Renandya and Jacobs (2016) outlined different potential learning benefits of EL:

First, EL provides a lot of chances and gives the opportunity for learners to experience a higher and a deeper level of language comprehension when they listen to spoken text, and this is more likely to an acquisition (Duppy, 1999; Krashen, 1996). Duppy (1999) for instance claimed that, for a higher degree of comprehension (95% and above) that her Lower proficiency learners of French language may reach is only after they listen to the same material for three or four times. It is often said that the best way to master something is to do it regularly for an extended length of time (pp, 6-7).

Second, EL maximizes the learner's capacity to manage the degree of speaking. In particular the vital difficulty with the study of L2 listening by students concerns speech rate (Renandya, 2011; Waring & Renandya, 2012 ; zenq , 2007). However, students don't comprehend much of what they perceive not because the difficulty of the medium, but because the speakers speak too speedy / too fast for L2 learners to process incoming data. A clarification of this is that what is contemplated "normal" speech by proficient listeners is frequently observed by low-level students or beginners as being too fast. What helps L2 listeners become accustomed to listen to speech by native speaker rate is the repeated listening practice via EL. In other words the more you listen the more you comprehend (pp, 6-7).

Third, EL can improve learner's word recognition skill. Learners reported that they can often recognize words in writing form, but not in speech. Again, lower proficiency learners seem to have problems recognizing words in speech and frequent listening practice seems to facilitate the development of automaticity in sound-script relationships (pp, 6-7).

Ucàn (2010) outlined an extensive listening program in which he investigated the benefits of EL on 16 students. Relying on students' views, Ucàn assured the importance and benefits of EL. "Based on The students' comments, Extensive listening helps them to increase their vocabulary, to improve listening comprehension, to feel more comfortable when listen to English, and to increase their general knowledge" (p. 40).

In short, the benefits of EL are fundamentally the same as those of ER. As mentioned previously, learners who listen extensively for long period of time becomes more fluent in listening; their ability to recognize words, phrases and sentences increases. As a consequence of this, their capacity to comprehend the overall meaning of the text also rises up. Fluent listening can only develop after learners have sufficient experience with meaning-focused listening practice via EL (Renandya & Farrell, 2011).

1.1.6.2.5. Materials Selection in Extensive Listening

With the technological development and the internet the provision of a vast range of extensive list of materials becomes quite easy. This advancement of technology helps learners to select and choose the appropriate material they found it enjoyable, entrusting and comprehensible. In extensive listening have the opportunity of using audio, audio visual and multimedia materials.

According to Holden (2008, p. 309), extensive listening materials can be "audio books, storytelling, websites, speaking words and the news websites, interviews, videotapes, TV, youtube, movies and the dramas, academy lecturers, speech and virtually any type of music that has comprehensible lyrics". Today most of those materials are downloadable, accessible and charitable over the internet. Besides

computers, laptops, tablets, MP3 players, mobile phones ...etc. which are considered as the primary sources of extensive listening Materials. They make unique contributions to the teaching-learning process, for instance: mobile phones and portable devices are some good and beneficial means for listening to foreign language. The materials that will be listened to in extensive listening activities are very important as they are means of input.

Ur (1984) asserted that learners can fully benefit from extensive listening activities if they listen to something enjoyable, interesting, and comprehensible. She added that the key consideration in material selection is its level of difficulty, which means that the material should be selected according to the learners' proficiency level. For example if lower proficiency learners of English are exposed to an advance level material they will probably obtain a little benefits or it may be too challenging and difficult for them to comprehend the context. Thus, for lower proficiency learners, the right level often means easier listening materials. Because the use of these easy materials will give them a lot of early success experiences in order to build their confidence. They can move on and use more challenging and high-level materials, once they have built up sufficient listening fluency.

According to Harmer (2007), authentic aural material/audio material can be used by students to practice extensive listening, because these materials allows learners to listen to combination of different voices aside from listening to their own teacher. There are different kinds of those materials that can be used both inside and outside the classroom for example: songs; music could motivate learners to acquire more and more language, as a result their words recognition will be built and their listening comprehension will be developed unconsciously. Dialogues on audio tapes are also very

important in practicing extensive listening because they represent several characters, particularly where real people are talking and they give the opportunity to listen to a broad range of situations and voices. In addition to that tapes are not expensive, that's all people can use it (p, 303).

There is a diversity of Internet sources. They are materials provided for learners to extend their listening skill inside and outside classroom and which enable them to make practice of extensive listening much easier. Warring (2008) suggested two very good online sources. They are Spotlight Radio and ELLLO (English Listening Lesson Library Online). Spotlight Radio is a website which is appropriate for lower students and it is suggested for beginning and intermediate levels. This site uses slow rate of speech and uses specially modified forms of English to make listening easier, English is at almost normal Level. In this website learners can listen and read the scripts at the same time. This site is about broadcast stories and the news.

ELLLO, on the other hand, another website, is suitable for intermediate and advanced students. It supplies teachers and students with hundreds of free online materials and activities. In this website, there are different and many kinds of authentic materials such as songs, interviews and casual lectures (as cited in Renandya & Farrell, 2011, p. 58).

Section Two: Listening Comprehension

1.2.1. Definition of Listening Comprehension

A number of scholars and researchers (Vandergrift, 1997; Lynch, 2012) made various attempts to define listening comprehension in a relatively different way. To start with, Vandergrift (1997) maintained that listening comprehension is a cognitive complex process in which listeners use their linguistic knowledge to deal with the incoming stimuli, keep what they receive and explicate it within the message socio-cultural context. In addition to that, he affirmed that listening comprehension is an active process where listeners must differentiate, explain and reply directly while listening to messages (as cited in Quyen & Dan, 2018, p.76). In the words of Kim and Pilcher (2016), listening comprehension is one's ability to understand the spoken language at the discourse level that include stories, dialogues, and information oral texts which comprises extracting and constructing meaning processes (p. 3).

Furthermore, according to Richards and Schmidt (2010), "listening comprehension is the process of understanding speech in a first or second language. The study of listening comprehension process in second language learning focuses on the role of individual linguistic units (e.g. phonemes, words, grammatical structures) as well as the role of the listener's expectations, the situation and context, background knowledge and the topic" (p. 344). In other words, listening comprehension is an activity with concentration and focus to the role of individual linguistic units, knowledge stores in long-term memory, life experiences, and prior knowledge.

Additionally, Lynch (2012) defined listening comprehension as the ability to comprehend the spoken language of the native speakers. Also, he indicated that, in listening to the spoken language, the capability to decipher the intention of the speaker required many other

abilities such as: a competent listener, processing the linguistic forms like speech speed, understanding the full message contained in the discourse, coping with listening in interaction, comprehending the spoken speech without understanding every single word, and recognizing various genres (as cited in Azizinia, Sadeghoghli & Mohebkah, 2017, p. 23-24).

Briefly, listening comprehension is the different processes of comprehending the spoken language and making sense of it which include knowing speech sounds, comprehending the syntax of sentences and understanding the meaning of individual words (Nadig, 2013, as cited in Gilakjani & Sabouri, 2016, p. 124).

1.2.2. Components of Listening Comprehension

According to Wipf (1984), the listening comprehension is divided into six components which are:

- Sounds discrimination
- Grammatical structures
- Context
- Vocabulary
- Retention
- Stress and intonation

According to Chastain (1988), listening comprehension is divided into four components, each dependent upon the preceding one.

- The first component is the ability to distinguish all sounds, intonation patterns, and voice qualities in the second language and to discrimination between them and similar sounds in the native tongue. Because when presenting sounds, unlike those of their own

language, speakers tend to give those sounds their first language interpretations. They perceive the new sounds in terms of the nearest equivalent in their own language. They translate the unfamiliar sound into familiar one in order to be able to process what they have heard. Thus, one way of teaching or learning these differences between the sounds of the two languages is to contrast the first-language and second-language sounds in minimal pairs and drills.

- The second component is to understand the entire message uttered by a speaker. After acquiring the ability to distinguish between and among the sounds, students are prepared to listen to words and sentences for meaning (After they have been learning the accompanying vocabulary and grammar contained in the text). Rivers (1981) (as cited in Ahmadi, 2016, p. 08) stated that the understanding of the spoken messages depend on comprehension of the semantic meaning. Moving from what one comprehends in the sound sequence with the respect to the knowledge of syntax only when the meaning is not understandable.

- The third component is the ability to hold that message in one's auditory memory until it can be processed. In order to develop students' auditory memory, they must listen as much language as possible, which means that most of the class time should be carried out in the language being taught. The rate of the presentations and difficulty level of the content must be balanced to the learners. What increase the auditory memory are the language activities which are comprehensible. The significance point here is the rate of improvement. The improvement from simpler to the more complex sentences should be slow and continuous. The speed of delivery should be increased according to the learners' ability to understand.

- The fourth component is the comprehension. The listener decodes what the speaker has said. Thus, the last component is comprehension which is the speaker reception of the syntactic, lexical, pragmatic and discourse levels (pp. 287-291).

Rost (1994) suggested somewhat similar list of components to master when dealing with listening comprehension as follow:

- Discriminating between sounds
- Recognizing words and sentences
- Identifying stressed words and grouping of words
- Identifying functions (such as apologizing in conversation)
- Connecting linguistic cues to paralinguistic cues (intonation and stress) and the non-linguistic cues (gestures and the relevant objects in the situation) in order to construct meaning
- Using background knowledge and context to predict and then confirm meaning
- Recalling important words, topics and ideas
- Giving appropriate feedback to the speaker
- Reformulating what the speaker has said

Rost (1994) insisted on the fact that students must master all these sub skills to reach a successful listening. He said:

“Successful listening involves an integration of these components skills. In this sense, listening is a coordination of the component skills, not the individual skills themselves. This integration of these perceptions skills,

analysis skills, and synthesis skills is what we will call a person's listening ability” (p, 142).

1.2.3. Strategies of Listening Comprehension

1.2.3.1. Definition

Learning strategies for listening comprehension have been the interest of many researchers (Vandergrift, 1997; Rost, 2011). In fact, some of them suggested certain definitions of listening comprehension strategies. To start with, Vandergrift (1997) defined listening strategies as devices that are not only used by individuals for facilitating acquisition, store, retrieve, and use information but also for achieving listening comprehension purposes of spoken input (as cited in Huy, 2015, p. 24). On the other hand, Freeman (2004) and Lin (2006) stated that listening comprehension strategies are activities or procedures that contribute directly to the comprehension and recall of the listening Input (as cited in Ghoneim, 2013, p. 102).

Furthermore, Rost (2011) maintained that “listening comprehension strategies refer to conscious plans to manage incoming speech particularly when the listener knows that he/she must compensate for incomplete input or partial understanding”(p. 236). Therefore, students’ listening comprehension becomes more effective and successful because listening comprehension strategies help them solve problems that they may face in the listening process, and also to develop and improve their learning and their own listening.

1.2.3.2. Types of Listening Comprehension Strategies

Most researchers (Conrad, 1985; O’Malley & Chamot, 1990) concluded that in order to understand aural information, listeners must use effective and facilitative listening strategies that are mainly: cognitive, meta-cognitive, and socio-affective strategies. Each strategy may change

due to the language level of the learner which is the fundamental reason that effects method selection.

1.2.3.2.1. Cognitive Strategies

Cognitive strategies are one type of learning strategies that learners use in order to learn more effectively and successfully. They involve active manipulation or transformation of the learning task that include: rehearsal, organization, and elaboration (O'Malley, Chamot, Kupper, 1989, p. 423).

Within the same line, Vandergrift (1999) stated that "cognitive strategies manipulate the material to be learnt or apply a specific technique to the learning task" (p. 170). Moreover, cognitive strategies are independent learning activities used by learners to learn and understand the linguistic input. For instance, when a learner finds a difficult word in a text and from the context inferences the meaning of that word; he has actually used the cognitive strategy (Serri, Boroujeni and Hesabi, 2012, p. 844). Therefore, cognitive strategies are specific methods used by listeners to manipulate their learning tasks and facilitate knowledge or skills acquisition.

In general, cognitive strategies work to promote and facilitate the rehearsal processes after a planned organization, summary, deducing or imagery learners have used through making cues, grouping, repeating, guess a synthesise for the effective transfer of their acquired knowledge into their memory (O'Malley & Chamot, 1990, p. 46). According to Azmi, Celik, Yildiz and Tugrul (2014), this is a strategy that is used to comprehend linguistic input and obtain data. Sometimes, the learners did not know the meaning of the words and they try to derive the meaning from the context. This is just one example of cognition strategy. He added also that comprehension begins with the data received, which is analyzed as successive organizational sound levels, words, as a

decoding process. Cognitive strategy is a problem-solving method that learners use to handle the learning activity and facilitate knowledge acquisition (p. 2).

In short, cognitive strategies are the implementation of particular techniques which include such skills as: summarizing, repeating to memorizing, translation, and piecing together details. They are used for achieving cognitive goals like overcoming problems and studying for a test.

1.2.3.2.2. Meta-Cognitive Strategies

Meta-cognition is “cognition about cognition”, or “thinking about one’s thinking”. It refers to the learners’ conscious knowledge and the ability to control their thought and to regulate their own learning. Meta-cognitive strategies seek to realize selective attention for evaluating and monitoring the knowledge of learners which acquired through listening and making them concentrating on certain aspects of language to be learnt. These can involve organizing, planning, reviewing and checking / evaluating comprehension after it took place when listening (O’Malley & Chamot, 1990, p. 46). Likewise, Vandegrift (1999) affirmed that “Meta-cognitive strategies are important because they oversee, regulate, or direct the language learning process; these strategies which involve thinking about the learning process include planning, monitoring and evaluating” (p. 170).

Following the same stream of thoughts, Holden (2004) declared that meta-cognitive strategies refer to what learners do to oversee, regulate or direct their learning. This method includes three stages: planning, monitoring and evaluating that represent the pre- task, on-task and post- task activities featured in many texts (p. 259). Therefore, meta-cognitive strategies involve pre- planning regulating activities, and self-evaluating afterwards.

Meta-cognitive strategies play a very important role in improving students' learning. Also, they have a crucial role in enabling students to become more active and motivated participants in their own learning and less anxious listening performance. According to Oxford (1990), the conscious use of meta-cognitive strategies help learners to return back their attention when they drop it. Indeed, meta-cognitive strategies train learners to cope with the demands of listening tasks and to plan their language learning in an efficient way (p. 136). It is very clear that these strategies make students' learning more effective and successful. Accordingly, they are able to maximize the received information from the listening texts and this can be used to enhance their listening skills (Renukadevi, 2014, p. 62).

Moreover, meta-cognitive strategies can be of great help to good listeners and weak listeners as well. Examples of meta-cognitive strategies include planning how to approach a learning task, using appropriate skills and strategies to solve a problem self-monitoring. In addition, Wenden (1998) (as cited in Azmi et al, 2014, p. 2) argued that learners who use meta-cognitive strategies seen to have the following advantages over the others:

- Learners perceive themselves as constant receivers and can successfully cope with new situations.
- They become more strategic.
- They have self-confidence to get help from partners, teachers, or family when needed, and in their abilities to learn.
- They handle the situation when failure occurs during an activity.
- They observe and evaluate why they are good learners.
- They learn faster and integrate the knowledge remarkably.

1.2.3.2.3. Socio-Affective Strategies

The last type of listening comprehension strategies is the socio-affective strategies. They refer to strategies that learners use to learn by interaction with other speakers and their attitudes towards learning. They are “added to describe learning that happens when language learners cooperate with classmates” (Vandergrift, 1999, p. 170). Socio-affective strategies as defined by Vandergrift (2003) (as cited in Kassem, 2015, p. 155) are “the techniques listeners use to collaborate with others, to verify understanding or to lower anxiety”. These strategies try to set a cooperative relation or an interaction between the learner, educator and the environment. This relation involves some elements such as: emotions and attitudes towards language learning (Oxford, 1990). Socio-affective strategies could be through cooperation and questions for clarification.

Actually, socio-affective strategies are those that are non-academic in nature and involve activating learning by establishing a level of empathy between the teacher and students (Habte-Gabr, 2006, p. 02). O’Malley and Chamot (1990) maintained that socio-affective strategies related to social-mediating activity and to transact with others (as cited in Para, 2010, p. 152). It was essential for listeners to know how to alleviate anxiety, feel confident and comfortable in performing listening activities, and promote personal motivation to develop and improve listening competence and performance (Vandergrift, 1997; as cited in Golchi, 2012, p. 118).

To put it briefly, socio-affective strategies are one of the methods that used by learners in order to control their own learning. In other words, they are a collection of techniques that include communicating with someone else or using effective and active control to help in learning and in a learning activity.

1.2.4. Assessing Listening Comprehension

The primary goal of schools is to promote and improve the learning of students and assessment lies at the heart of this process which engaged them in learning. According to Rathon (2004), listening comprehension refers to the ability to comprehend spoken language, including structured language, and un-structured natural language as well, at one or more levels which include single words, phrases, sentences or connected discourse. She further maintained that three types of listening comprehension tasks have utility in early assessment, which are: single-word vocabulary comprehension measures, sentence comprehension measures, and text level listening comprehension measures (p. 105).

Assessing listening comprehension is a key to effective and successful learning and development of the other skills. Until quite recently, very few standardized tests of listening comprehension were available and fewer were sufficient for psychometric characteristics. As a consequence, many investigators either produced listening passages for specific investigation, or converted standardized reading comprehension tests to listening comprehension measures by reading the passage (Rathon, 2004, p. 105).

Moreover, Alderson and Bachman stated that “the assessment of listening abilities is one of the least understood, least developed and yet one the most important areas of language testing and assessment. It is important because of the potential wash-back effect onto classroom practices” (as cited in Buck, 2001, p. x). Additionally, assessing listening comprehension involved taking into consideration what levels and what assessment methods are appropriate to students (Ayuanita, 2003, p. 122). Hence, scholars (Wilson, 2008; Vandergrift & Goh, 2012) distinguished two kinds or two approaches in assessing listening, namely: formative and summative.

1.2.4.1. Formative Assessment

Formative assessment is a set of methods “formal and informal” conducted by teachers during a learning activity in order to enhance students’ high level performance and promote their learning. In general, Formative assessment is “an active and intentional learning process that partners the teacher and the students to continuously and systematically gather evidence of learning with the express goal of improving student achievement” (Moss & Brookhart, 2009, p. 6).

In the words of Harmer (2001), formative assessment “relates to the kind of feedback teachers give students as a course is progressing and which, as a result, may help them to improve their performance. This is done at a micro-level every time we indicate that something is wrong and help students to get it right, but can also take place when teachers go through the results of progress and achievement tests” (p. 379). Hence, students’ feedback in formative assessment is used to enhance their learning while they are still learning.

Formative assessment is used in a collaboration which offers more details of continuous assessment and inspection in the class. Black and William (2009) pointed out that “Practice in a classroom is formative to the extent that evidence about student achievement is elicited, interpreted, and used by teachers, learners, or their peers, to make decisions about the next steps in instruction that are likely to be better, or better founded, than the decision they would have taken in the absence of the evidence that was elicited” (p. 7). That is to say, the evidence about student achievement allows the teacher to regulate instruction to meet the needs of individual students.

Harmer (2001) claimed that formative assessment “means that teachers as well as students may have to change and develop” (p. 379). Accordingly, formative assessment does not provide marks rather it provides feedback that may help students to improve their performance.

On the other hand, Vandergrift and Goh (2012) stated that formative assessment describes an ongoing assessment and observation in the classroom which used by teachers to enhance teaching methods and by learners to monitor their progress towards achieving learning objectives by providing them with feedback on their progress in meeting target learning outcomes, identifies strengths and weaknesses, helps them acquire the strategies that will bring more success and provides recommendations for improvement. Additionally, they maintained that teachers can adapt their teaching accordingly and this helps learners to decide how to concentrate better in their learning efforts. Therefore, formative assessment is a continuing process, and learners play in integral part on it (pp. 241-242).

Moreover, According to McManus (2008), there are five attributes identified as critical features of effective formative assessment, which are:

- Learning Progressions: learning progressions should express clearly the sub-goals of the ultimate goal of learning.
- Learning Goals and Criteria for Success: learning objectives and criteria for success should be determined clearly and then communicated to students.
- Descriptive Feedback: students should be provided with evidence-based feedback that is related to the expected instructional outcomes and criteria for success.
- Self- and Peer- Assessment: both self-assessment and peer-assessment are essential since they help students think meta-cognitively about their own learning.
- Collaboration: a classroom culture is where teachers and students are partners in learning should be established (pp. 4-5).

In short, formative assessment also known as assessment for learning aims to improve student development and achievement, and often includes relatively unstructured interactions between two students or a teacher and student instead of a planned formal assessment event (Crooks, 2002, p. 241).

1.2.4.2. Summative Assessment

Summative assessment is commonly contrasted with formative assessment, which is the process of measuring and evaluating what a student learned after a particular period of time. According to Harmer (2001) “summative assessment is the kind of measurement that takes place to round things off or make a one- off measurement. Such tests include the end- of- year tests that student take or the big public exams which many students enter for” (p. 379). Summative assessment is formal and results oriented since it assesses learners’ listening abilities at the end of a given period of time, it is required by schools, colleges and governments (Wilson, 2008, p. 136).

Furthermore, summative assessment is a product- oriented and periodic which focuses more on the product of learning. In summative evaluation, the only involvement it has is taking the test. Based on the listening test results, it makes a promotion to a higher level of language listening proficiency. Summative assessment is carried out through achievement tests to measure learning of specific material, proficiency tests to measure an overall ability in a skill, or it can be through high- stakes standardized tests to measure FL competence in the target language for the purposes of university studies (Vandergrift & Goh, 2012, p. 243).

According to Vandergrift and Goh (2012), there are four types of summative assessment tools that are familiar to most learners and teachers, namely: quizzes, achievement tests, proficiency tests, and large- scale standardized tests. First, FL listening quizzes can be a difference of the practice of listening orderly done in the classroom. Typically, they are based upon a limited number of current unit or goals for the course. Second, achievement tests usually occur at the end of course units, where learners write a teacher developed achievement test for assessing what they know about goals of that particular unit (pp.253-254).

Third, proficiency tests can take place at home, school or university. They are developed to assess global listening competence. They are always summative because their aim is to provide information to the teacher, school about certification or placement. They are not related to a specific course rather they may be referenced against a certain language framework such as: The Common European Framework of Reference for Languages (CEFR) and The International English Language Test System (IELTS). Fourth, standardized test is any form of exam that is administered and scored under a consistent set of procedures. Learners may take a large- scale standardized test to certify their proficiency level for purposes of placement, job qualifications, or study in the target language (Vandergrift & Goh, 2012, p. 254-255).

Briefly, summative assessment also called assessment of learning is focused on providing a well founding and clear picture about the existing capacities or attitudes of a student, and their progress over time and their potential needs (Crooks, 2002, p. 241).

1.2.4.1. Purposes of Assessing Listening Comprehension

Assessment is always made for a purpose. Vandergrift and Goh (2012) stated that assessment is an essential part of learning and teaching because it provides learners, teachers, and parents as well with feedback on learner progress in listening development, it assigns a mark or a degree to learner listening performance for awarding credits, placement, or promotion purposes, and it provides progress administrators with information on the success of listening instruction in their language program (p. 240).

According to Buck (2001), there are four main purposes for assessing listening comprehension which are: general language proficiency, representing oral skills, assessing achievement and diagnostic testing.

- General language proficiency: the main reason to assessing listening is deeply based on the mastery of the four language skills that are, speaking, listening,

reading and writing. Therefore, listening now is a part of the most general proficiency tests and most tests of academic language ability.

- Representing oral skills: listening test is used as a substitute for other oral skills in spite of the fact that speaking is the skill that is generally related to language proficiency, speaking test is too expensive, time consuming and require obtaining a representative sample of spoken language.
- Assessing achievement: the purpose of assessing listening in classroom is to assess students' achievement, to provide grades, gives credit for course completion or to determine whether they are ready to proceed to the next level of instruction. Then, the main purpose is to encourage students to practice listening.
- Diagnostic testing: The other purpose of assessing listening is diagnosis, in which teachers use new research technique that will enable them to diagnose strengths and weakness of students, what they can do and what are their needs. Hence, listening assessment is often made for specific research purposes (pp. 95-97).

1.2.5. Problems and Factors Affecting Listening Comprehension

Boyle (1984) classified the factors that may negatively affect a good listening in three categories, based on a survey of EFL teachers and learners:

- Speaker factors
- Listener factors
- Factors in the material and medium

- **Speaker factors**

They include the linguistic ability of the speaker which plays a big role in comprehension. Teachers should select listening activities of native speakers because it helps students understand better. Non-native speakers' activities affect the students comprehension, it might not be clear for them, because of different pronunciation and different accents. Also the delivery speed of the speaker is considered as a major factor in listening comprehension. For instance, if the delivery is fast, learners might have difficulty in understanding.

- **Listener factors**

They are related to memory, intelligence, background knowledge, the knowledge of vocabulary, grammar and pronunciation which helps learners comprehend easily. The age also is an important factor in language learning; young learners learn faster than adults. Furthermore, the listening topics should be selected according to the learners' interest. Because if they are listening to things they like, their commitment will be high and they will show better performance and vice versa.

- **Factors in the material and medium**

They refer to difficulty of the content and concepts, especially if the material is abstract, abstruse highly specialized, technical electric, length or poorly organized. These factors will affect comprehension negatively.

On the other hand, Underwood (1989) listed the listening comprehension problems as follows:

- Lack of control over the speed at which speakers speak

- Not being able to get things repeated
 - The listener's limited vocabulary
 - Failure to recognize the "signals"
 - Problems of interpretation
 - Inability to concentrate
 - Established learning habits
-
- First and foremost, faster delivery of language might result in comprehension failure. Because learners could not control the speed of delivery and they might not receive all the messages. Underwood (1989) stressed the negative role of fast delivery, he said: “many English language learners believe that the greatest difficulty with listening comprehension, as opposed to reading comprehension is that the listener cannot control how quickly a speaker speaks” (p. 16).
 - Moreover over, teachers or lecturers do not allow the learners to listen to listening material or repeat the speech or passages more than once, and this is the main problem in listening comprehension. In particular the decision to replay a recording is not the student's choice. Teachers decide and choose what and when to repeat listening passages. Yet, learners at the beginning level should be given the second chance to listen to a passage more than once. This will help them understand better and increase their motivation to achieve more in listening exercises. Underwood (1998) stated that, “It is hard for the teacher to judge whether or not the students have understood any particular section of what they have heard.” (P. 17).
 - Also, there is vocabulary level of learners; high vocabulary level helps learners recognize words easily. It is very important in listening comprehension.

Because when learners have a limited vocabulary and the speaker choose and say words which the listener cannot interpret, her learner will come across strange words, which may allow him to start thinking and guessing the meaning of that words. As results, he would miss the subsequent parts of speech. In other words, if the vocabulary level of learners is good, his recognition of words will be easier, But if their vocabulary level is weak, they will be lost and miss most of speech.

- Furthermore, Learners may fail to understand a listening material because they are not aware of signals when the speaker move from point to another, when they give examples, or when they talk about an issue to list down points. Speakers use such terms as "first of all", "secondly" or "than", all of that called signals. If learners are not aware of these signals, comprehension of the material might be difficult.
- In addition, listeners may lack contextual knowledge which enables them to comprehend the issue better; because if learners are familiar with the context the communication become easier and they will listen to it more attentively. Even if listener succeed in understanding the surface meaning of the speech he/s may have a serious difficulties in understanding the exact meaning of the passage as it is intended unless he/she is familiar with the content. For instance listener from a culture which is completely different from the English culture can easily misinterpret nonverbal signs, like gestures, facial expressions, tone of voice.
- Last and not least, foreign language learning is not an easy process. It requires learners to have a huge amount of concentration and mental effort to follow the speech and get the exact meaning. In listening, the shortest pause can seriously

damage the understanding. That is why some learners have difficulty in concentrating in foreign languages. However it can be easier when students are enjoying listening and that is, of course if they find the topic of the passage interesting. Therefore, without attention and learning enthusiasm, language learning cannot be carried out while listening. If learners fail to receive the messages which are not an easy task, learners might be disappointed and their motivation might be reduced.

- Last of all, students may have established or recognized some learning habits, such as a wish to understand every word or to understand the tone of certain English accents like British or American...etc.

Bingol, Celik, Yildiz, and tugrul Mart (2014) stated that there are several problems that students encounter before and during the listening tasks. They listed some of them as follow:

- **Quality of Recorded Materials**

The quality of sound system of a recorded material affects understanding a certain piece of listening. For instance a recorded material with low quality of sound system will hinder the student's comprehension of a listening passage and students will not be able to understand the whole context.

- **Cultural Differences**

Learners may have or may face difficulties to comprehend the meaning of a certain piece especially when it contains completely different culture then learners may have. Moreover, being unfamiliar with cultural knowledge of language affects negatively on learners' understanding. For example, if a listening piece is about "Easter

Day" and this is not something that is familiar in the region, in this case learners cannot comprehend what has been told. Her teacher is responsible to give background knowledge about the listening topics in advance.

- **Accents**

There is a variety of accents which are spoken by native speakers of English. This would result in a significant reduction in comprehension. Fan (1993) pointed that ESL/EFL listeners are usually familiar only with "their teacher's accents or to the standard variety of British or American English" (as cited in Azmi Bingol, Gelik, Yildiz, and tugrul Mart 2014). Hence, the process of listening will be difficult for the students if listening passages will not contain neither the standard English nor their teachers' accent. English is spoken all over the world: Spain, china, India ...etc. Buck (2001) indicated that when learners listen to an unknown accent such as Indian English for first-time after studying on American English will face critical difficulty in listening. This definitely interpreted the whole listening comprehension or makes it important.

- **Unfamiliar Vocabulary**

When passages contain familiar words, listening would be very easy for students and they would understand the passage without doing any force. However, if they contain unfamiliar words, here it would be stressful point while listening. For instance, when students listen to a text, they may encounter an unrecognisable word which force them to stop and looking or thinking about its meaning. Hence they will miss the following passage. Moreover, many words have more than one meaning and they may be used in their less common usage; consequently, students may get lost and confused.

- **Physical Conditions**

First in large classroom, students who are sitting at the back may not hear that recording as students who sit in the front. Second, noise which is considered as one of the listening comprehension barriers; whether this noise is coming from the surrounding environment or emerged from the listening equipment. For example: phone rings, knocking on the door ...etc. These sounds disturbed and cut EFL learners' comprehension and took their minds off the content of the listening passages. Another factor that effects the learners' listening is the temperature of class, that is to say, the class that does not have a conditioner or heater, it might be too hot in summer or too cold in winter, which make students do not concentrate on listening, and it would affect their listening comprehension and make it difficult.

- **Length and Speed of Listening**

Azmi Bingol, Gelik, Yeldiz, and Mart (2014) claimed that:" The level of students plays a great role when listening for long parts and keeping all information in the mind". Thus, it will be difficult for students of low level to listen to long passages. Short listening passages will be easier for those students because this reduces their tiredness. While high level learners are able to keep all information in their minds and comprehend the whole passages even if they are too long. Moreover, the delivery of speech is one of the most serious problems that EF students deal with. For example, if the speaker speaks too fast students will not be able neither to control the speed of speaker nor to understand or catch information correctly.

- **Lack of Concentration**

One of the crucial problems that affect listening comprehension is concentration. Concentration is needed to catch the meaning from the spoken text. Lack of concentration make the misunderstanding about what the listening passage is talking about.

1.2.5.1. Suggestions for Overcoming Students' Listening Comprehension Difficulties

Gilakjani and Sabouri (2016) listed some suggestions that are beneficial to students to overcome some of their listening comprehension problems. They are as follows:

- a. Listening activities should be provided based on the students' needs, and teachers should provide authentic listening materials for students that will help them understand better the natural speech uttered by native speakers.
- b. Teachers should design listening tasks that arouse students' interest and help them learn listening skills and strategies. These tasks not only test the students' listening comprehension but also motivate them to use various types of listening strategies in order to gain the maximum benefits in doing their activities.
- c. Teachers should provide students with different types of input like lectures, radio news, films, TV plays, announcements, everyday conversation, and interviews.
- d. Teachers should familiarize their students with the rules of pronunciation in order to help them hear the different forms of rapid natural speech and ask them to imitate native speakers' pronunciation.

e. Teachers should help their students to be familiar with the accents of different native speakers. Due to the fact that native speakers have specific accents it is necessary for students to recognize the differences between American and British accents.

f. Listening activities should be presented according to their level of complexities; that is, listening activities should be provided from the very simple texts to the lower level students and moved to the very complicated authentic materials to the advanced students.

g. Teachers should provide background knowledge and linguistic knowledge to their students while listening to different listening materials” (P. 128).

Conclusion

This chapter is a general presentation of the most significant theoretical aspects related to the listening skill. The first section deals with different definitions of the listening skill, the significance of listening as a language skill, models, stages and materials used in listening, types of listening followed by a details clarification of extensive listening; its definition, an overview about it, a comparison between the extensive and intensive listening, and the learning benefits of extensive listening and its materials. Then, the second section further deals with the concept of listening comprehension; its definition, its components, its types and its strategies. Also, this section highlights the way to assess listening comprehension and the purposes of it. Finally, it sheds light on the various problems and factors that affect listening comprehension and suggestions for overcoming those problems.

Chapter Two: Field Work

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Introduction

The second chapter is practical in nature. It aims at exploring the influence of extensive listening on enhancing EFL listening comprehension. First, it starts with the presentation of the research methodology employed to inquire about the research issue at hand, and it encompasses: Population and sampling, data collection tool, namely a questionnaire, and a description and administration of the questionnaire. Next, a detailed analysis and discussion of the obtained data is presented. Finally, the chapter sheds light on the limitations encountered in this research and it ends by providing some pedagogical recommendations and suggestions for further future research.

2.1. Research Methodology

2.1.1. Population and Sampling

The population of this study is third year license EFL students in the English language Department at Mohammed Seddik Ben Yahia University, Jijel. Basically, a total of 70 students were solicited to participate in this study based on a random selection from approximately (259) students. The rationale behind selecting third year students, to be scrutiny, is the fact that those students studied listening in oral expression (OE) for two years, their first and second year. Accordingly, they are expected to be more aware of their listening strengths and weaknesses. Also, they had enough exposure to practicing listening skills in their free time.

2.1.2. Data Collection Tool

In order to gather data to answer the research question and the earlier stated hypotheses, only one research tool has been used instead of two. The study relied one hundred percent on a questionnaire. It has been administered to third year students of

English as a foreign language on August 28th, 2020 and shared on the Facebook (online) official page of the department of English, Jijel.

2.1.2.1. Description and Administration of the Students' Questionnaire

The current piece of study attempts to elicit quantitative data from the participants about their attitudes towards extensive listening and its influence on developing listening comprehension. It basically relies on a questionnaire to collect information.

2.1.2.1.1. Questionnaire Description

The questionnaire starts with a short paragraph explaining the purpose of the study and giving some instructions on how to fill in the questionnaire. It comprises (23) questions which are divided into two sections. The first section is entitled "the listening skill". It consists of eleven (11) questions: nine of them are of close-ended type and two of them suggest for participants to add other options. This section is set to explore the students' listening skill and listening difficulties.

The second section is entitled "Extensive listening", and it encompasses twelve (12) questions: Four are close-ended, two imply to add other options, two inquire participants to provide clarifications, two others require to clarify and justify and other two questions require the provision of free answers. This section attempts to investigate issues related to extensive listening. It also aims eliciting information from students to see their exposure and their attitudes towards extensive listening materials and its influence on enhancing listening comprehension.

2.1.2.1.2. Questionnaire Administration

The present questionnaire was administered randomly to seventy (70) third year English language students at Mohamed Seddik Ben Yahia University, Jijel. The administration of the questionnaire started on August 28th and ended on September 25th (it took almost a month; 29 days).

2.2. Data Analysis

2.2.1. The Questionnaire' Results

2.2.1.1. The Questionnaire' Analysis

In what follows, answers of the addressed questions in the questionnaire are represented in the form of tables and are reported in a form of numerals and percentages.

Section One: The Listening Skill

Question 1: Do you like listening to English?

Table 2

Students' Attitudes towards Listening to English

Options	Number of participants	Percentages
Yes	69	98.6%
No	01	1.4%
Total	70	100%

The first question was designed to know students’ attitudes towards listening to English. It means that, the question aimed at checking the interest of learners in listening to English. The results obtained show that almost all participants (sixty nine), who represent 98.6%, like listening to English as a foreign language, whereas only one participant (1.4%) said “no”.

Hence, one could conclude that all participants do have a positive attitude towards listening to English. They have no complex towards EFL listening.

Question 2: How do you find listening when compared to the other skills (Writing, Reading and Speaking)?

Table 3

The Rate of Difficulties of the Listening Skill Compared to Other Skills

Options	Number of participants	Percentages
Easy	33	47.8%
Difficult	37	52.2%
Total	70	100%

Concerning the second question, the findings indicate that thirty three out of seventy participants (47.8%) considered listening to be an easy skill when compared the other skills (writing, reading and speaking). On the other hand, thirty seven participants (52.2%) classified listening as the most difficult one.

Accordingly, one may notice that a large number of students considered listening to English as a foreign language difficult, and that the improvement of the

listening skill is more difficult than the other skills because it is hard to understand new expressions and new words heard from the first time.

Question 3: How can you describe your listening abilities?

Table 4

Students' Assessment of their Listening Abilities

Options	Number of participants	Percentages
Very good	09	12.9%
Good	31	44.3%
Average	29	41.4%
Poor	01	01.4%
Very poor	00	0%
Total	70	100%

As it is plainly shown in table three, this question was addressed to diagnose the participants' level in listening. The responses maintained that nine students out of seventy (12.9%) reported that their level was "very good" while thirty one participants of them, which a considerable percentage (44.3%) evaluated their level as being "good" and twenty nine participants (41.4%) considered their abilities as being "average". Furthermore, only one participant (1.4%) reported that his/ her level was "poor", and none of them considered his/her level as "very poor".

That is to say, half of the involved participants seem to be satisfied with their level of listening to English. From the above results, it is obvious that considerable number of participants seem to have acceptable abilities in listening to English.

Question 4: Do you practice listening to English as a foreign language?

Table 5

Students' Listening Practices of English Language

Options	Number of participants	percentages
Yes	67	95.7%
No	03	4.3%
Total	70	100%

This question aims at knowing if the participants practice listening to English as a foreign language. The results in table 4 show that sixty-seven out of seventy participants (95.7%) practice listening to English while only three participants (4.3%) did not practice listening to English.

This means that the majority of EFL learners practice listening to English. Thus, they enjoy learning this foreign language, and they have a strong desire to learn it.

- The next two questions (Q5 & Q6) are addressed for those participants who said “yes” in the fourth question.

Question 5: How often do you practice listening?

Table 6

The Frequency of Listening to English

Options	Number of participants	Percentages
Always	16	22.9%
Often	33	47.1%
Sometimes	15	21.4%
Rarely	03	4.3%
No answers	03	4.3%
Total	70	100%

This question attempts to investigate about learners' exposure to listening to English. The findings indicate that thirty three out of sixty-seven participants (47.1%) revealed that they "often" practice listening to English, and sixteen students (22.9%) opted for "always". However, fifteen participants (21.4%) opted for "sometimes" as an answer. While, only three participants (4.3%) opted for "rarely"; maybe because of their weaknesses in different aspects of language. However, three participants (4.3%) did not answer this question.

The results are satisfactory; they show that the majority of participants exposed themselves to the spoken language.

Question 6: How much time do you spend practicing listening each week?

Table 7

The Frequency of Practicing Listening per Week

Options	Number of Participants	Percentages
Less than 1 hour	07	10%
From 1 to 2 hours	12	17.1%
From 2 to 3 hours	31	44.3%
More than 3 hours	19	27.2%
No answers	01	1.4%
Total	70	100%

This question was designed to know the frequency of practicing listening each week. As shown in the table above, the findings indicate that the highest portion is given to thirty three (44.3%) participants who answered they practice listening from two to three hours, and nineteen participants (27.2%) who declared that they practice listening more than 3 hours per week.

That is to say, because of the huge development in the field of technology (smart phones, computers, tablets...etc.), students become interested in practicing listening; for example, listening to songs, videos, radio, movies on YouTube ...etc. Another reason is because the material is easy to handle. It encourages them to practice listening more. However twelve participants (17.1%) stated that practice listening from one to two hours per week; maybe they are busy and do not have much time to practice listening. Even though from one hour to two hours is a considerable time, which means they are

interested in practicing listening and this implies that they benefit from it. Whereas minority of seven participants (10%) said that they practice listening less than one hour; maybe they face difficulties while listening. In addition one participant (1.4%) did not answer this question. This quite sure means that he does not practice listening at all.

Question 7: Are you interested in listening to native speakers?

Table 8

Students’ Interest towards Listening to Native Speakers

Options	Number of participants	Percentages
Yes	67	95.7%
No	03	4.3%
Total	70	100%

The seventh question aims at investigating whether learners are interested to listen to native speakers or not. The results indicate that the majority of participants sixty-seven out of seventy students (95.7%) are interested to listen to native speakers.

That is to say, the majority of students are interested in learning the English language to become aware a native speakers like competence. As a consequence, their listening comprehension and their level will be improved since the native speakers speech is considered as the main source of English language. While, only three (4.3%) participants stated that they are not interested to listen to native speakers, and they represent the minority. Perhaps they are not aware that there is a distinction between the language of English speakers and speakers of English.

Question 8: Do you find problems when listening to native speakers?

Table 9

Students' Problems towards Facing Problems when Listening to Native Speakers

Options	Number of participants	Percentages
Yes	61	87.1%
No	09	12.9%
Total	70	100%

This question aims at investigating whether the students find problems when listening to native speakers or not. The majority of participants, exactly sixty-one out seventy (87, 1%) stated that they find problems when listening to native speakers. While, a minority, i.e., nine participants (12.9%) declared that they do not find any problems when listening to native speakers.

That is to say, even if our participants are advanced learners, they still have problems while listening to native speakers (real English). Thus, listening might be a hard task not only for beginners, but also for advanced intermediate learners who are supposed to be mastering all the aspects of language.

•If yes, which the problem of these do you face when listening to native speakers?

Table 10

Students' Major Problems Encountered while Listening to Native Speakers

Options	Number of participants	Percentages
Speedy speech	31	44.3%
Word recognition	06	8.6%
Difficult vocabulary	11	15.7%
All of them	13	18.6%
No answers	09	12.8%
Total	70	100%

This question is related to question eight. It is addressed for those participants who said yes in (Q8). The question aims at eliciting information about the problems which learners face when listening to native speakers. The primary problem that has been chosen is the speedy speech which was selected by a considerable number, precisely thirty-one out of seventy participants (44.3%). Moreover, thirteen students (18.6%) declared that they face all the problems which are mentioned above (Speedy speech, word recognition, difficult vocabulary, i.e.; language comprehension). Then eleven participants (15.7%) declared that their problem in listening to native speakers is the use of difficult vocabulary. Furthermore, only six students (8.6%) had a problem with words recognition. However, nine (12.8%) participants did not answered this question because they have answered in the previous question that they do not face any problems when listening to native speakers. While fourteen participants added some other problems which they face when listening to native speakers and they are similar answer like: idioms, accents and cultural differences.

That is to say, although listening to native speakers is not easy to comprehend, students keep always their enthusiasm to listen to native speakers in order to develop their listening skills. However, the main problem that EFL students face while listening to native speakers is speedy speech and the only way to solve this problem is to keep listening frequently as much as possible to native speakers.

Question 9: listening comprehension is important in learning English Language.

Table 11

Students’ Perspectives about Listening Comprehension’s Role in Learning English

Language

Options	Number of participants	Percentages
Agree	69	98.6%
Disagree	01	1.4%
Total	70	100%

The ninth question is set to identify the learners’ perception towards the importance of listening in the English language learning. It aims at highlighting whether learners are aware about the significance of listening skill in learning the English language. As displayed in the table above, sixty-nine out of seventy participants (98.6%) agreed on the fact that listening is extremely important in the English language learning process, while only one participant (1.4%) declared that he/she does not agree on the importance of listening in English language learning.

The findings reveal that the participants are aware and conscious about the importance of the listening skill in enhancing and improving their English language learning process.

Question 10: How often do you confront difficulty in listening comprehension?

Table 12

The Frequency of Confronting Difficulties in Listening Comprehension

Options	Number of participants	Percentages
Never	06	8.6%
Rarely	18	25.7%
Sometimes	40	57.1%
Often	06	8.6%
Always	00	0%
Total	70	100%

This question is set to get the frequency of confronting difficulties in listening comprehension. As it is showed in the table above, forty students out of seventy (57.1%) pointed out that they “sometimes” find listening comprehension difficult. Moreover, nineteen participants (25.7%) stated that they rarely find it difficult. Meanwhile, the next chosen option is the one related to “never” and “often” selected by six participants (8.6%) for each one. However, no one declared that he / she “always” find listening comprehension difficult.

One can observe from the results above, that the highest percentage refers to the options that listening comprehension is sometimes difficult with (57.1%). Thus, it seems that the majority of participants considered listening comprehension as difficult. So, in a way or another, the majority of them may face problems while listening.

Question 11: difficulty in listening comprehension is due to: speed speech, different accents, colloquial words, new vocabulary items, noise, and all of them.

Table 13

The Students' Listening Comprehension Difficulties

Options	Number of participants	Percentages
Speed speech	20	28.5%
Different accents	16	22.9%
Colloquial words	06	8.6%
New vocabulary items	11	15.7%
Noise	01	1.4%
All of them	16	22.9%
Total	70	100%

The eleventh question aims at eliciting information about the most listening comprehension difficulties faced by students. A high portion as demonstrated in the table above, is given to “speed of speech” selected by twenty out of seventy students (28.5%). The next chosen difficulties are the one related to “different accents” and “all of them” option (speed of speech, different accents, colloquial words, new vocabulary items, noise); boost options are selected by sixteen participants (22.9%) for each difficulty. Moreover, eleven (15.7%) stated that they face difficulty with new vocabulary items. However, six students (8.6%) find difficulty when they come across colloquial words. While only one (1.4%) participant stated that he/she has difficulty with noise.

According to the results demonstrated above, being exposed to speed speech and different accents are the most encountered constraints that participants face in listening comprehension.

Question 12: What is your favourite type of listening?

Table 14

The Students' Favourite Type of Listening

Options	Number of participants	percentages
Extensive listening	65	92.9%
Intensive listening	05	07.1%
Total	70	100%

This question is designed to identify the learners' favourite type of listening. The findings indicate that the majority of participants, exactly sixty-five out of seventy (92.9%) preferred to practice extensive listening. While only five participants (7.1%) stated that they prefer intensive listening.

The results imply that the majority of participants prefer to listen for pleasure, for global meaning and general ideas about the listening text rather than listening for specific details. In other words, they prefer to listen to things they like anytime and anywhere without the teachers' instruction. Whereas, minority of students prefer intensive listening where they listen carefully and intensively and focus on every detail word. Thus, it can be concluded that EFL learners attach extensive listening practice a considerable importance.

Question 13: Does practicing listening outside the classroom interest you?

Table 15

The Students' Interest of practicing Listening outside the Classroom

Options	Number of participants	Percentages
Yes	66	94.3%
No	04	5.7%
Total	70	100%

The aim of this question is to know to what extent learners are interested in practicing listening outside the classroom. The results show that the great majority of sixty six out of seventy participants (94.3%) declared that they are really interested in practicing listening outside the classroom, that is to say learners prefer to listen by their own, and maybe they are interested to practice listening outside the classroom because they choose what they can understand easily and smoothly and what they consider enjoyable and suitable. However, only five (5.7%) students claim and that they are not interested in this kind of listening, i.e., listening outside classroom.

- The following questions (from Q14 to Q23) are designed for those participants who answered “Yes” in question thirteen.

Question 14: What is your main purpose of practicing extensive listening?

Table 16

Students' Main Purposes of Practicing Extensive Listening

Options	Number of participants	Percentages
For fun	06	8.6%
As a motivation to learn English As a foreign language	10	41.3%
To develop the listening skill and And the listening comprehension	30	42.9%
To practice a specific content and And develop vocabulary	08	11.4%
To feel more comfortable with the language	07	10%
To increase your general knowledge	08	11.4%
No answers	01	1.4%
Total	70	100%

The aim behind the above question was about to know students' purpose of practicing extensive listening. The received answers show that approximately half of the participants, precisely thirty out of seventy (42.9%) practice extensive listening in order to develop their listening skill and their listening comprehension. While nineteen participants (14.3%) do extensive listening as a motivation to learn English as a foreign language. However, the number of participants who claimed that they practice extensive listening for both purposes; for fun and for practicing a specific content and develop

vocabulary was eight (11.4%). While, seven participants (10%) stated that they do extensive listening to feel more comfortable with the language. Yet, one participant (1.4%) did not answer this question.

After analyzing the obtained data, it can be concluded that the majority of participants practice extensive listening for the aim of improving their listening proficiency and listening comprehension in particular. So, students are aware that extensive listening one way to develop the listening skill.

Question 15: Do you think that the more you listen extensively to English as a foreign language, the better you will comprehend this language

Table 17

Students' Attitudes towards the Rate of EL in Enhancing Listening to English

Options	Number of participants	Percentages
Yes	67	95.7%
No	01	1.5%
No answers	02	2.8%
Total	70	100%

As it can be seen in table 17, sixty seven out of sixty eight participants (95.7%) said “Yes”, i.e., the more they listen extensively to English as a foreign language, the better they will comprehend this language. While only one participant (1.5%) said “No”, i.e., listening extensively to English does not help to understand better this language. However, two participants did not respond to this question. Shortly, this

denotes that listening extensively helped them in comprehending spoken speech in the target language.

Seeking to get further insights about the issue, the participants were asked to provide explanation. As a result, fifty six among sixty eight participants (80%) provided explanations that are almost similar ones. Their responses are summarized as follow:

- Extensive listening helps to improve vocabulary. It means the more you listen, the more you learn new things about a language.
- When you listen frequently, you will be familiar with the language. That is to say, listening extensively to English as a foreign language makes you more fluent in that language.
- The more you listen extensively, the more you develop your listening skill unconsciously.

Question 16: Have you ever noticed that there has been a change in your perception before and after experiencing extensive listening?

Table 18

Students' Perception of the Rate before and after Experiencing Extensive Listening

Options	Number of participants	Percentages
Yes	66	94.3%
No	3	4.3%
No answers	1	1.4%
Total	70	100%

The sixteenth question was addressed to elicit information about participants’ perception before and after experiencing extensive listening. The results obtained from the table above show that sixty six out of sixty nine participants (94.3%) declared that they noticed a change in their perception before and after experiencing extensive listening. On the other hand, only three participants (4.3%) did not notice any change in their perception before and after experiencing extensive listening.

That is to say, the majority of participants noticed a clear change in their perception before and after experiencing and practicing extensive listening. So, in one way it influences them positively and encourages them to keep listening because they feel themselves well developed in their language learning.

Question 17: When you listen extensively, do you use authentic materials?

Table 19

Students’ Interest in the Use of Authentic Materials when Listening Extensively

Options	Number of participants	Percentages
Yes	68	97.2%
No	01	1.4%
No answers	01	1.4%
Total	70	100%

By this question, seeks to investigate if participants use authentic materials when they do extensive listening. As shown in the table 19, sixty eight out of sixty nine participants (97.2%) use authentic materials when they listen extensively, whereas just

one participant (1.4%) did not use authentic materials when s/he practice extensive listening.

Thus, the results show that the majority of participants use authentic listening materials as a way to practice their extensive listening.

- **If yes, what are the most useful materials you want to use?**

Table 20

Students' Favourite Types of Authentic Materials

Options	Number of participants	Percentages
Internet	25	35.8%
Songs and music lyrics	21	30%
Television	04	5.7%
Radio	01	1.4%
Videos	18	25.7
No answers	01	1.4%
Total	70	100%

This question is related to question seventeen. It is designed to enquire about the most useful and favourite types of authentic materials that students admire and like to use. The gathered results reveal that twenty five out of sixty nine participants (35.8%) preferred to use internet as a primary source of authentic materials because it covers different topics on the one hand, and on the other hand it is the trend of modern learning and teaching styles. Then, twenty one participants (30%) choose to use songs and music lyrics as their most important and preferred authentic materials. Videos was the third choice of many participants with eighteen participants (25.7%), after that four

participants (5.7%) preferred to use television, and only one participant (1.4%) choose radio as s/he favourite authentic material. However, one participant (1.4%) did not provide any answer.

According to the findings, internet, songs and music lyrics are the major listening authentic materials that students preferred to use. This indicates that these materials have a great influence on students’ learning specially in developing their language skills due to the fact that they introduce the real world of the English language.

Question 18: Do these materials help you improve your listening comprehension?

Table 21

Students’ Attitudes towards Authentic Materials’ role in Improving Listening Comprehension

Options	Number of participants	Percentages
Yes	66	94.3%
No	03	4.3%
No answers	01	1.4%
Total	70	100%

This question was set to know if authentic materials help students improve their listening comprehension. The analysis of table 21 indicates that the greater part of our population which represents sixty six out of sixty nine participants (94.3%) regarded authentic materials an aid for improving their listening comprehension. This means that authentic materials are beneficial in the learning process, whereas, just three participants

(4.3%) had negative attitudes mainly because authentic materials do not reach their needs and goals. However, one participant (1.4%) did not provide a response.

Considering the participants who stated that authentic materials help students’ improve their listening comprehension, they had given some significant arguments. They mentioned that authentic materials helped them more to articulate and speak fluently, exposed them to real discourse and help them understand how native speakers perform their language in terms of pronunciation, stress, rate of speech. Hence, they stated that listening extensively to authentic materials develop their listening comprehension, and help them to become good listeners. On the other hand, for those who answered “no” and who had negative attitude to those materials in improving listening comprehension, this is only because of the difficulty in understanding words.

Since the majority of participants stated that authentic materials help them improve their listening comprehension, it can be deduce that authentic materials are very potential and helpful tools. They facilitate learning and improve the listening skill.

Question 19: Have you ever found that a provided a material is not interesting and useless?

Table 22

The Value of a Provided a Material

Options	Number of participants	Percentages
Yes	19	27.1%
No	49	70%
No answers	02	2.9%
Total	70	100%

This question attempts to know if students have ever found a useless material. The results show that a large number of participants, exactly forty nine out of sixty eight participants (70%) did not find any useless material. Thus, all materials have a beneficial role in language learning. Then, nineteen participants (27.1%) stated that they sometimes find useless and not interesting materials. However, only two participants (2.9%) did not provide any answer to this question.

In order to get more insights about this question, the participants were asked to provide clarifications. Consequently, sixty three out of sixty eight participants (90%) provided clarifications which are summarized as follow:

- All materials are interesting and useful. They foster learning of different aspects, not just for developing listening but for reading and speaking as well.
- Authentic materials are very beneficial to increase listening comprehension.
- All materials are crucial when learning a language because they make things clear and easy to understand.

Question 20: Do you feel happy, amused and selfconfident in yourself when you comprehend every word in any listening material?

Table 23

Students' Perception when Understanding a Listening Material

Options	Number of participants	Percentages
Yes	64	91.4%
No	05	7.2%
No answers	01	1.4%
Total	70	100%

The twentieth question in the questionnaire tries to find out if participants really feel amused, happy and confident in themselves when they understand every word in any listening material. As it is clearly presented in the above table, sixty four out of sixty nine participants (91.4%) answered that they feel happy, amused and confident if they comprehend each word in any listening material. To get more insights about this question, they were asked to justify their answers (why they said “yes”). Sixty three participants (90%) stated that when they comprehend every word in any listening material, they feel themselves become proficient listeners and they attain more progress in their listening skill and become more motivated to learn more. In contrast, five participants (7.2%) answered that they do not, and only one participant (1.4%) did not answer this question.

The majority of participants feel happy, amused and confident in themselves when they comprehend every word in any listening material. Hence, we can deduce that being able to comprehend spoken speech of a listening material from the first time implies that students realize their goal of developing their listening comprehension and their English language in their learning process.

Question 21: To what extent do you think you have benefited from extensive listening?

Table 24

Students' Extent of Benefits from Extensive Listening

Options	Number of participants	Percentages
A great deal	40	57.2%
Quite a lot	21	30%
A little	08	11.4%
Not at all	00	0%
No answers	01	1.4%
Total	70	100%

This question is the most significant one and to some extent is comprehensive it previous questions. It is designed to diagnose the extent of benefits of participants from extensive listening. The responses show that more than half of the population, precisely forty out of sixty nine participants (57.2%) declared that they have benefited a great deal from extensive listening, while twenty one participants (30%) avail quite a lot from extensive listening. However, only eight participants (11.4%) benefit a little from extensive listening, and there is no participant who does not avail from the extensive listening since there is no answer to "Not at all". However, just one participant (1.4%) did not provide any answer.

Thus, the majority of participants prove that they benefit greatly from extensive listening and that this latter influences them positively. So, it helps them improve their language skills and increase their general knowledge, particularly their listening comprehension.

Question 22: What is your attitude towards practicing extensive listening in developing listening comprehension?

The analysis of question 22 which is about the students' attitudes towards using extensive listening in developing listening comprehension were positive. Sixty-nine participants out of seventy (98.7%) answered that they are aware of the benefits of EL and argued that it is very advantageous in improving students' listening skill through giving several good reasons.

Some participants said that their attitude is positive towards the use of extensive listening because it helps students developing their listening comprehension in short time. Others also claimed that they strongly agree to advocate the usefulness of extensive listening because of its various benefits like: dealing with seedy speech, words recognition, new vocabulary ... etc. it increases students' interest. In addition to that, some participants claimed that their attitude is positive because practicing extensive listening through listening several times to native speakers as listening to videos, on radio and watching films help in developing listening comprehension unconsciously.

Question 23: Do you have any comments about extensive listening in general?

This question aims to know if extensive listening is beneficial in developing listening skill, and whether participants are aware of the influence of extensive listening in listening comprehension as well as in language learning in general. The results show that fifty six out of seventy, i.e., the majority of students (80%) responded to this question with positive comments towards extensive listening. The most common comments were:

- The best way for developing the listening skill is extensive listening because it enables learners to listen to things they like at anytime and anywhere which motivates them to practice listening more and as a consequence their listening comprehension will be developed.
- Extensive listening is a very useful and interesting technique in language acquisition; the students enjoy selecting the material they like so this will raise their motivation and participation and become more active.
- Extensive listening helps many students in their learning process. In the field of language learning, learners can benefit from EL in both cases: consciously and unconsciously. On one hand, consciously when they listen for educational or specific purposes. On the other hand, unconsciously when they listen for pleasure and entertainment. That is to say, EL is both a learning process and an entertainment at the same time.

2.2.1.1.2. Discussion of Questionnaire Results

The given questionnaire is of vital significance as it gives the investigators the opportunity to know about the involved third year students' perspectives on the influence of extensive listening on enhancing EFL listening comprehension.

To begin with, questions from one to eleven in the first part in the questionnaire were dedicated to enquire about students' listening skill in general and listening problems. According to the students' responses, it is observed that the majority of students are satisfied with their level in listening to English as a foreign language because the majority of them stated that they have "good" and "average" ability in listening to English. Despite this fact, students find listening a difficult skill when compared to the other skills (writing, reading, and speaking). Furthermore, they

declared that listening comprehension is very useful in learning the English language. However, they claimed that they encounter some problems when listening to native speakers, and sometimes they find listening comprehension difficult due to speed speech and different accents.

The second part in the questionnaire was concerned with students' perception towards extensive listening. The first addressed question was concerned with identifying students' favourite type of listening. The majority of them stated that they prefer extensive listening. That is to say, they prefer to listen to things they like anytime and anywhere without the instruction of the teacher. The results obtained from the thirteenth and fourteenth questions show that practicing listening outside classroom interested students, and the purpose of practicing extensive listening is for improving their listening proficiency and listening comprehension in particular. Moreover, the results obtained from questions fifteen and sixteen show that the majority of participants the more they listen extensively to English as a foreign language, the better they will comprehend the spoken speech of this language, and they noticed a clear change in their perception before and after experiencing extensive listening. Thus, listening extensively influence students in a positive way.

Students' answers to questions seventeen and eighteen show that the majority of participants use authentic materials as a way to practice extensive listening, and the major materials they preferred to use are internet ,and songs and music lyrics as their primary sources of authentic materials. Then, more than half of the selected population agreed with the idea that authentic materials help them improving their listening comprehension. The results gathered from the nineteenth and twentieth questions demonstrate that the majority of participants declared that all materials are interesting

and useful and very beneficial to increase listening comprehension, and they feel happy, amused and confident when they comprehend each word in any listening material.

Concerning questions twenty one, twenty two, and twenty three, the results obtained that the majority of participants benefited greatly from extensive listening as a learning method, and they have a positive attitudes towards the practice of extensive listening because it helps them enhance their listening comprehension in a short time. They convinced their opinions by stating that learners' listening abilities can be developed through doing extensive listening as the best way.

All in all, the results obtained from the questionnaire reveal that third year EFL students in the department of English language at the University of Mohammed Seddik Ben Yahia regarded extensive listening as a useful technique to develop listening comprehension. Nevertheless, they declared that listening extensively will improve their listening skill unconsciously. Thus, students are aware about the educational value of extensive listening and its influence on enhancing listening comprehension.

2.3. Limitations of the Study

The present study aimed at investigating the influence of Extensive Listening on developing EFL learners' listening comprehension. Accordingly, like any other research, the study encountered some obstacles and difficulties and they are subsequently listed:

- There was a lack of primary sources in the literature review.
- The study was conducted under special circumstances (COVID19) which affect research work negatively. For instance, besides the use of that Questionnaire as a research tool, there was an expectation to use a "Descriptive Test" which

would normally be administrated to a sample of thirty (30) Third Year License student of English Language at Mohammed Seddik Ben Yahia University to give more validity to this research.

- Because of the current circumstances, it was impossible to meet neither with each other as partners nor with the supervisor.
- The questionnaire was online, so it was not easy to contact third year students of English. However, the attempt to deal with a sample of 100 students was failed; unfortunately only 70 students have answered the questionnaire. The others were not cooperative with this research work. In fact they refused to answer the questionnaire. Some of them also did not answer all the questions.

2.4. Pedagogical Recommendations

In the light of this work and after reviewing what it entails, some pedagogical recommendations are proposed for students:

. For Students

✓ Students should be aware about the importance of the listening comprehension, and they should focus on the listening skill seriously. Bearing in mind that by doing this, they will master the language.

✓ Students should practice listening extensively through using authentic materials like: audio songs, videos, radio...etc.

✓ Students should listen to native speakers in order to familiarize themselves with the fast speech of natives, so as to be able to cope with the speakers' high speed of delivery when listening.

✓ Students must not rely only on intensive listening which they use inside the classroom, but they should practice extensive listening outside the classroom to develop their listening comprehension quickly. Because the more students practice extensive listening, the more their listening comprehension developed.

2.5. Suggestions for Future Studies

✓ Due to the current circumstances (COVID19), it was impossible to conduct a descriptive test. Therefore, it is better for the future studies to use a descriptive test with the questionnaire for more validity.

✓ The experimental study would be better to explore the influence of Extensive listening on developing the EFL learners' listening comprehension. Conducting an experiment to investigate this issue would yield statistical data that are beneficial to confirm or reject the already stated hypothesis and the results of this exploratory study.

Conclusion

This chapter was concerned with the collection of data from the students' questionnaire that aimed at investigating the influence of extensive listening on enhancing EFL listening comprehension. The chapter, then, provided the analysis and discussion of the results of the implemented tool of research. We conclude from the positive findings that were gained from the questionnaire that there is a great influence of extensive listening on improving students' listening comprehension, that is to say when students listen extensively, they do not face difficulties when learning the listening skill.

General Conclusion

When comparing listening to other skills (reading, writing, speaking), it is regarded as the most frequently used language skill in both classroom and daily communication. However, many students encounter difficulties in comprehending the listening texts. The study in hand has started from the hypothesis if learners listen extensively to English, their listening comprehension in this foreign language will be developed.

Concerning the main findings of this study, they show that listening extensively helps develop listening comprehension, i.e., students who listen extensively to English improve their listening comprehension in this foreign language better than those who do not. They increase their vocabulary, feel more comfortable with the language, will be more familiar with different accents, and they can deal with speedy speech. Moreover, they become more motivated to master the foreign language in a short time. Thus, there are some excellent reasons for practicing EFL students extensive listening.

To conclude, hope that this modest work can lead the path for other investigators to explore the influence of extensive listening in the development of students' proficiency in listening comprehension.

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Appendix

Students' Questionnaire

Dear students,

You are kindly requested to fill in this questionnaire which is an attempt to gather information needed for the accomplishment of a Master dissertation entitled **“The Influence of Extensive Listening on Enhancing EFL Listening Comprehension”**. Your answers will be of great importance to accomplish this research purpose, and they will be treated anonymously and confidentially; therefore, would you please give us precise answers as you can?

Please tick the right answer and write full answers where necessary.

Thank you in advance for your time and your collaboration.

Section One: The Listening Skill

1. Do you like listening to English as a foreign language?

a. Yes

b. No

2. How do you find listening when compared to the other skills (Speaking, Reading, writing)?

a. Easy

b. Difficult

3. How can you describe your listening abilities?

a. Very good

b. Good

c. Average

d. poor

e. Very Poor

4. Do you practice listening to English as a foreign language?

a. Yes

b. No

• If yes, answer questions 5 and 6.

5. How often do you practice listening?

a. Always

b. Often

c. Sometimes

d. Rarely

6. How much time do you spend practicing listening each week?

a. Less than one hour

b. From 1 to 2 hours

c. From 2 to 3 hours

d. More than 3 hours

7. Are you interested in listening to native speakers?

a. Yes

b. No

8. Do you find problems when listening to native speakers?

a. Yes

b. No

• If yes, which problem of these do you face when listening to native speakers?

a. Speedy speech

b. Word recognition

c. Difficult vocabulary

d. All of them (i.e., Language Comprehension)

• If others, please mention them.

.....

9. Listening comprehension is important in learning the English language.

a. Agree

b. Disagree

10. How often do you confront difficulty in listening comprehension?

a. Never

b. Rarely

c. Sometimes

d. Often

e. Always

11. Difficulty in listening comprehension is due to:

- | | | |
|----|--------------------------|----------------------|
| a. | <input type="checkbox"/> | Speed of speech |
| b. | <input type="checkbox"/> | Different accents |
| c. | <input type="checkbox"/> | Colloquial words |
| d. | <input type="checkbox"/> | New vocabulary items |
| e. | <input type="checkbox"/> | Noise |
| f. | <input type="checkbox"/> | All of them |

- **If others, please mention them.**

.....

Section Two: Extensive Listening

Note: [-Extensive listening means listening for pleasure. Listening to things you like, at anytime and anywhere (songs, radio, records...etc), listening on your own; because you want to.]

While: [-Intensive listening means listening for a purpose (often done with the teachers help inside the classroom because you have to).]

12. What is your favorite type of listening?

a. Extensive Listening

b. Intensive Listening

13. Does practicing listening outside the classroom interest you?

a. Yes

b. No

- **If your answer to question 13 is b, i.e., "no", do not answer the following questions.**

14. What is your main purpose of doing extensive listening?

a. For fun

b. As a motivation to learn English as a foreign language

c. To develop the listening skill and listening comprehension

d. To practice a specific content and develop vocabulary

e. To feel more comfortable with the language

f. To increase your general knowledge

- **If others, please mention them.**

.....

15. Do you think that the more you listen extensively to English as a foreign language, the better you will comprehend this language?

a. Yes

b. No

Explain.....

.....

16. Have you ever noticed that there has been a change in your perception before and after experiencing extensive listening?

a. Yes

b. No

17. When you listen extensively, do you use authentic materials?

a. Yes

b. No

- **If yes, what are the most useful materials you prefer to use?**

a. Internet

b. Songs and music lyrics

c. Television

d. Radio

d. Videos

- If others, please mention them.

.....

18. Do these materials help you improve your listening comprehension?

a. Yes

b. No

- If yes, How?

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

- If no, Why?

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

19. Have you ever found that a provided a material is not interesting and useless?

a. Yes

b. No

Explain.

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

20. Do you feel happy, amused and confident in yourself when you comprehend every word in any listening material?

a. Yes

b. No

• If yes, Why?

.....
.....

21. To what extent do you think you have benefits from extensive listening?

- | | | | |
|-----------------|--------------------------|---------------|--------------------------|
| a. A great deal | <input type="checkbox"/> | c. A little | <input type="checkbox"/> |
| b. Quite a lot | <input type="checkbox"/> | d. Not at all | <input type="checkbox"/> |

22. What is your attitude towards practicing extensive listening in developing listening comprehension?

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

23. Do you have any comments about extensive listening in general?

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

Thank you again

Résumé

L'objectif principal de cette recherche est de découvrir l'effet de l'écoute extensive sur l'amélioration de la compréhension auditive de l'anglais comme langue étrangère pour les étudiants de troisième année du département d'anglais de l'Université de Mohamed -Seddik ben Yahia, Jijel. En conséquence, cette recherche suppose que si les étudiants EFL écoutent extensivement la langue anglaise, ils amélioreront leur compréhension auditive de cette langue étrangère mieux que ceux qui ne le font pas, c'est-à-dire pour découvrir si les capacités d'écoute des étudiants peuvent être développées par une écoute extensive. Cette partie du travail de recherche repose sur l'utilisation d'un seul outil de recherche, le questionnaire ; C'est à cause de l'épidémie, corona virus. Il s'adressait à soixante-dix (70) étudiants sur deux cent cinquante-neuf (259). Selon les données collectées, analysées et interprétées, les résultats finaux ont confirmé que la pratique d'une écoute extensive en dehors de la classe, a un effet positif sur le développement de la compréhension auditive. Cette étude révèle également que plus vous écouterez la langue anglaise, meilleure sera votre compréhension auditive. De plus, les résultats fournissent des preuves à l'importance d'une écoute extensive. Cela augmente le vocabulaire des étudiants, leur permet de reconnaître divers dialectes, les aide à améliorer la reconnaissance des mots et leur permet de gérer un discours rapide, ce qui indique que différentes méthodes d'écoute peuvent être utilisées à grande échelle pour développer la compréhension orale des élèves. Il leur permet également de reconnaître différents dialectes, l'aide à améliorer la reconnaissance des mots et leur permet de gérer la parole rapide, ce qui indique que différentes méthodes d'écoute peuvent être utilisées à grande échelle pour développer la compréhension orale des étudiants. Si cela indique quelque chose, c'est que plus les étudiants pratiquent une

écoute extensive, plus cela améliorera leurs capacités d'écoute en général. Ainsi, l'hypothèse de cette recherche a été confirmée. À la lumière des résultats obtenus, on a souligné les contraintes que nous avons rencontrées lors de cette recherche, cuites à cela, des recommandations pédagogiques et des suggestions pour de futures études ont été proposées.

ملخص

الهدف الأساسي من إجراء هذا البحث هو اكتشاف تأثير الاستماع المكثف على تحسين الفهم السمعي للغة الإنجليزية كلغة أجنبية لطلاب السنة الثالثة في قسم اللغة الإنجليزية بجامعة محمد الصديق بن يحيى، جيجل. وفقاً لذلك، يفترض هذا البحث أنه إذا كان طلاب اللغة الإنجليزية كلغة أجنبية يستمعون بشكل مكثف إلى اللغة الإنجليزية، فسوف يحسنون فهمهم السمعي لهذه اللغة الأجنبية بشكل أفضل من الذين لا يفعلون ذلك، أي لاكتشاف إذا كان يمكن تطوير قدرات الاستماع لدى الطلاب من خلال الاستماع المكثف. يعتمد هذا الجزء من العمل البحثي على استخدام أداة بحث واحدة فقط وهي الاستبيان؛ وذلك بسبب حالة الوباء فيروس كورونا. فقد تم توجيهه إلى سبعين (70) طالبا من أصل مائتين وتسعة وخمسون (259). وفقا للبيانات التي تم جمعها وتحليلها وتفسيرها، فإن النتائج النهائية أكدت ان ممارسة الاستماع المكثف خارج الفصل الدراسي له تأثير إيجابي على تطوير الفهم السمعي. كما تكشف هذه الدراسة أنه كلما استمعت كثيرا إلى اللغة الإنجليزية، كلما كان فهمك السمعي أفضل. إضافة الى ذلك، فإن النتائج تقدم أدلة داعمة لأهمية الاستماع المكثف. فهي تساعد على التعرف على مختلف اللهجات، ومساعدتهم على تحسين التعرف على الكلمات، كما يمكنهم من التعامل مع الكلام السريع. بالإضافة الى ان النتائج تشير إلى أنه يمكن استخدام وسائل الاستماع المختلفة على نطاق واسع لتطوير فهم الاستماع لدى الطلاب. فهذا ان دل على شيء فانه يدل على أنه كلما زادت ممارسة الاستماع المكثف لدى الطلاب، كلما زاد ذلك في تحسين مهارات الاستماع لديهم بشكل عام. وبالتالي، تم تأكيد فرضية البحث. على ضوء النتائج التي تم الحصول عليها، قد تم للإشارة الى التحديات والعوائق التي واجهناها أثناء القيام بهذا البحث. كذلك قد تم اقتراح بعض التوصيات والاقتراحات البيداغوجية لمزيد من الدراسات المستقبلية.