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***The Role of Listening Skills in Improving EFL Learners'
Speaking Skills:***
Case of Second Year EFL Students at The University of Tlemcen

*Dissertation submitted to the Department of English as a partial fulfilment of the
requirements for the degree of Master in Language Studies*

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Dedications

I dedicate this work to everyone who is reading this.

To my dearest parents who filled me with the moral and physical support along all my study life, my courageous and brave father Miloud and the sweetest tender mother ever Saliha.

To my dearest brothers Mohamed and Anes.

To my lovely sisters Fadia and Chaimaa.

To my husband Dr.Bentouaf Ali who helped and supported me in every step through this work .

To all my family.

To all my teachers.

To all my friends: Ikram, Fatima Zohra, Amaria, Racha, Nessma,Nacera, Nora.

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Abstract

The field of learning any foreign language is based on mastering the different four skills; listening, speaking, reading, and writing. The first two skills are the center of our investigation since the aim of this research work is to clear the relationship that exists between them. Besides, it aims at showing the great role and importance of listening comprehension in improving EFL students' speaking competence and their oral performance in general. This research work is splitted into two chapters to answer the raised research questions by attempting to spot the different aspects of listening and speaking skills. In addition it tries to demonstrate the importance of these two skills in language learning and the relationship that ties them together by conducting a case study using two different questionnaires for second year EFL students and teachers to collect and analyze data quantitatively and qualitatively. The results found during the investigation confirmed that both students and teachers believe that there is a tight relationship between the listening and speaking skills as they go hand in hand in the process of language learning, and listening has obviously a positive impact and role in developing students' speaking skill.

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List of Acronyms

EFL : English as a Foreign Language

ESL : English as a Second Language

LMD : Licence Master Doctorat

General Introduction

General Introduction

In the process of learning any foreign language, it is necessary to know the exact order of the skills that should be taught for learners as it is also important to know the nature of these skills and the relationship that exists between them because each one completes the other. Knowing these relationships between skills gives the opportunity for teachers to control the students' learning more efficiently ; for instance, listening skills and speaking skills go hand in hand with each other. Mastering the speaking skill depends on diversity of listening activities, as having a good listening comprehension is the key for its mastery. Thus, the present investigation tends to reveal the impact of the listening skills on speaking skills to check if good listeners are always good speakers. Due to the different weaknesses that encounter EFL students, they cannot recognize the coordination of those two skills. However, EFL teachers are aware of that relationship because they know the value of the listening skill. Consequently, this research work aims at making students conscious about the importance of listening skills and its affection on developing the speaking skills.

The faced problems of EFL learners on the speaking level have roots in many lands mainly the lack of practice and the unconsciousness of the existing relationship between the two stated language skills. Therefore, the researcher seeks to show the function of listening activities in enhancing EFL students' speaking skills by answering the following questions :

- How may listening activities influence learners' speaking skills?
- How do EFL teachers incorporate listening in their speaking course?

The cited questions above drove the researcher to hypothesize that:

- Listening activities may develop learners' speaking capacities by recognizing different sounds, intonations, vocabularies, etc.
- Teachers may incorporate listening as part of their speaking course using different techniques and strategies to raise their learners' listening awareness.

Testing these hypotheses and checking to what extent they are true; the researcher's sample of the investigation will be second year students, and teachers of oral expression at the English Department in Tlemcen University. Thus, this case study gathered quantitative and qualitative data from two different questionnaires distributed for both students and teachers.

The present work contains two chapters. The first chapter carries a literature review about the two language skills; namely, Listening skills and speaking skills; dealing with each process aside, besides citing their importance in language learning, and the coexisting relationship between them. The second chapter deals with research design and methodology where samples and research instruments will be described in one hand, and data will be collected, analyzed in another hand for the purpose of accepting the stated hypotheses above or rejecting it, in addition to a small part where the researcher suggests and recommends some activities and tips as well to help students based on the difficulties they encounter.

Chapter One

1.1.Introduction

Listening is considered as one of the most Important skills in second and foreign language classrooms , researchers and language teachers give more attention to reading and grammar. However, listening seems to be a crucial skill since it opens different roads for other mainly speaking .This is why exposing students to real life English situations in conversations and dialogues may help students get familiar with language features as rhythm, intonation, stress patterns and reduced forms .Thus ,the present chapter seeks to explore some key concepts related to listening and speaking in EFL classrooms and reflect on their importance, different processes, characteristics, and mainly their inter-relation between each other. .

1.2. The Importance of EFL Listening and Speaking Skills

Learning English as a foreign language requires the mastery of the four skills namely; listening, speaking, writing, and reading. Speaking and Listening are the important skills that every student should focus in order to be good language learner. In this sense, Nation and Jonathan (2009:38) describe listening as a bridge for learning a language. Allen (1995) considers that listening is a dominant activity in daily communication. Simply means that, communication cannot run well if it is not supported by good ability in listening. Furthermore, listening plays a vital role in language learning as it provides the learner with the required input and learners can't acquire anything without the comprehension of the specific input. Moreover, Guo and Wills (2006;3) state that *“Listening is the medium through which people gain a large proportion of their education, their information, their understanding of the world and human affairs, their ideals, sense of values”* .

On the other hand, EFL learners sometimes evaluate their success in language learning on the basis on how they are fluent in speaking the language. It is more than forming grammatically correct sentences; it covers broad areas of mechanics, functions, pragmatics and social interaction. According to Harmer (2007) ,through speaking, students have the opportunity to express their knowledge, ideas, and thought freely in order to find out their weaknesses and

strengths . Speaking makes students practice grammar rules and structures that will lead students to be fluent in speaking without any difficulties by time .

1.3. Listening Skill

Listening skill is a natural ability that every human being has .It is the skill of understanding the oral and spoken utterances and the surrounding sounds. Floyed (1985) defines listening as a process involves hearing, attending, understanding, evaluating and responding to spoken messages. According to Tinkler (1980:33) "*listening is a combination of distinguishing phonemes, recognizing words, identifying stress, intonation, syntactic rules, and summarized parts of what is heard, besides understanding the communicative intentions of the speaker*". Moreover, listening is considered as an active mental ability helps us to understand the world around us and one of the important areas that achieve a successful communication, Rost (2009).

1.3.1. Process of Listening

Data is stored and structured in the memory in two basic modes of information processing either bottom-up or top-down processes , and each one has its own way in storing information. Harmer (2001:201) states that: "*In metaphorical terms , this can be linked to the difference between looking down on something and on the contrary,being in the middle of something and understanding where we are by concentrating on all the individual features* " which means that each one has its own specific way in processing , receiving and decoding the information.

1.3.1.1. The bottom-up process

According to Richards (1990:50), the bottom-up in listening process refers to "*the use of incoming data as a source of information about the meaning of a message*".The listener of this process depends on his lexical and grammatical background to decode the meaning of the received data or message and in this context, Vandergrift (2002:2) states "*when they use linguistic knowledge to understand the meaning of a message, they build meaning from lower level sounds*

to words to grammatical relationships to lexical meaning in order to arrive at the final message ".

In other simple words, to process and understand a message with this process ,learners start by recognizing phonemes ,combining these into syllables ,syllables into words ,words into clauses ,and so on to a contextual and background information .

1.3.1.2. The Top-Down Process

This process means that messages are interpreted by using background knowledge and global understanding; learners also use their previous knowledge to predict what the message is about. Lingzhu (2003:1) says in this context “*the process of comprehension is guided by the idea that input is overlaid by the pre-existing knowledge in an attempt to find a match*”. Lynch and Mendelsohn, (2002: 197) also defines this process as “*going from whole to part, and focused on interpretation of meaning rather than recognition of sounds, words and sentences. Listeners actively formulate hypotheses as to speaker's meaning, and confirm or modify them where necessary*”.

1.3.2. Teaching Listening to EFL Students

In the last few decades, listening as a skill was neglected in teaching English as a foreign language; the emphasis was given mainly to speaking, reading, writing, and also translating. By the 90's, teaching listening began to gain some importance because of the many researches of investigating on how the child starts to acquire the language; this led to the emergence of audio-lingual method in teaching that emphasized the importance of listening skill and gave priority to oral proficiency (Wilson, 2008). So, teaching students listening skill may be a little bit difficult for both teachers and students .Thus, in order to teach English as a foreign language through listening, the teacher should organize the listening sessions into three stages; pre-listening, while-listening, and post-listening stage. These stages will be explained in the following section.

1.3.2.1. Stages of Listening

Vandergrift (1999) states that listening sequences improve students' metacognitive abilities, these listening sequences may be divided into three stages: pre-listening, while-listening and post-listening; each of the three stages has its own specific purpose.

- **Pre-Listening Stage**

In this stage, the teacher tests the readiness of his students by reviewing the last lesson and inform them about what is going to be taught in the session . According to Wilson (2008), this stage helps the students to hear, predict, and give some clues about the activity expectations by activating prior knowledge that might include brainstorming, visuals, realia, text and words, situations and opinions, ideas and facts. Pre-listening part involves tasks such as activating previous knowledge of the learners and teaching vocabulary, prepares students for the tasks that they are going to do while listening (Richards, 2005).

- **While-Listening Stage**

In this stage, the teacher introduces the lesson accompanied with different methods and activities to make the lesson understood and comprehended , students must apply the requested tasks to find answers .

- **Post-Listening Stage**

This stage is used for practicing the previously learned tasks and gives students a chance to state their opinions about a topic, and according to (Davis and Pearse 2000), post listening stage helps students to connect what they have heard with their own ideas and experiences, like what they do in real life.

1.4. The Speaking Skills in Language Learning.

Speaking skill is one of the productive skills that should be mastered in foreign language learning and teaching

Literature Review Chapter One

Speaking is a way in which students contribute in oral communication as it is defined by Quianthy (1990:7) as " *the process of transmitting ideas and information orally in different situations*". Moreover, according to Chaney (1998 :13), speaking is " *the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts*". And it is also considered as a crucial part of second language learning and teaching which involves producing, receiving and processing information (Cora and Knight ,2000).

1.4.1. Aspects of speaking

Speech is the starting key for communication since it is acquired by almost all people. Speaking skill is considered as a process composed of five different aspects that should present in every conversation; comprehension, pronunciation, grammar, vocabulary and fluency .The following table sums up these aspects.

Aspects	Description
Comprehension	According to Richards (2008:4) " <i>Comprehension is viewed as a process of decoding</i> ", which means that this aspect measures to what extent the conversation is understood and interacting appropriately to the context . It refers to the speakers' understanding about what are they saying to the listeners even if it is complicated in order avoid misunderstanding (Cohen et al:2005) .
Pronunciation	Pronunciation refers to the clear production of words and utterances while speaking (Kline:2001) .It includes all those aspects of speech which make it flow, including segmental articulation, rhythm, intonation and phrasing, and even gesture, body language and eye contact (Fraser, 2001).
Grammar	Grammar is the combination of words to produce a correct and well-structured sentences based on different rules (Kreoger:2005). According to Greenbaum and Nelson(2002:1) grammar refers to " <i>the set of rules that allow us to combine words in our language into larger units</i> "

Vocabulary	Vocabulary is the set of words that shape the language, it is considered as an important part in speaking .Conversations cannot run without vocabulary since words are the power of the speech that through it we can express our feeling, thought, and ideas easily .whenever there is a higher acquired vocabulary there is a flow in speaking, and Without having a sufficient vocabulary, one cannot communicate effectively(Hedge:2001).
Fluency	Fluency in a speech means the ability to speak freely, easily, and without any interruption, fear and hesitation (Pollard, 2008) .Moreover, wolf Quinter (2005:46) argues that " <i>fluency is how fast and how much a learner speaks without frequent pause because of functionless repetitions, self-corrections and false starts in coping with the real time processing</i> " .

Table 1.1. Aspects of Speaking

1.4.2. Characteristics of Speaking

Acquiring good speaking skills is based on two important features; fluency and accuracy.

- **Fluency**

Ellis (2009) holds that fluency means the capacity to use language in real time, to emphasize meanings, possibly drawing on more lexicalized systems. In other words, it means the ability to reach a high level in speech without too much hesitation and too many pauses to cause barriers or a breakdowns in communication. It also involves being able to speak or write a language or perform an action smoothly and easily .In general, fluency is a further improvement of a person's linguistic competence and a better revelation of speakers' communicative competence.

- **Accuracy**

Accuracy means the ability to avoid error in performance with higher levels of control in the language. Generally it refers to the ability to produce grammatically correct sentences. (Lan, 1994) defines accuracy as the use of correct forms where utterances do not contain errors affecting the phonological, syntactic, and semantic or discourse features of a language. Accuracy emphasizes precision or exactness and is often emphasized in formal instruction, language acquisition, grammar competence and grammar-translation method.

1.4.3. Difficulties in Speaking

There are many factors that cause difficulties in speaking English among EFL learners; some of these factors are related to the learners themselves, the teaching strategies, the curriculum, and the environment; for instance, many learners lack the necessary vocabulary to get the right meaning, and consequently, they cannot keep the interaction going, besides the lack of motivation and communication competence that can be another reasons as well. (Rababa'h ,2005). According to Ur (1996), there are four main factors that cause difficulty in speaking including ; they are summarized in the following table :

Difficulty	Description
Inhibition	Students within this problem are worried about making mistakes, fearful of criticism, or simply shy. Ur(2000:37) states that:" <i>learners are often inhibited about trying to say things in a foreign language in the classroom, worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts</i> " .
Nothing to say	This problem states that Students have no motive to express themselves or lack the linguistic proficiency when they are asked about a specific topic, so they simply keep silent or tell the teacher that they do not have anything to say. Revers

	(1968:37) declares that: " <i>The teacher may have chosen a topic which is uncongenial to him, the learner, or about which he knows very little, and as a result, he has nothing to express, whether in the native language or in the foreign one</i> " .
Low or uneven participation	In this case only one participant can talk at a time because of large classes and the tendency of some learners to dominate, while others speak very little or not at all. There are some students participating in the whole session, others speak only if they make sure that their speech is perfectly correct and others keep quiet showing no interest in participating during the whole session.
Mother Tongue Use	Learners who share the same mother tongue tend to use it because it is easier and feel less exposed if they are speaking their mother tongue, and this mainly happens because of the lack of vocabulary. According to Baker and Westrup(2003:39) " <i>barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language</i> ".

Table 1.2. Difficulties in Speaking

1.4.4. The Relationship between Speaking and Listening

According to Brown (2004) ,people can connect any language skill ,but it is better to mix the ones that share the same communication channel such as listening and speaking .For this purpose, Osada (1994:55) argues that "*Speaking does not of itself constitute communication unless what being said is comprehended by another person* ". So, according to her (1994), it is inevitable to combine listening and speaking for successful communication ,thus we the existence of listening obliges the existence of speaking ;they complete each other and cannot be separated. This last was more supported by Anderson and Lynch (2003) who state that listening skills are as important as speaking skills because people cannot communicate face-

Literature Review Chapter One

to-face unless both types of skills are developed together. Furthermore , the lack of listening causes poor speaking, because listening and speaking usually happen at the same time ;as speaking is considered as a productive skill and listening as a receptive skill (Harmer:1991). Moreover, there are many reasons for mixing listening and speaking , this is what Bahns (1995:110, quoted in Lynch 2009)

As the main aim of teaching listening is to prepare the students for real life social interaction, it is imperative that developing listening is seen in combination with developing speaking.

In this context, Kang (2002:205) also states that "*Listening is acknowledged to play an extremely important position in the development of speaking ability*" ;which means that we cannot develop our speaking ability unless we develop our listening skill since listeners make better speakers. (Lynch:2009). According to Cross (1992:244), "*Through active listening , it is thought, students acquire vocabulary and syntax , as well as better pronunciation*", so if learners are interested in developing their speaking, and fluency, they need to listen a lot. Additionally ,during interaction ,every speaker plays a double role both as a listener and as speaker ;so speaking is related to listening which is the basic mechanism through which the rules of language are internalized Kang (2002).

1.5. Conclusion

This chapter offered a simple overview about listening and speaking skills starting with listening moving to speaking, besides sitting their different aspects and features that all EFL learners should be aware of .In addition, it demonstrated the relationship between listening and speaking skills and how listening activities can affect the speaking skill for students which will be figured out in the next practical chapter.

Chapter Two

Part one: Data Description**2.1. Introduction**

This present research is set in order to investigate the relationship between listening and speaking skills. For this purpose, the researcher conducted two questionnaires for both students and teachers to test the reliability of the settled hypotheses. This practical part focuses on data collection, analysis and interpretations of the statistics found in this investigation, and then the gathered data are quantitatively and qualitatively analyzed to finally suggest and recommend a set of tips that help teachers and students be better speakers.

2.2. Research Setting

This research is a case study that takes place at the department of English at Aboubekr Belkaid University, Tlemcen. This department existed since 1989, and is considered as one of the most important departments at the faculty of letters and foreign languages . It offers a variety of modules that help students learn the English language, and prepare them for professional carriers .One of these modules is the oral expression module that aims at developing the listening and speaking skills of students .Teaching these two skills involves distinct practices and activities to enhance their oral abilities and communicative competence on one hand ,and on the other hand, develops their fluency and accuracy to overcome learners' difficulties.

2.3. Research Design

Every researcher follows the appropriate steps to obtain the wanted results by drawing a good research design. In this context, Parahoo (1997:142) defined it as "*a plan that describes how, when and where data are to be collected and analyzed*". In this research work ,data is collected from one source to confirm the validity of the mentioned hypotheses ,in which two questionnaires will be adopted to collect information that will be analyzed later quantitatively and qualitatively.

The field of this research work was in the department of English at Tlemcen university in which the questionnaire was distributed to thirty one EFL students of

second year by answering twenty different questions, and eight LMD teachers of oral expression module by answering ten questions. These questions will all be analyzed and discussed to support the hypotheses and provide the appropriate suggestions.

2.4. Sample Population

The research sample for this study comprised two categories, thirty one second year EFL students of mixed gender and ages. In addition to eight LMD teachers of oral expression module.

2.4.1. Students' Profile

Students' sample consist of thirty one 2nd year students at the English department. The majority of the sample was of a dominance of females over males and mixed ages helped in collecting different and various point of views.

2.4.2. Teachers' Profile

The teachers sample contains eight LMD teachers of oral expression module and of different modules as well. They were of a mixed gender; three males and five females with different qualifications, half of them have magister and master degrees while the other half are doctorate holders acquiring long time of experiences in teaching English at University.

2.5. Data Collection Instruments

In order to check the validity of research hypotheses, the researcher will use questionnaires to collect and analyze data for both students and teachers.

2.5.1. Questionnaires

One of the most used and popular tool in investigating a research work is the questionnaire. It is preferable, as it is less time consuming, and has more reliable data. Questionnaires according to Brown (2001:6) are "*any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers*". It is generally composed of different types of questions; closed ended questions that should be answered with "yes" or "no" or any question with two given answers

to choose one of them, Open ended is another type of questions in which the respondent answers in his own way and words by using their opinions and background information, the last type of questions is the multiple choice question that consists of more than two responses.

For collecting data in this research, the researcher distributed thirty one (31) questionnaires to EFL students of second year in Abou Bekr Belkaid University of Tlemcen; it consists of eight (08) questions divided into three rubrics. The other questionnaire is set for eight (08) EFL teachers of oral expression module, the questionnaire consists of eleven (11) questions divided into three rubrics.

2.5.1.1. Students Questionnaire

The student's questionnaire focuses mainly on the oral expression module. It was designed to check the effects of listening skills on speaking skills, and whether students are aware of the importance of listening skills in developing their speaking abilities or not. The objectives of each set of question will be displayed in the following table: (Appendix 01)

Questions	Objectives
Rubric one	It aims at revealing the students' profile.
Q1	It is set to know the participants' age distribution.
Q2	It is set to know the participants' gender distribution.
Q3	It points to detect the level of participants in English.
Rubric two	It is centered about the listening skill of students
Q1	It is about the classification of skills according to students
Q2	It aims at knowing the amount of understanding words during listening activities.
Q3	It tries to recognize the difficulties faced by the participants.
Q4	It seeks to verify the practice of listening outside the classroom, and the different practiced activities.
Q5	It aims to gather opinions about the affection of listening skill on the other skills.

Rubric Three	It is centered about the speaking skill of students
Q1	It points to know whether speaking in English is easy or difficult for students.
Q2	It attempts to see the participation of students in class.
Q3	It hits to discover the speaking obstacles faced by participants .
Q4	It aims to gather students' opinions about the effect of listening skill on speaking skill.
Q5	It desires to detect the best activities to learn speaking whether inside or outside the classroom.

Table 2.1. Students' Questionnaire Objectives

2.5.1.2. Teachers Questionnaire

The teachers' questionnaire was directed to EFL teachers of oral expression module. The objectives of each set of question will be displayed in the following table: (Appendix 02)

Questions	Objectives
Rubric one	It aims to reveal the teachers' profile.
Q1	It tends to know teachers' degree of qualification.
Q2	It aims to reveal teachers' experiences of teaching English at University.
Q3	It seeks to know the modules teachers are in charge of.
Rubric two	It is about teachers' opinions of the speaking skill.
Q1	It pursues to know the main skills that should be developed during oral expression module.
Q2	It explores the students' speaking level in English according to teachers.
Q3	It looks to know the main activities used by teachers to develop the speaking skill.

Q4	It strives to know the different materials teachers use to present their courses.
Rubric three	It is about teachers' opinions of the listening skill.
Q1	It reveals the students' listening level according to teachers.
Q2	It tends to find the main difficulties encountered by students during the course of oral expression.
Q3	It aims at gathering teachers' points of view in testing their students listening skills.
Q4	It attempts to know whether teachers are doing efforts to make their students aware of the existing relationship between listening and speaking .

Table 2.2. Students' Questionnaire Objectives

Part two: Data analysis

2.1. Introduction

This part of data analysis is considered as the most important part in this research work where data will be analyzed quantitatively and qualitatively starting from student's questionnaire to teachers' questionnaire in order to defend the hypotheses mentioned before

2.2. Data analysis procedures

After choosing and applying the right research instruments; it follows the step of analyzing the obtained answers. Data analysis procedure enables the researcher to find answers for her questions through two different methods whether quantitatively or qualitatively; the first one aims at describing data by statistics such as numbers, tables and graphs, while the second one provides a critical analysis and interpretations of the statistical aspects mentioned before. Thus, in this present

research work, the researcher depended on both quantitative and qualitative procedures to analyze her data.

2.2.1. Quantitative data analysis

This type of the analysis quantifies the data in a statistical and numerical way. In this research work; data is analyzed with tables and bar-graphs to the questionnaires' answers for more objectivity and better reliability.

2.2.2. Qualitative data analysis

This kind of analysis is a description of the given answers that tries to interpret and discuss data for deeper understanding formed in texts, documents and notes. The researcher used this process as well besides the quantitative one to build his study on a solid base.

2.3. Questionnaires Analyses

The following section aims to analyze data of both students' and teachers' questionnaires, starting with the qualitative then moving to the quantitative analysis.

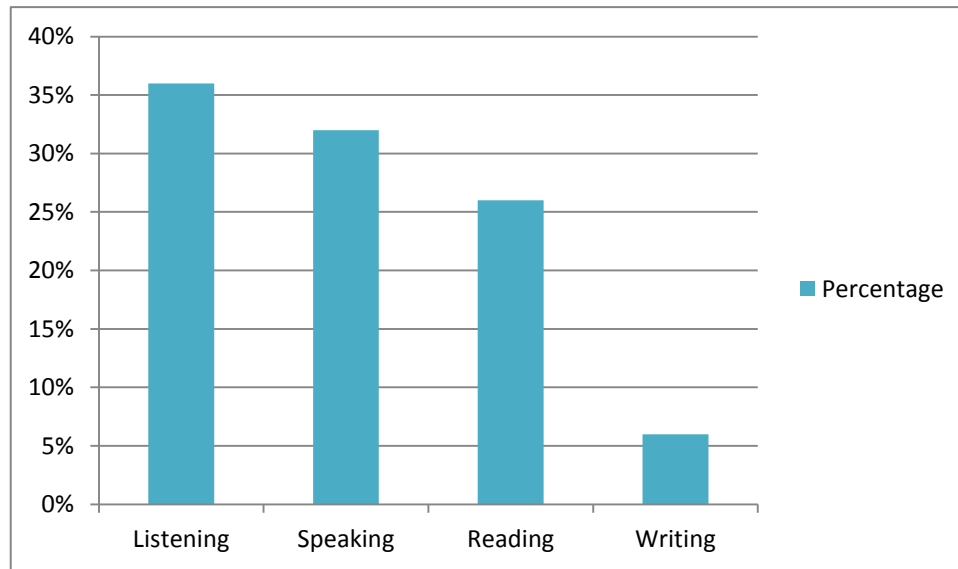
2.3.1. Student's Questionnaire Analysis

The questionnaire was distributed to thirty one student of second year from the department of English at Tlemcen University .It was divided into three rubrics; it is analyzed as follows:

Rubric 02: Listening level

Question 01: Classify these skills according to their importance:

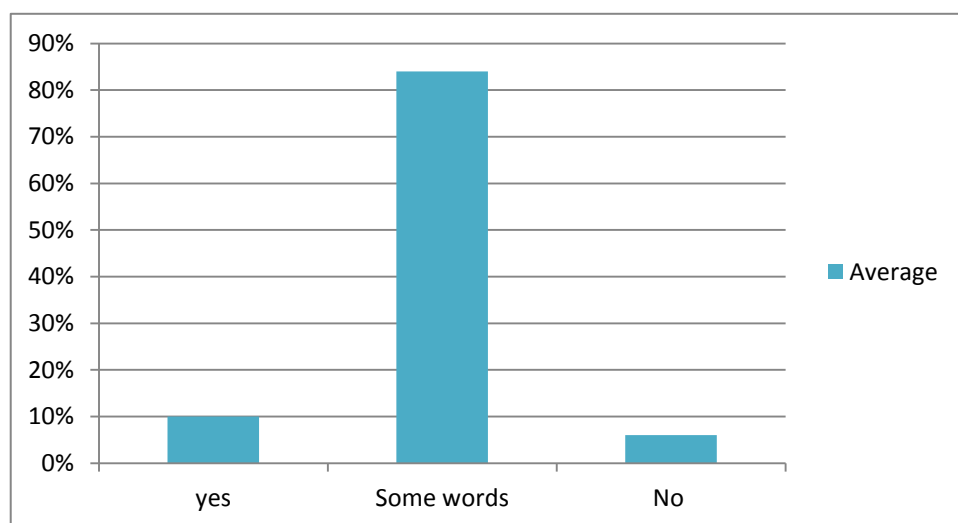
The classification of the four skills according to students went from the listening (36%) moving to the speaking (32%) while reading (26%), and writing (6%); this classification was based on the importance of each skill and how each student can rank this importance, and this graph illustrates this:



Bar-graph 2.1.: Students' Classification of Skills

Question 02: Do you understand and catch up every single word when you are exposed to a listening passage or activity?

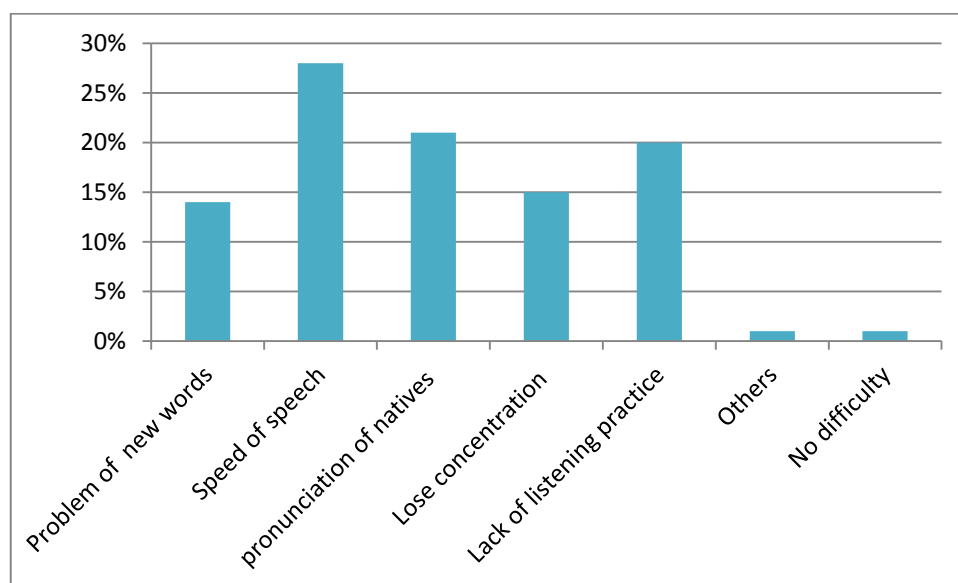
The results reveal that a big number of students 26 (84%) understand only some words when they are exposed to a listening passage or activity .The remaining students 3(%) who answered that they can understand and catch up every single word may be a result of their practice and efforts, while the last two students (6%) declared that they do not understand any word during listening, this following graph explains these results:



Bar-graph 2.2. The Amount of Understanding Words during Listening Activity

Question 03: What are the difficulties that you encounter during listening comprehension?

To recognize the difficulties faced by our participants when listening; such a question was set to discover exactly what they are encountering, and suggest solutions that may help them going through it. The most faced obstacle according to them is native speakers' speed of speech which was selected 20 times .The other common difficulty is that they do not understand words because of the pronunciation of natives ,and their lack of practice .The issues of not recognizing new words ,and the loss of concentration because of passage's length were also less selected besides, that one participant admitted of not having any difficulty at all .Lack of vocabulary was an added problem faced by one of the participants. The results are clearly shown in the following bar-graph:

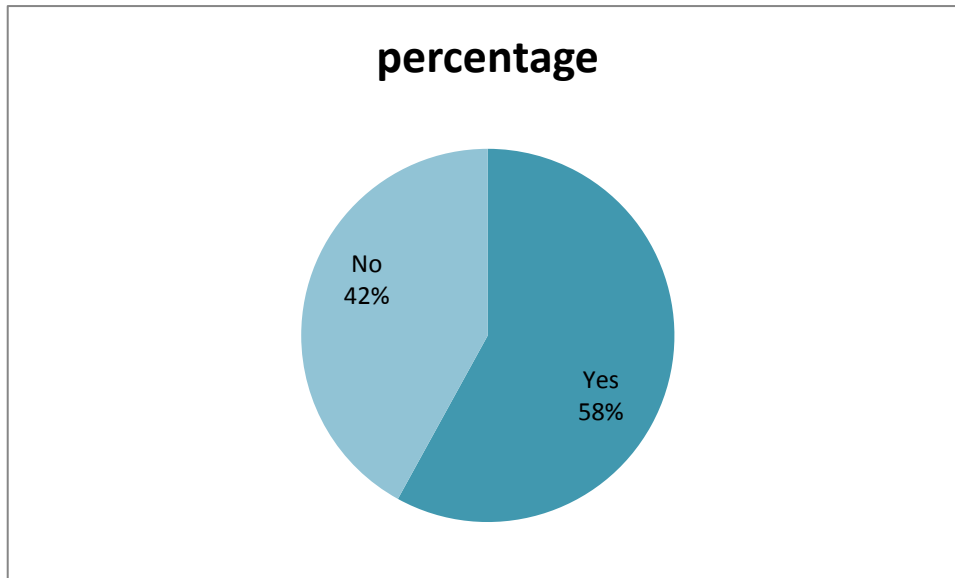


Bar-graph 2.3. Difficulties during Listening Comprehension

Question 04: Do you practice listening outside the classroom?

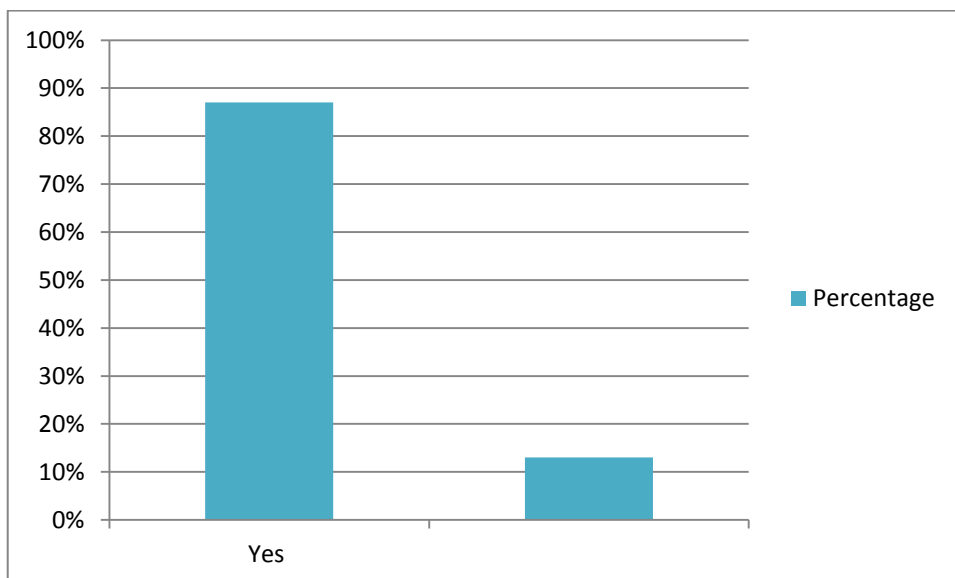
EFL learners encounter many difficulties in listening since nearly the half of the sample (42%) admitted of not practicing listening outside the classroom. The remaining number of participants (58%) reacted positively, and stated some

activities that they practice outside the class such as: listening to YouTube videos, audios, watching movies and series, listening to music, YouTube lessons, listening and speaking to native speakers, classmates talk. This pie-chart illustrates the results:



Pie-Chart 2.4. The Practice of Listening Outside the Classroom

Question 05: Do you consider that listening skill affects the other skills?



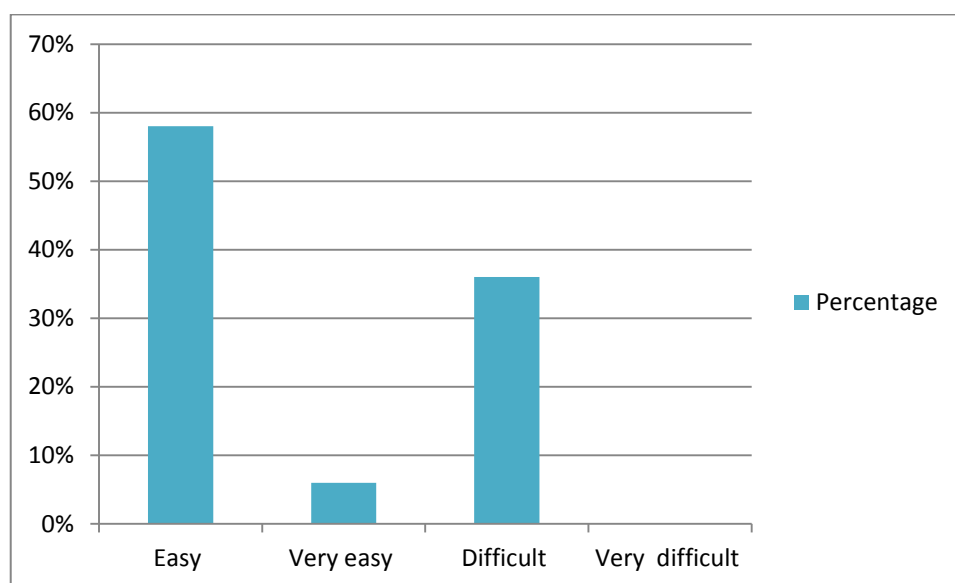
Bar-graph 2.5. The Affection of Listening Skill on the Other Skills

This question reveals the students point of view about whether listening skill has an impact on the other skills .Nearly all of them 27 (87%) declared that it has really an influence on the other skills namely speaking, writing and reading ; while 4 (13%) declared that this skill is not related to the other skills. Participants justify their choice by stating that the three skills are affected by listening skill, and the most affected skill is the speaking one .Thus, it is obvious that learners are aware of the existing relationship between listening skills and speaking skills.

Rubric three: Speaking level

Question 01: How do you find speaking in English ?

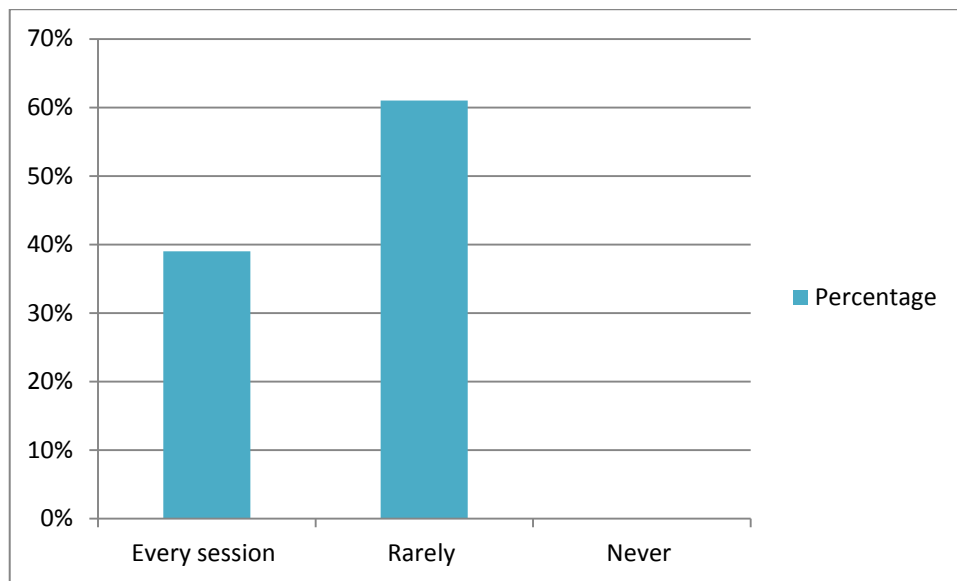
Results show that speaking in English is easy. Most of them (58%) declared finding it easy due to some reasons such as : listening to natives ,reading books, daily practice ,having a rich vocabulary and correct grammar, confidence . Only (35%) find it difficult to be understood because of the pronunciation and the spelling of new words besides the lack of practice, and the remaining 2(6%) consider it very easy, while none of them see it very difficult. These findings are shown in the following bar-graph:



Bar-graph 2.6. Easiness and Difficulty of Speaking in English

Question 02: How often do you speak in class?

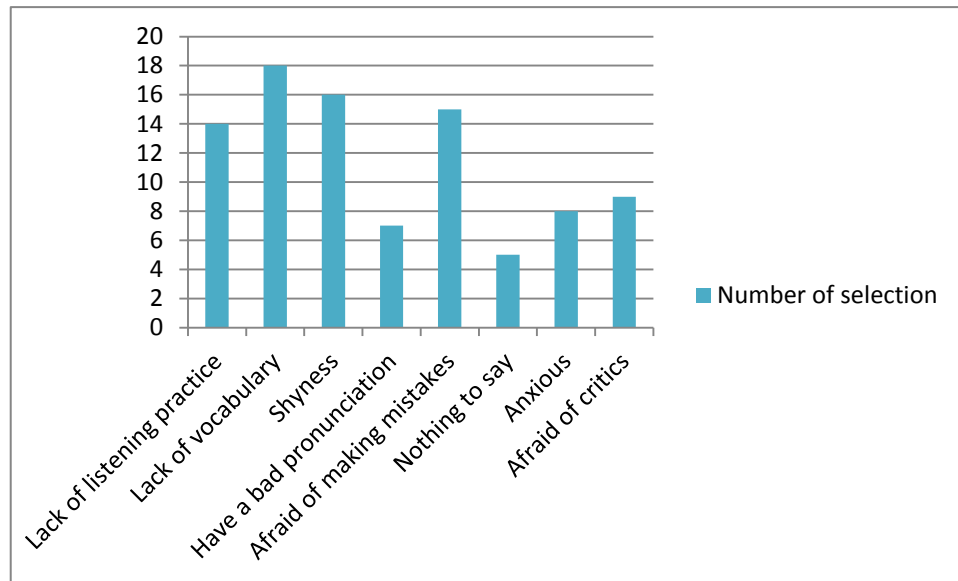
According to the findings the majority (61%) rarely speak in the class, this may be due to some reasons which will be discussed in the next question , and only (39%) speak in every session . This is shown in the following graph:



Bar-graph 2.7. Speaking in the Class

Question 03: What makes speaking difficult?

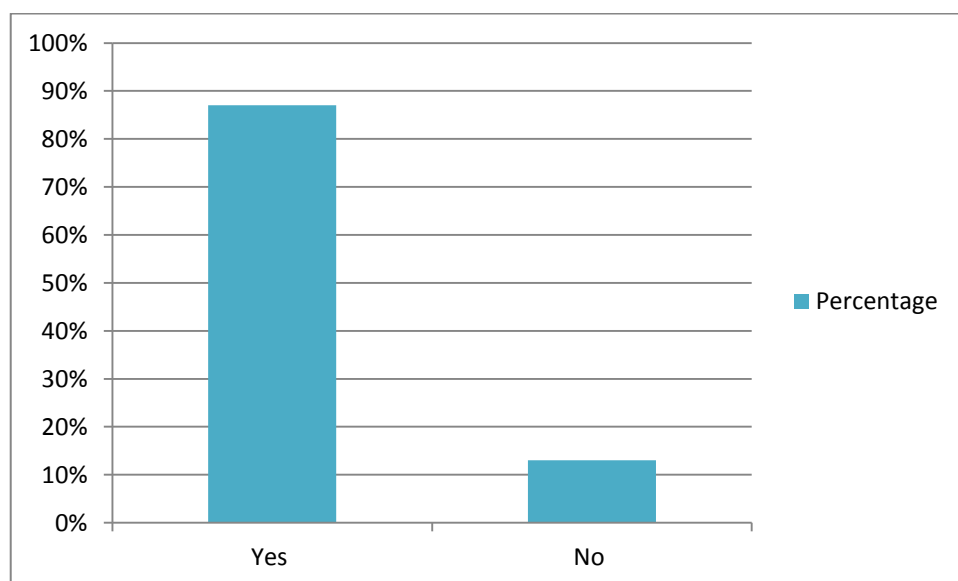
Results reveal exactly the problems faced by students in speaking .It was found out that the lack of vocabulary is the first selected common problem for learners ,when it comes to problem of shyness, it is a psychological issue that must be solved. The fear of making mistakes and lack of listening practice were also selected difficulties for the majority of students, adding different difficulties that are explained in the following graph. These lasts are very easy issues to go over it by following some tips and strategies which will be discussed in the next chapter. These results are shown below:



Bar-graph 2.8. Difficulties in Speaking

Question 04: Do you think that listening affects speaking?

Results demonstrate students' opinion about the effect of listening on speaking. It is noticeable that more than the majority (87%) declared that there is a relationship between them due to: memorizing the listened passage then speaking correctly, obtaining new words and vocabulary, the correct articulation and pronunciation of phonemes. Merely (13%) declared the opposite. This is displayed below:



Bar-graph 2.9. The Affection of Listening on Speaking

Question 05: What are the best activities to learn speaking whether inside or outside the classroom?

The last question was about stating the best activities to better learners' speaking whether inside or outside the classroom. The answers were nearly the same such as listening to music, watching movies and series, speaking to natives, reading books, the daily practice with classmates, readiness before speaking, open debates with friends in English and discuss them, and finally some students stated that talking to themselves in front of mirrors or when being alone help them to practice speaking.

2.3.2. Analysis of Teachers' Questionnaire

The questionnaire was distributed to eight teachers of both genders ;males and females, this section will analyze the findings:.

Rubric two: Speaking skills**Question 01: what are the main skills you think are necessary to be developed through the oral expression module?**

Findings show that teachers believe that the skills needed to be developed during oral course are mainly listening and speaking, some of them added other skills, and their answers vary and are put as follows:

- Presentation skills
- 21st century skills, claiming that claiming that we are living in a world of technological advancements, and students need to be equipped with these skills to cope with the world
- Vocabulary, grammar and culture for the reason that acquiring these skills is important aspects in language learning.
- Developing communication skills in order to understand ,and to be understood.
- Pronunciation and intonation.

Question 02: How can you describe your learners' speaking level in English?

Most of teachers in this question; more precisely five teachers, believe that their students have an average level in speaking, while the remained three teachers consider their students excellent in the speaking performance.

Question 03: What are the main activities you use to develop speaking skills?

According to the answers above; teachers tend to vary and mix activities in presenting lessons and develop speaking skills .The majority of teachers use dialogues, discussions, role plays, and songs ;these activities were mentioned in every answer .Oral presentations, free talks were an added activities by most of teachers ,while the activity of filling gap activities was less mentioned may be due to its difficulty. This variation of tasks raises the students' speaking level in a good way ,and fits their needs and weaknesses.

Question 04: What kind of materials do you usually use while presenting the course?

The purpose behind this question was to know the different materials that teachers use in presenting courses .It is remarkable that teachers use mostly data show, computer, and tape recorders as a reliable sources to elicit information .Pictures is used only by three teachers .Emails, board, speakers, ESL worksheets, ESL cards were an additional materials used .

Rubric three: Listening skills**Question 01: How do you consider your learners' listening level?**

Results demonstrate learners' listening level according to their teachers .More than the half of these teachers claim that their students have an average level in listening .One teacher declared a high level ,and the remained teacher claimed completely the opposite that she has students with low level in listening .

Question 02: What are the main difficulties that your students face?

These answers talk about the difficulties students face in oral expression module .It is agreed among all these teachers that the shared difficulties are grammar, vocabulary, and pronunciation. What was also remarkable that two teachers added the lack of self-confidence, and some teachers added anxiety, shyness, exposing to different accents and native speakers ,lack of cultural background, and the fear of making mistakes. These ills must be healed where teachers must provide their students with appropriate tips to go over these difficulties.

Question 03: How can you tell that your students are good listeners or not?

This question was set to see how teachers evaluate if their students are good listeners or not. Teachers stated that they cannot generalize, and there are excellent ones and there are who need more training. Besides that it is also shown in their oral performance; if they are good listeners, they would certainly have a good speaking ability. Moreover, it is also seen when they manage to answer the comprehension questions related to the discussed topic and responding positively to the situation they are exposed to by applying some activities such as vocabulary check, filling gaps and dictations.

Question 04: Have you ever tried to make your students aware about the relationship between listening and speaking?

The answers of this question were all positive in which all teachers try to make their students aware about the relationship between listening and speaking in different ways by demonstrating the great importance of these two skills in the process of language learning especially that listening is considered as a first step toward speaking since through listening we catch words, expressions, pronunciation, then being able to get the necessary backgrounds to speak correctly. Else more trying to make them believe that if they are good listeners they will be good speakers and the opposite is true under the famous saying "Good listeners are always fluent speakers".

2.4. Data interpretation

This section aims at discussing, interpreting and summarizing the gathered data from teachers' and students' questionnaires to check the effect of listening comprehension on speaking performance. The results from students' questionnaire revealed that listening skill has an impact on the other skills mainly speaking. It was diagnosed that their ability in listening is average due to the lack of practice outside the classroom. On the other side, speaking is seen as an easy task to perform but the majority of students have an issue with participation in the oral expression session due to the lack of vocabulary and shyness. Meanwhile, teachers use different activities and materials in presenting lessons to raise that average level of students and overcome those obstacles. Eventually, it also detected that all teachers try clearly to make their students aware of the relationship between the listening and speaking skill by demonstrating the effective role of listening in improving the speaking performance.

After all, the researcher's claims and hypotheses are approved since listening skills help learners engage and develop their speaking performance by catching and recognizing words, expressions, pronunciation and different sounds, and all this return to the role and importance of the listening skill in enhancing the speaking skill which prove the first and second hypotheses. Furthermore, these findings lead the researcher to assert that teachers are making great efforts in raising the awareness of their students about this relationship between the two skills.

2.5. Suggestions and Recommendations

What was observed in the previous chapter is that students face problems in both skills; listening and speaking ,so this chapter is set to suggest some ways to improve speaking through listening activities in one hand ,and on the other hand to give them some solutions and tips to overcome those problems and difficulties.

2.5.1. Practical Ideas to Better Teach Listening within Speaking

While teaching speaking in oral expression course, the teacher should use interesting strategies and methods to gain the attention and concentration of students, and in another hand to test their listening skills as well .

➤ Discussion

This kind of activity is the simplest and less demanding materials as it only takes the students' participation .This activity involves the use of both skills ;they listen to each other in one hand and try to speak in the other hand .It has something of competition where everyone tries to show he is the best in speaking or the right one in defending his opinion. In addition, it helps them to incorporate in real life communications, but it is known that most of students have fear of standing alone to speak, so here the teacher should form groups to reduce that feeling of fear, stress or shyness.

➤ Information gap

This activity is so much useful where the teacher use a record that contains an oral story or a dialogue that will be followed by an activity to fill the right words heard from that record. Here the students during listening will try to do his best to focus and listen carefully to every stated word .furthermore; speaking can also be practiced by repeating or retelling that story word by word or just a summary or it can be followed by some questions to be answered orally from that record .Thus both skills can be engaged in this activity.

➤ Songs Drill

This activity is so useful but less used. It involves the teacher to play a song with its lyrics for students, and then plays only the music without any words and students sing according to that music. Thus they practice listening and then

speaking. It has something of enjoyment and students feel of a change away from the regular routine as it opens their appetizers for more learning.

➤ **Imitation Game**

This game involves the teacher to bring videos that can contain for example a news presenter, funny dialogue between two persons, a comedian or a podcaster and asks the students to imitate that person; here the student will try so hard to grasp and observe exactly what that person is saying in order to imitate him perfectly, eventually both skills are involved in this kind of activity.

2.5.2. Tips for Better Listening

- Stay away from distracting things such as playing with a pen, drawing in a paper, looking at the window and staring at the speakers' clothes .These actions lead to both distraction of the listener and speaker as it is considered as a signal of not listening and less caring which may affect both of them negatively
- Use eye contact with the person who is speaking as it gives a kind of confidence and focus for both listener and speaker.
- Use the technique of paraphrasing and taking notes of the speakers' speech for better understanding.
- Ask questions about the unclear things and try to communicate with the speaker, but stay away from interruption as it is a signal of disrespect.

2.6. Conclusion

The analysis and interpretations of the collected data through the findings of both questionnaires in this study succeeded in highlighting the positive impact of the listening skills in improving the speaking one. The technique of developing the speaking performance through listening comprehension is the method that both students and teachers must rely on since it supplies them with the necessary aspects in enhancing their learning of the target language.

General Conclusion

The General Conclusion

The process of learning a foreign language such as English relies mainly on mastering the four skills and making the right link between them; reading makes perfect writers, and every good listener is considered a fluent speaker. Thus, this current study attempts to clarify the role of listening skills in improving EFL students' speaking skills and makes them aware of its importance. Students try so hard to reach the level of fluency in speaking, and that will happen if they practice more listening in the target language.

The present work is organized through two chapters. The first one is descriptive, it covers the different aspects of both listening and speaking skills in addition of their importance and relationship in foreign language learning. The second chapter deals with data collection, it analyzed data quantitatively and qualitatively. The remaining part involves some suggestions and recommendations that can help students to encompass their obstacles in both skills.

The obtained findings clearly answered the formulated questions above. It showed that listening skills help learners engage and develop their speaking competence as most of these learners believe that speaking skill is affected by the speaking one since it prepares them for real life social interaction since the oral communication is considered as an important aspect to improve the mastery of these skills. Moreover, the different activities really develop learners' speaking capacities by recognizing distinct sounds, intonations, volumes, accents and better pronunciations, acquiring new vocabularies and syntax are also among the list of listening activities' advantages. Above that, teachers tend to vary the strategies, techniques, and materials as well in delivering their oral expression lessons, besides incorporating listening as part of the speaking part for the purpose of raising learners' awareness about the role and importance of the listening skill. Additionally, teachers should fight the obstacles that students may face in these two skills by choosing the appropriate techniques and materials that incorporate both

skills that might be useful to them for better learning, because according to what was observed; students are not really aware about the role and value of the listening skill in developing their speaking competence. Eventually; the lack of listening causes poor speaking, and it is definitely agreed that good listeners are always good speakers.

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Appendices

Appendix 01: Students' Questionnaire

This questionnaire is designed to check the effect of listening skills on speaking skills .So you are kindly requested to answer this questionnaire .Please be helpful and honest in your answers .THANK YOU !

- Put (×) or (√) in the chosen answer .
- **NOTE** : you can choose more than one answer when necessary .

Rubric1: Students' profile

1- Age :

2- Gender : Male Female

3-How do you consider your level in English?

- Good Excellent
 Average Weak

Rubric 2: Listening level

1- Classify these skills according to their importance:

- Speaking Listening
 Writing Reading

2- Do you understand and catch up every single word when you are exposed to a listening passage or activity?

- Yes Some words No

3-What are the difficulties that you encounter during listening comprehension ?

- Do not recognize new words
 Native speakers' speed of speech
 Do not understand words because of the pronunciation of natives
 Lose concentration because of passage's length
 Lack of listening practice

Others

.....
.....

4- Do you practice listening outside the classroom ?

Yes No

- If yes what kind of activities do you practice ?

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

5- Do you consider that listening skill affects the other skills ?

Yes No

- If yes .What is the most skill that is affected by listening ?

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

Rubric 3: Speaking level

1-How do you find speaking in English ?

Very easy Very difficult
 Easy Difficult

- Justify your answer

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

2- How often do you speak in class ?

Every session Rarely
 Never

3-what makes speaking difficult?

Lack of listening practice Afraid of making mistakes

Lack of vocabulary

Nothing to say

Shyness

Anxious

Have a bad pronunciation

Afraid of critics

4- Do you think that listening affects speaking ?

Yes

No

- Justify why

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

5- What are the best activities to learn speaking whether inside or outside the classroom ?

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

THANK YOU !

Appendix 02: Teachers' Questionnaire

This questionnaire is a part of a research work on investigating the Role of Listening Skills in Improving EFL Learners' Speaking Skill. Its objective is to shed light on the influence of listening skill on speaking skill. I would appreciate much your collaboration by answering the following questions:

Rubric 1: Teachers' profile

1-What is your degree of qualification ?

- Magister/Master degree.
- Doctorate

2-For how long have you been teaching English at the university level?

.....

3-What are the modules you are in charge of ?

.....

Rubric 2: Speaking skills

1-What are the main skills you think are necessary to be developed through the oral expression course ?

- Listening
- Speaking
- Reading
- Writing

Other skills.....
justify your selection

.....

...

.....

...

2-How can you describe your learners' speaking level in English ?

- High
- Average
- Low

3- What are the main activities you use to develop speaking skills?

- Dialogues
- Discussions
- Role plays
- Songs
- Filling gap activities

Others.....
.....
.....
.....

4- What kind of materials do you usually use while presenting the course ?

- Tape recorders
- Data show
- Computer
- Pictures

Others.....
.....
.....
.....

Rubric 3: listening skills

1-How do you consider your learner's listening level ?

- High
- Average
- Low

2-What are the main difficulties that your students face ?

- Grammar
- Vocabulary
- Pronunciation

Others.....
.....
.....
.....

3-How can you tell that your students are good listeners or not ?

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

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

4-Have you ever tried to make your students aware about the relationship between listening and speaking?

Yes

No

How?.....
.....
.....
.....
.....

Thank you for your corporation

