

EFL Teachers' Attitudes Towards Teaching Listening

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Abstract: *This paper investigates listening teachers' attitudes towards the teaching of listening at the tertiary level in the Tunisian context. An eclectic methodology is adopted based on quantitative and qualitative analyses as well as on the triangulation of several research instruments. The disclosure of the data indicates a product approach reflected in terms of three tendencies: the listening for speaking, the listening to develop listening skills, and the listening to understand.*

1. Rationale

1.1 The neglect of listening in language teaching

From the language teaching sphere to research literature concerns, the premises of this work are multifold and concern both areas. The neglect of listening in language teaching represented the first factor behind the elaboration of the study. Listening has always been recognized in improving not only conversational and language skills but also critical thinking (Rost 1990; Scarcella & Oxford 1992). Effective listening skills are also recognized to improve considerably oral production. Less obvious, however, is the fact that specific training in listening greatly enhances the development of the reading and writing skills (Lundsteen cited in Jung; Osterwalder; & Wipf 2001).

1.2 The listening process

Unfortunately the importance of listening is tied to the fact that listening is a highly complex process involving a variety of processes. The first is cognitive in nature. This is what is referred to as a neurological process involving hearing which is a physical activity where sound waves are permuted into speech sounds; that is to say, selective attention lines up in our consciousness and processes energy to one thing while discharging attention from others (Schmidt 1995). It is our consciousness (also known as schema) which allows the centering of attention on a particular matter rather than on another. The second listening process is linguistic. In linguistic processing, different stages can be discerned: speech perception, semantic processes, syntactic processes, prosodic and non-verbal behaviour

decoding (Rost 2002). The final listening process involves pragmatic processes which suggests that there is more to comprehension than the association of discrete language units with meaning. Together with bottom-up processing, those top-down processes triggered by one's world knowledge and experiences are also necessary.

1.3 The neglect of listening in TEFL

Despite the acknowledged value of listening in language acquisition/learning and its complexity, the skill is still not receiving the attention it deserves in the ELT world as compared to literacy skills. In language teaching, the neglect of listening is reflected in product-oriented teaching approaches which conceive the skill as a teaching device for the presentation of language for speaking and language activities. Listening in these approaches was also considered as a passive and as a receptive skill and the focus was on discrete information units and literal comprehension. Massive exposure to aural input was the objective so the model is quantity rather than quality oriented.

It was also noticed that the linguistic background of and the hierarchical differences between teachers played a major role in determining to whom the teaching of the course should be assigned. For example, native speakers tend to be considered as best candidates for teaching listening so it remains that we are judging by the linguistic background rather than by the teaching expertise. Hierarchical differences also play a major role in the Tunisian universities in determining who the people to teach listening are. So is student teachers, inexperienced teachers including assistants and secondary school teachers who are assigned to listening courses.

1.4 The neglect of listening in ELT research

The neglect of listening apparently transcends teaching contexts to concern research endeavors too. Research on the nature of listening, its learning, and more importantly its "teachability" (Rost 1990) is not as abundant as that on reading, writing or speaking (Goh 1997). As early as the 1930s, listening was already viewed as "a forgotten skill" (Burley-Allen cited in Hyslop & Tone 1988). In his book *Listening Comprehension: A Factorial Analysis*, Spearit (1962) called for a "formal training" in listening as a reaction to the asymmetry in both time and attention devoted to its teaching as compared to reading. In a similar fashion, McDonough (1995:61) in trying to answer whether there is a transfer of first language reading and listening skills when learning a second language, reports that "for listening there are simply no data" to permit giving an answer to the question at hand.

2. The objective of the study

The objective of this study is to spot problematic areas in teaching listening to EFL students. This in my view is a necessary step for the improvement of the listening course by inciting processes of course design to take place where specific objectives and a syllabus are put forward. There is also the implementation of effective teaching procedure, its constant evaluation and appraisal in light of students' comments and outcomes, as well as its use to inform research theory on listening and its teaching.

3. Research methodology

3.1 Participants

Twenty-eight teachers of English teaching listening to Tunisian EFL students at four different universities took part in this study. The institutions investigated for this study were: The Faculté des Lettres et des Sciences Humaines de Sousse, the Faculté des Sciences Humaines et Sociales de Tunis, the Institut Supérieur des Langues de Tunis (ISLT), and finally, the Institut Supérieur des Sciences Humaines de Tunis. Variables such as native language, the institution where participants were teaching and their teaching experience was taken into account when analysing the findings.

3.2 The Research context

The listening skill course is taught during the first cycle of the English *Maîtrise* program extending over four academic semesters. Officially, it is a one-hour course per week with a total of approximately thirteen hours per semester but in some institutions the duration is actually shorter. The course is labelled differently in the various institutions. In one institution, it is termed "Lab" along with speaking and pronunciation, while in another institution the label "oral expression" is used for a course encompassing speaking and listening. The name "oral comprehension" is used in the third institution, and finally "listening" for the fourth institution. It was also observed that most of the concerned institutions did not devise a course description for the listening skill except for a paper where the topics of the listening course were listed.

3.3 Data collection

Data collection extended over approximately two months. During this period, twenty-nine questionnaires were self-administered to teachers

across the different institutions cited earlier but only twenty-eight questionnaires were returned.

Table 1. Number of Participants on the Different Instruments

<i>Subjects</i>	<i>Contacted subjects</i>	<i>Participants</i>
Instruments		
Questionnaire	29	28
Interview	28	27
Observation	5	5

Subjects were probed for clarifications or explanations on elements of the questionnaire. For the interview, only twenty-seven subjects were available. Interviews were conducted individually and lasted fifteen minutes on the average. Concerning observations, they were carried out with five subjects only and each subject was observed once.

3.4 Research instruments

As mentioned earlier, a questionnaire, an interview, an observation scheme, as well as a document survey were employed to address the various research questions in this study. The triangulation of these instruments was a necessary step to ensure reliability of measurement. Concerning observations, observation schemes were relied upon but events which related to the purpose of the research were also taken into consideration. Apart from these instruments which were conducted directly with participants, another type of research instrument which is the document survey was employed. In this study, the listening textbooks of the institutions where the study was conducted were analyzed especially in terms of types of activities. This provided support for the findings of the other instruments, more specifically class observations

3.5 Procedure of data analysis

The triangulation of the above research instruments produced data which were analyzed both quantitatively and qualitatively. As for quantitative analysis, an item by item analysis on the scales was performed whereby frequencies and percentages were calculated. In other words, the computation of how many respondents ticked a particular response category was performed as a means to discover potential similarities, differences and/or inconsistencies in the data. For open questions, qualitative analyses were carried out by inferring categories from the statements participants wrote or uttered. Some observation data and listening materials were analyzed qualitatively

and categorized in terms of thematic units inferred from the data itself, which made possible the computation of frequencies and percentages.

4. Data analysis and discussion

The findings were arranged in terms of three teaching orientations: listening for speaking; listening to develop listening skills; and question-oriented.

4.1 The listening for speaking tendency

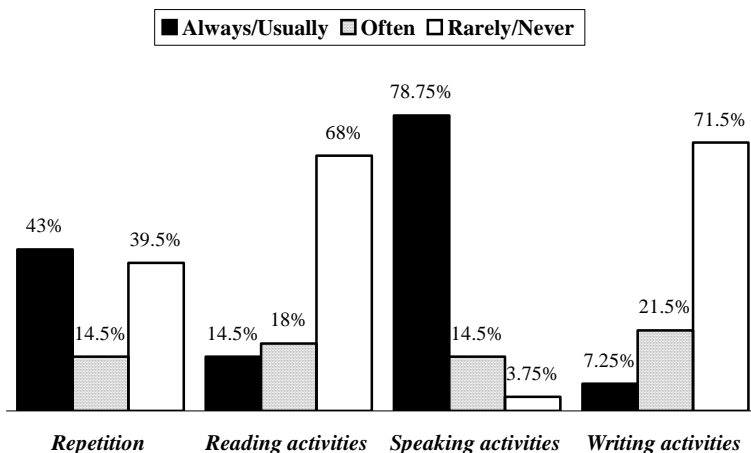
In response to an open question seeking to elicit instructors' most important objectives while teaching listening, teachers' answers fell into one of the response categories presented below.

The results show that "speaking" is ranked as the first most important objective behind the teaching of listening with 19% of the responses, followed by "getting intensive listening" practice 15% which we shall see later refers to the second orientation and "listening to understand" which is ranked third reflecting the third tendency that is, question-oriented model. Developing listening skills comes at the bottom of the list with only 3%.

Table 2. Teachers' Most Important Objectives

Response Categories	N°	(%) ^[1]
To speak	13	(19.75)
To understand	10	(15.25)
To get intensive practice	10	(15.25)
To get gist	7	(10.75)
To get information	5	(7.75)
To make inferences	4	(6.10)
To listen to different accents	4	(6.10)
To enrich vocabulary	3	(4.75)
To build confidence	3	(4.75)
To react about topics	2	(3.10)
To expand their culture	2	(3.10)
To develop listening skills	2	(3.10)
To concentrate	1	(1.50)

This is also consistent with the findings in Figure 1 which demonstrate the predominance of speaking activities during the listening lesson not as a way to enhance listening skills but rather as an opportunity for learners to speak to enhance their oral fluency.

Figure 1. Listening Activities as Used by Teachers

*Percentages for each activity may not add up to 100% due to rounding.

Approximately, 79% of the respondents reported “Always or Usually” using a speaking activity in comparison to 14.50% indicating the use of a reading activity and only 7.25% of the respondents reporting the use of a writing activity. Forty three percent reported “Always or Usually” using repetition as an activity during their listening lesson.

Listening is considered as an “enabling skill” providing linguistic input to improve students’ speaking. Some researchers put forward that such a model may actually hamper students from generating the desired output while at the same time it can discourage them to make use of effective strategies that would enhance the quality of the learning process (Wilson 2003). Research also demonstrated that input does not always correlate with intake (Rost 2002). Things get further complicated if following Ellis (1990) we take into account the difference made between comprehension and acquisition processes. In the subsequent section, however, results will show that teachers seem to assume that comprehension actually leads to language learning.

4.2 Listening to develop the listening skill

The listening to develop the listening skill orientation reflects an assumption that many teachers in this study seem to hold. The assumption consists in believing that through constant listening, students would develop their listening ability. The different results presented in this sub-section reflect this orientation. Table 3 shows that the majority of the respondents (56.10% of the total responses) reported they advised their students to listen to native speakers or to

the tape as the main way that would help them improve their listening ability.

Table 3. Teachers' Behavior to Improve their Students' Listening Ability

Response categories	N°	(%)²
Tell them to listen to native speakers/tape.	23	(56.10)
Teach listening strategies.	4	(9.75)
Make listening purposeful.	3	(7.50)
Use pre-listening activities.	2	(5)
Stop the tape whenever the answer is given.	2	(5)
Use interesting topics.	2	(5)
Stimulate speaking.	1	(2.50)
Use pair/group work.	1	(2.50)
Advise students to read.	1	(2.50)
Use authentic tapes.	1	(2.50)
Advise students to hear word by word.	1	(2.50)

Teaching listening strategies were also alluded to but did not amass a large number of responses (9.75%). Although purposeful listening (7.50%) and the use of pre-listening activities (5%) could also be considered as a reflection of teaching behavior that is likely to improve students' listening ability, these ranked low and in latter parts we will point out to the way these teaching principles were interpreted as shown by the participants' teaching behavior.

What the above findings are suggesting is that the teachers seemed to believe that, as Ridgeway (2000) pressed forward, "the more listening the better and the sub-skills will take care of themselves as they become automatized" (qtd. in Wilson 2003:336). As we observed in the first section and shall observe in the coming one, teachers overrated the value of massive exposure while conferring little if no attention to rendering listening efficient by means of relevant, graded, and authentic listening tasks (Porter and Roberts 1981).

4.3 A question-oriented approach

As previously shown in table 4, the listening to understand orientation was already invoked as one of the main objectives behind the teaching of listening.

Table 4. Teachers' Use of Listening Activities

<i>Frequency</i>	<i>Always /Usually</i>		<i>Often</i>		<i>Rarely /Never</i>		<i>No answer</i>	
Listening activities³	n°	(%)	n°	(%)	n°	(%)	n°	(%)

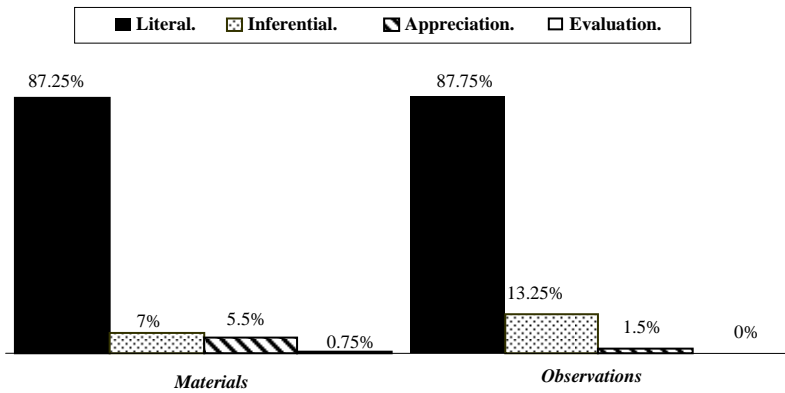
Fill in the blanks	16	(57.25)	10	(35.75)	2	(7.25)	0	(0)
True/False	15	(53.75)	10	(35.75)	2	(7.25)	1	(3.75)
Note taking	9	(32.25)	12	(43)	7	(25)	0	(0)
Information transfer	5	(18)	14	(50)	9	(32.25)	0	(0)
Multiple choice	8	(28.75)	11	(39.50)	9	(32.25)	0	(0)
Repetition	12	(43)	4	(14.50)	11	(39.50)	1	(3.75)
Problem solving	8	(28.5)	7	(25)	12	(43)	1	(3.75)
Comprehension questions	26	(93)	2	(7.25)	0	(0)	0	(0)
Give the right order	1	(3.75)	11	(39.50)	16	(57.25)	0	(0)
Brainstorming	13	(46.50)	8	(28.75)	7	(25)	0	(0)

Teachers were asked to report on the types of activities they used in class. As the table shows, 93% of the listening activities were comprehension questions followed by “Fill in the blanks” (57%) and “True/False” (53%). Activities requiring students to “solve problems” (28.5%), “take notes” (32%), or “give the right order” (3%) are used in a non-systematic way.

In view of the results obtained above on the type of listening activities used by teachers, we wanted to go deeper in the analysis of these activities particularly in terms of the nature of comprehension sought. As demonstrated in Figure 2, whether during observations or in the listening units, questions seeking “Literal” comprehension are over-represented when compared to those requesting an “Inferential” or “Appreciation” type of comprehension.

Whether during observations or in the listening units, questions seeking “Literal” comprehension are over-represented when compared to those requesting an “Inferential” or “Appreciation” type of comprehension. Questions tapping “Literal” comprehension whether in the observations or in the listening resources were remarkably dominant when compared to those requesting an “Inferential” or “Appreciation” type of comprehension. In this way, 85.75% of the activities employed in observations (n=69) were on information explicitly stated in the listening passages in comparison to 13.25% of the questions seeking inferential comprehension and only few asking students to value the language devices used by the speaker or to empathize with his/her ideas (1.50% of the questions were appreciation questions). Questions requesting students to engage in the negotiation of meaning with the speaker were non-existent.

Figure 2. Types of Questions Used in the Listening Materials and in Class



*Percentages have been computed according to the number of listening activities present in the materials and used during observations.

Listening between the lines or inferential comprehension refers to understanding information not explicitly stated; that is to say, information implied by the speaker (Rost 2002). Students might be required to state the position of the speaker towards the topic based on his/her word choices. Another example would be the use of true/false activities whether in teaching or testing situations since the type of comprehension they seek, though based on the literal level, goes beyond it to investigate the covert information.

Tapescript (Adapted from Sarrabria, K. 2004)

Interviewer: Vanessa, what kind of influence do you think the media has on us?

Vanessa: Um, let's see. Well, personally, I'm *really* shocked to watch the regular TV news, because it's paid for by these big corporations. And it's completely drained of all real information. The TV news is totally biased and only shows certain things.

Activity: Drawing inferences

Decide whether you think the following statements correctly reflect what Vanessa thinks. Circle **T** (true) or **F** (false) next to each statement. Next, justify your answer based on the listening passage

- Vanessa gets all her news by watching TV. T F
- Vanessa agrees on big corporations supporting financially TV news. T F

The two statements above are false. It is clear that Vanessa does not trust TV news to provide objective, complete, and accurate information since she stated that it is "biased". As far as the second statement is concerned, Vanessa believes that the reason behind the partiality of TV

news is the fact that big corporations are financing them. Therefore, these corporations actually decide on the content of the TV news.

Listening as an interactive activity implies the negotiation of meaning (Flowerdew & Miller 2005). The latter involves the listener's requests or need for clarifications in order to determine the exact meaning intended by the speaker. The evaluation of the speaker's message in terms of language and/or content is also part of the process of the negotiation of meaning. Students might be given two or three taped utterances and be required to find about their different interpretations; that is to say the double meanings, that such utterances may embed. The following example may be adopted as a classroom or exam listening activity.

Activity: Negotiating meaning (Adapted from Flowerdew & Miller 2005)
Listen and decide on the meaning(s) that the following utterance may potentially carry:
David: Tea or Coffee?

Students have to state that the utterance might function as an offer as per the kind of drink, tea or coffee, the interlocutor would choose. The utterance might also be interpreted as a question; that is to say, whether the interlocutor wants a drink or not (Flowerdew and Miller 2005). This type of activity raises students' awareness of the ambiguities that some utterances might hold and the need to dissipate them. It should be noted that due to the simulated ways listening is taught and assessed, the authentic interaction between the listener and the speaker is not possible. However, the interaction can be simulated by encouraging students to ponder on the different interpretations that might be inherent in an utterance, an activity which would stimulate their critical thinking. Another classroom activity where students would negotiate meaning might take the form of post-discussions after oral presentations where students would have the opportunity to seek clarifications on some points expressed by the speaker.

5. Implications for teaching and research

The first implication is the need to design a listening syllabus where objectives and the type of materials are specified based on the findings of a needs analysis. The teaching procedures should also be subjected to a constant appraisal. on the basis of these objectives, a listening syllabus would be laid down incorporating a selection of the listening skills. This does not mean that the listening skills are to be developed individually; for example, by teaching one skill at a time (McDonough 1995). Listening skills are to be built up among students in

accordance with their needs and level. In the Tunisian context, university students' listening needs seem to be academically rather than conversationally-oriented. Although a formal needs analysis has to be carried out, the absence of native speakers and the large amount of time students spend attending lectures are the two main arguments for proposing a focus on academic listening. Uncertainty or misunderstanding of the way the skill can be learnt and developed even in the absence of native speakers, may explain why teachers seem to be disinterested from academic listening skills.

A process approach to the teaching of listening should be adopted. The focus should be on the development of listening strategies and skills. It also implies the use of better questioning techniques which means that comprehension questions can still be used but these should improve comprehension not only at the literal level but also at the inferential and evaluative aspects. As Rost (2002) argued, however, understanding the passage represents only one of the objectives of an advanced listening course. Students' understanding should be used as a tool that would enable learners to articulate a suitable response (*ibid.*). Away from the mere reception of information, teachers should require their students to originate something out of the raw data communicated via the listening passage (Turner 1995). In addition to determining whether or not students succeeded in their task, the final product is also an indication of the way as well as the extent to which students understood the text [See also Morley 1999.] The application of listening tasks has to incite learners to use both bottom-up and top-down listening skills for comprehension or production purposes related to the listening passage at hand. Thus, teachers have to make sure that those skills are developed properly and systematically. No separation should be made between both types of listening skills since their use in real life interactions is simultaneous. The design of a listening syllabus based on the development of listening skills and strategies should rest upon solid foundations. This means, for instance, making sure that all the notions and terminology specific to the listening skill and its teaching are to be defined in details and in a practical way.

For the research recommendations, two main suggestions may be put forward. The first is for empirical research to be conducted on the impact of developing listening skills on students' communication skills (writing, reading, and speaking). In the literature, there is empirical evidence on the extent to which listening is complex rather than on empirically showing its importance. There is also the need to conduct a needs analysis as a first step for the design of a listening course as well as to

conduct some experimental research on the effect of teacher's attitudes on students' performance.

Acknowledgements

I would like to thank my teacher and supervisor Dr Esma Maamouri Ghrib for her guidance, availability, and encouragements during the implementation of this study. A special dedication is made to my teacher Dr. Ayatollah Labadi for his continual support and commitment to his students.

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Appendix A : Questionnaire

The following questionnaire represents one part of a research work that aims at describing the state of the art as far as the teaching of listening in some Tunisian universities is concerned. It will take you about 20 minutes to complete the questionnaire. Your identity will remain strictly confidential and the results will be used only for academic purposes.

1. Based on your personal opinion and/or experience, indicate the extent to which you agree with the following statements :(note: an explanation is needed for some statements)

a)I feel I am more proficient in teaching speaking (or other skills) than in teaching listening.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

b)I would not choose to teach listening if I can teach other subjects and/ or skills.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

c)I enjoy teaching listening.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

d)I like the listening activities that are used in the course.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

e)I think students’ proficiency in English does not improve after being taught listening.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

f) I like the listening texts that are used in the listening course.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

g)I think teaching listening consists in playing the tape and testing students’ comprehension.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

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h) I think listening is at the basis of EFL learning.

Strongly Agree Agree Undecided Disagree Strongly Disagree

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i) I think listening is an easy skill to teach.

Strongly Agree Agree Undecided Disagree Strongly Disagree

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j) I think students will be able to pick up new language items and apply these naturally simply by being exposed to the listening text.

Strongly Agree Agree Undecided Disagree Strongly Disagree

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k) I believe students will learn how to listen by being exposed to the listening passage.

Strongly Agree Agree Undecided Disagree Strongly Disagree

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l) I think that the listening skill develops naturally.

Strongly Agree Agree Undecided Disagree Strongly Disagree

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m) My students must be able to recall word by word most of what has been said on the tape.

Always Usually Often Rarely Never

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n) My students are required to get the full meaning of the listening passage.

Always Usually Often Rarely Never

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o) I use visual aids when I teach listening.

Always Usually Often Rarely Never

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2. Based on your own opinion, how would you rank your:

a. Knowledge about the listening skill in EFL.

Excellent Good Fair Poor Very poor

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b. Knowledge of how to teach listening.

Excellent Good Fair Poor Very poor

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c. Students' motivation towards the listening course.

Excellent Good Fair Poor Very poor

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3. Based on your own teaching behaviour, indicate how often you use the listed listening activities/tasks:

Listening activities	Always	Usually	Often	Rarely	Never
True/False					
Fill in the blanks					

Note taking					
Information transfer (maps, tables)					
Multiple choice					
Repetition					
Problem solving					
Comprehension questions					
Reading activities					
Speaking activities					
Writing activities					
Give the right order					
Brainstorming					

4. How often do you teach your students the following listening skills:

Listening skills	Always	Usually	Often	Rarely	Never
Use background knowledge					
Take notes.					
Infer speaker's attitude.					
Extract relevant details.					
Listen with a purpose.					
Infer implicit information					
Concentrate					
Get the main idea.					
Infer organisation of ideas.					
Evaluate ideas and arguments					

5. Could you give your own personal definition of the listening skill?

6. What are your most important objectives when teaching listening to 1st and/or 2nd year students?

7. Do you think listening is a passive skill? Yes No

Explain

Thank you for your cooperation

Appendix B: Interview

1. Based on your own opinion/experience, please order the four language skills from the most helpful to EFL learning to the least helpful (1=most helpful; 4= least helpful):

- Speaking
- Writing
- Listening
- Reading

2. Based on your own opinion/experience, please order the four language skills according to their difficulty to learn in EFL teaching (1=most difficult; 4= least difficult):
- Speaking
- Writing
- Listening
- Reading
3. a- What are the difficulties/problems that you face when teaching listening to your students?
- Problems related to materials.
 - Problems related to students.
 - Problems related to administration/ teaching staff.
 - Problems related to your teaching approach
 - Other
- b- How do you face those problems?
4. What are the reasons behind the teaching of listening to Tunisians students at university?
5. Can you describe a typical listening lesson, i.e., the teaching procedures and techniques you use when teaching listening?
6. What are your suggestions to improve the listening course if ever you think it should be improved?
7. What are the things you do to help your students become better listeners?

Appendix C: Observation Grid

Typology of listening activities (Adapted from Yagang's 1994)

Activities	Explanation	Yes	No	Stage	Time needed
Elicitation/discussion of the topic	To encourage students to exchange ideas/opinions about the topic.				
Brainstorming (predictions)	a- ask students to predict the words and expressions likely to appear in the passage. b- Expressing hypotheses about the content of the passage, based on previous knowledge.				
Reading	Students read a text related to the listening passage.				
Comparing	To compare passages with predictions in pre-listening.				
Obeying instructions	Students are given instructions and show comprehension by physical movement, finishing a task, etc.				
Filling in gaps	Students hear the utterances of only one of the participants and are asked to reconstruct those of the others.				
Repetition	Students are asked to repeat short phrases or complete utterances				

	recorded.				
Detecting differences or mistakes	Students listen to passages, responding only when they come across something different or wrong.				
Ticking off items	Students listen to a list of words and tick off or categorize them as they hear them.				
Paraphrase Information transfer	Maps, plans, grids, forms, lists, pictures, etc.				
Sequencing	E.g. students are asked to give the right order for a series of pictures.				
Information search	Students listen to a passage & take notes on the segments that answer a particular question.				
Matching	E.g. students are asked to match items that have the same meaning as those they hear.				
Filling in blanks					
Answer to show comprehension	E.g. multiple-choice or true/false questions.				
Problem solving	Students hear all the information relevant to a particular problem and then set themselves to solve it.				
Summarizing	Students are given several possible summary-sentences and asked to say which of them fits a recorded text				
Jigsaw listening	Different groups of students listen to different but connected passages, then they come together to exchange information in order to complete a story or perform a task.				
Writing as follow-up to listening activities.	E.g. letters, telegrams, etc., related to passages.				
Speaking as follow-up to listening activities.	E.g. debate, discussion, role-play, dramatization, etc.				
Reading as follow-up to listening activities					

Checklist of types of questions (Adopted from Tollefson, 1994)

1. Literal comprehension

1.1 Recognition of

- Details
- Main ideas
- Sequence
- Comparison
- Cause-effect
- Character traits

1.2 Recall of

- Details
- Main ideas
- Sequence
- Comparison
- Cause-effect
- Character traits
- Organization

2. Reorganization

- 2.1 Classifying
- 2.2 Outlining
- 2.3 Summarizing
- 2.4 Synthesizing

3. Inferential Comprehension

- 3.1 Supporting details
- 3.2 Main ideas
- 3.3 Sequence
- 3.4 Comparisons
- 3.5 Cause-effect
- 3.6 Character traits
- 3.7 Organization
- 3.8 Predicting outcomes
- 3.9 Interpreting fig. lang

4. Evaluation

- 4.1 Reality or fantasy
- 4.2 Fact or opinion
- 4.3 Adequacy, validity
- 4.4 Appropriateness
- 4.5 Worth, desirability

5. Appreciation

- 5.1 Emotional response
- 5.2 Identification
- 5.3 Reaction to language
- 5.4 Imagery

1 Percentages have been computed according to the number of responses given.

2 Percentages have been calculated based on the responses of interviewed teachers and the categories drawn from observations.

3 Percentages have been computed according to the number of teachers who responded to the item (n=28).