People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

University of Bordj Bou Arreridj

Faculty of Letters and Foreign Languages

Department of English Language

Teaching Listening within the Competency Based Approach, and the Challenges the Teachers can Face

The Case of Middle School Teachers in Bordj Bou Arreridj

A Dissertation Submitted in partial Fulfilment of the Requirements for the Master's Degree in Didactics

Submitted by:

- **Benmalek Ichrak Ibtissam**
- **Hadj Mebarek Khaoula**

The Supervisor:

- **Dr. Mohamed Laoubi**

The Chairperson:

- **Dr. Hanane Bouziane**

The Examiner:

- **Mr. Mustafa Habitouche**

Academic Year: 2022-2023

جامعة محمد البشير الابراهيمي برج بوعريريج

تصريح بالالتزام بقواعد النزاهة العلمية لإنجاز البحث

أنا الممضي (ة) أسفله،

السيد (ة) ...بن مالك اشراق ابتسام... الصفة: طالب (ة)

الحامل (ة) لبطاقة التعريف الوطنية رقم: .11997116404040001. والصادرة بتاريخ: 19 .09-. 2020-.

والمكلف (ة) بإنجاز مذكرة ماستر،

عنوانها:

Teaching Listening within the Competency Based Approach, and
the Challenges the Teachers can Face
The case of middle school teachers in Bordj Bou Arreridj.

أصرح بشرفي أني ألتزم بمراعاة المعايير العلمية والمنهجية ومعايير الأخلاقيات المهنية والنزاهة الأكاديمية المطلوبة في إنجاز البحث المذكور أعلاه.

التاريخ: .2023/07/10.

توقيع المعني (ة)

الجمهورية الجزائرية الديمقراطية الشعبية

وزارة التعليم العالي والبحث العلمي

جامعة محمد البشير الابراهيمي برج بوعريريج

تصريح بالالتزام بقواعد النزاهة العلمية لإنجاز البحث

أنا الممضي (ة) أسفله،

السيد (ة) ....حاج مبارك خولة........ الصفة: طالب (ة) ....

الحامل (ة) لبطاقة التعريف الوطنية رقم:11001164025160001. والصادرة بتاريخ: 2018/05/03

والمكلف (ة) بإنجاز مذكرة ماستر،

عنوانها:

Teaching Listening within the Competency Based Approach, and the Challenges the Teachers can Face The case of middle school teachers in Bordj Bou Arreridj

أصرح بشرفي أني ألتزم بمراعاة المعايير العلمية والمنهجية ومعايير الأخلاقيات المهنية والنزاهة الأكاديمية المطلوبة في إنجاز البحث المذكور أعلاه.

التاريخ: 2023/07/10

توقيع المعني (ة)

H. Khaoula

Dedication

بسم الله الرحمن الرحيم

"وما توفيقي إلا بالله عليه توكلت وإليه أنيب"

سورة هود الآية 88

We dedicate this modest work:

To my father "Allah Yarhmou" hoping that God surrounds him with compassion and gives him a place in paradise. And I wish he could be proud of me.

Dearest mother, for all the sacrifices and support and trust in my life and my studies, may God protect her.

I dedicate to all my family in particular:

My adorable sisters: *Nada, Aya* and My brother: *Aymene*. Thanks for your encouragement.

To my fiancé *Yacine*.

To all my family: ***BENMALEK*** and ***BELARBI***.

To all my cousins and friends, thank you for your support

<div align="right">Ichrak Ibtissam</div>

My parents, my beloved mother *Fatima*. My guardian, my father *Belkacem.* My supporter and the cause of my smile my brother *Farouk.* My warm-hearted family, and my closest ones *Aymen, Imene.*

Thank you all for supporting me, loving me, praying for me, and guiding me. You are the reason of me being who I am today.

Thanks to all my dear friends, for the best memories and the priceless laughs we had together.

<div align="right">Khaoula</div>

Acknowledgment

First, we thank Allah "swt" for giving us health, strength and capacity to accomplish this work.

We would like to express our sincere gratitude and special thanks to our supervisor Dr. Mohamed Laoubi for his guidance throughout the stages of completing our dissertation. We are very grateful for his patience, and precious advice. He was so generous giving us his time and knowledge.

Thanks to the chairperson Dr. Hanane Bouziane, and the examiner Mr. Mustapha Habitouche for their expertise, time and acceptance of examining our dissertation.

A special thanks for the participant teachers for their aid and participation while doing this work. We thank them for their kindness, assistance, and contribution without which this study would not have been possible.

Abstract

The research at hand aims to evaluate the implementation of the Competency Based Approach which has been adopted by the Algerian ministry since 2003. More particularly, it aims to explore how the listening skill is taught to middle school students under this approach. Besides, it tries to discover the difficulties the teachers may face when teaching listening. The present research is a case study. We adopted a descriptive research design based on the qualitative approach. For the sake of triangulation, two data collection tools are used: Classroom observation and a questionnaire administered to middle school teachers. The findings revealed that middle school teachers consider that CBA plays an important role in fostering students' learning autonomy in addition to enabling them to be competent users of English in real life situations. However, the process of teaching the listening skill under the CBA framework constitutes a big challenge since many difficulties are facing the teachers such as: The lack of time, tools…etc. To this regard, in order to give CBA a chance to succeed in teaching listening in middle schools and overcome the difficulties a teacher can face, it is recommended that teachers should select, provide and adapt teaching competences, techniques and materials to the needs of the CBA framework and the students. Likewise, the ministry of education should give more time to English sessions during the week to middle school classes.

List of Abbreviations:

- **BBA:** Bordj Bou Arreridj

- **CBA:** Competency Based Approach

- **CBE:** Competency Based Education

- **EFL:** English Foreign Language

- **PDP:** Pre-listening, During-listening, Post-listening

List of tables

Table of Content

INTRODUCTION

General Introduction

1. Background of the study

Teaching a foreign language is an important element in education. In fact, English is the world's common language. In order to learn the English Language, there are basically four main skills which must be mastered; reading, writing, listening and speaking. Listening is one of the essential soft skills. It indicates a person's ability to receive and interpret information in the communication process. According to Tyagi (2013), listening skill is a key to receiving messages effectively. It is a combination of hearing what another person says and psychological involvement with the person who is talking.

Teaching listening skills under the Competency Based Approach presents a series of challenges, especially in our Algerian schools. It is perhaps the most ephemeral of language skills, which is hard to understand, teach and assess. According to Richards & Rodgers (2001), that is, it sets a series of broad teaching guidelines to guide teaching, without detailing the moment-to-moment teaching steps that should be taken to teach a given language skill or language component.

The listening skill is very important. Nunan (2002) says that Listening as one of the language skill is essential not only as a receptive skill but also to the development of spoken language proficiency. That is why; we need to find effective ways and methods that the teachers should use to teach it. We should also discover the problems or the difficulties that the teacher and the learner can face while teaching and learning listening.

In order to master the English foreign language, the listening skill must be taught effectively, because it is the key to all effective communication.

2. Statement of the problem

Algerian teachers have been called upon to teach following Competency Based Approach since the school reform of 2002, which aims to prepare more competent learners who are able to relate what they study at school to their everyday life. Teaching English as a foreign language under the Competency Based Approach is based on teaching the four basic skills, which are embedded in life skills.

These four main skills: reading, writing, speaking and listening are related to each other; we cannot separate or focus on one or another. Although, listening is considered as the key to the other skills, the key to a good communication and a better understanding for the

foreign language speakers.   However, most English teachers and students neglect practice listening in comparison with the other skills.

Therefore, we chose this topic because we want to spot the lights on the way of teaching listening following the CBA, and the effect of the CBA on the teaching and learning process. Besides, discovering the difficulties that the teachers can face in teaching this neglected skill.

3. Aims of the study

The overall aim of this research is to investigate teaching listening skills under the Competency Based Approach, to explore the difficulties of teaching listening for suggesting solutions and finding better ways to teach listening skill under the CBA. Moreover, it aims to clarify the importance of listening skill as it been neglected by many teachers and learner. Besides creating a link path teaching listening and the Competency based approach.

4. Significance of the study

This research will help to discover the effect of Competency Based Approach on the teaching process of the English skills (listening). Moreover, it will give the opportunity to know more about the problems the teachers and students face. Therefore, this study will benefit the teachers on specific way, and students on wide way.

5. Research questions

In accordance with the aim of our study:

- What are the used ways in teaching listening under the CBA?
- Do teachers face difficulties while teaching listening? If yes, what could be the difficulties teachers face in teaching the listening skill in the middle school?
- What are the possible solutions to suggest for more effective teaching of the listening skill in Algerian middle schools?

6. Methodology

The research we are up to is descriptive. We will we adopt descriptive methods, which enable us to gather the needed data and answer the research questions.

6.1. Research Approach

The research adopted the mixed method to combine elements of quantitative research and qualitative research in order to answer the research questions. This will also allow us to have a clear picture than a standalone quantitative or qualitative study.

6.2.Research Tools

We adopted classroom observations and questionnaires as methods to our research. The observation is deployed for exploring the teaching process of the listening skill under the CBA in the classroom. The questionnaire is used for exploring the problems or difficulties that the teachers may face.

6.3.Participants

The participants in this study are nineteen middle school teachers of English from BBA. The participants were given questionnaire to answer in order to collect qualitative data about the situation of teaching listening in the middle school following the principles of CBA, and the challenges they face in implementing it.

7. Research Structure

This research contains three chapters, within each chapter there are sections besides the introduction and the conclusion. Starting with the general introduction, which contains the background of the study, the aim of the study, the research problem and questions, and the research methodology.

Moving to the first chapter, which is the theoretical part of the research. It is divided into three sections. Begin with the introduction, then the listening in EFL context (definition, purpose, sub-skills…etc.), next the Competency Based Approach (definition, importance, the CBA in Algeria…etc.), then the teaching listening and the CBA (importance and difficulties…etc.), and ending with the conclusion.

The second chapter is the practical part of the research. It is divided into three sections either. Starting with the introduction, then the research methods and the data collection, next the data analysis and the interpretation of the result, finally the discussion of the findings, and ending with the conclusion.

The third chapter contains the limitations of the study, the implications, and the suggestions and the recommendations. After that, we conclude it with the general conclusion. In addition to the bibliography, the appendices, and the Arabic abstract.

CHAPTER ONE:

THEORETICAL BACKGROUND

Chapter one: Theoretical Background

Introduction

In our entire life, we have depended on our listening skill to learn and to know things. Since the childhood, the little kids started talking by listening and imitating their parents and the people around them. The same thing when we talk about learning a new language. Learning English is based on learning the four main skills: reading, writing, speaking and listening. The latter is considered as the key to the other skills, and the best way to master the language and good communication. Nunan (1998, p. 1) believes that

> "Listening is the basic skill in language learning. Without listening skill, learners will never learn to communicate effectively. In fact over 50% of the time that students spend functioning in a foreign language will be devoted to listening".

However, the role of teaching listening was either overlooked or undervalued. Listening is the most underestimated skill in EFL context, it is the weakest skill of the EFL learners who face different kinds of listening problems. As Harmer (2015, p. 336) said:

> "Being able to listen effectively is vitally important. Without this skill, our students cannot take part in conversations. Our job, therefore, is to help our learners become better listeners by helping them overcome the difficulties they face."

The Competency based Approach (CBA) was implemented in the teaching process in order to make the learners competent in their real life tasks. This skill will find a way to appear as an important skill that deserves attention like the other skills or maybe more.

In this chapter, we will discuss a theoretical background about listening skill, CBA and the link between them. Besides, the difficulties of teaching listening under the CBA will also be highlighted.

1.1. Listening in EFL Context

In this section we will define the listening skill and clarify its purpose. At the end of this part the reader will be able to differentiate between the listening skill's types, strategies, sub-skills, and sequences. They will also have an idea about the challenges the learners face during listening.

1.1.1. Definition of Listening

Listening is a concept that is both complicated and hard to be analyze and to define. It can be referred to as one of the four key skills through which a language is taught and it is one of the two language skills that is employed when communicating orally.

It is usually considered that listening is composed of hearing and decoding the utterances produced by the speakers. It is receiving language through the ears. While hearing is the process of perceiving sound, listening in the other hand is the act of hearing attentively. Which means, we use our ears to receive sounds (letters, stress, rhythm, and pauses) and we use our brain to convert these into messages that have a meaning. However, it is an active process that includes the process of constructing meaning using the listener's prior knowledge and some certain strategies, and responding. It requires focus and attention and considered as the key to all effective communication. According to Saricoban (1999, cited in Khaled, 2010), the listening skill means the learners' ability to pick up what the speaker is saying and to grasp the intended meaning behind any spoken or recorded messages

The listening skill is one source of information, and since it is so, it carries a major importance in foreign language learning particularly English, as it plays an important role in language acquisition. Listening skill is considered as the first skill and basic ability in learning a new language. It is the skill that contributes to the ability to accurately receive and interpret information and massages in the communication process. It is a skill that most people need to work at harder than others. As Rebeccal 1993 said: "Listening is a fundamental language skill, but it is often ignored by foreign and second language teachers."

1.1.2. Purpose of Listening

After being ignored and treated as a secondary skill, as D. Nunan (2002, p. 238) said:

> "Listening is the Cinderella skill in second language learning. All too often, its elder sister – speaking, has overlooked it. For most people, being able to claim knowledge of a second language means being able to speak and write in that language. Listening and reading are therefore secondary skills."

Listening finally came to the foreword and became an essential skill that we use in our everyday live and academic context. It showed a greater importance in foreign language classrooms. As Rost (1994) points out, that listening is vital in the language classroom because it provides input for the learner. Without understanding input at the right level, any learning simply cannot begin. Listening is thus fundamental to speaking.

The primary purpose of listening skills is to comprehend and understand the messages being conveyed by the speaker or the source. Good listening skills involve not only the ability to hear and receive messages but to comprehend them and provide appropriate responses. In other words, to listen, we need to make a conscious effort not just hear what people are saying, but to receive it, sum it and understand it. The listening process involves five stages: Receiving, understanding, evaluating, remembering and responding.

Effective listening skills are essential in professional and personal relationships. In a professional context, good listening skills are crucial for understanding the needs and requirements of clients and customers. It also helps to build trust, establish healthy relationships with colleagues, and enhance productivity in the workplace. In personal relationships, listening skills help to understand the views, ideas, and feelings of the people we interact with. This enhances relationships and minimizes conflicts.

The purpose of listening skills also extends to making rational decisions. Active listening helps individuals to collect relevant information and critically analyze it to arrive at informed decisions. The ability to listen and analyze critically is a valuable tool in problem-solving and conflict resolution. By listening actively and attentively, individuals can identify the root cause of problems and provide appropriate solutions. Therefore, effective listening skills are critical in enhancing personal and professional growth and development.

Listening skills are as important as speaking skills because people cannot communicate face-to-face unless both types of skills are developed together. The listening ability is also important for learning because students receive information and gain insight by listening to teachers. The purpose of the listening skill is to improve communication, build relationships, and gain knowledge and understanding about the world around us.

1.1.3. Types of Listening and Strategies

Listening is a crucial communication skill that involves the ability to understand, interpret, and respond appropriately to spoken or nonverbal messages. There are different types of listening skills that individuals can develop, each with its own unique approach and objective. Active listening, critical listening, empathic listening, and appreciative listening are the four main categories of listening skills.

First, active listening involves fully engaging in the conversation, giving full attention and focusing on what the speaker is saying. "Active listening is the key to effective communication and building strong relationships." (Smith, 2018, p. 45). It is an essential skill for effective communication because it ensures that the listener understands the message's

meaning and intent. Active listening requires physical and mental presence, including maintaining eye contact, nodding in agreement, and asking questions to clarify or expand on the speaker's comments.

Second, Critical listening is a form of listening that involves analyzing and evaluating what the speaker is saying to determine its validity and credibility. "Critical listening involves analyzing and evaluating information to make informed judgments." (Brown, 2020, p. 112). This skill is especially important in academic or professional settings, where it is vital to assess the validity and reliability of information. Critical listening involves questioning, fact-checking, and evaluating the speaker's arguments, claims, and evidence.

Next, Empathic listening is the ability to understand and share the feelings of the speaker. It is important in personal relationships, where empathy helps to build trust and deepen connections. "Empathetic listening allows us to truly understand and connect with others on a deeper level." (Johnson, 2019, p. 67). Empathic listening involves paying attention to both verbal and nonverbal cues, such as tone of voice and body language. It also involves responding with sensitivity and understanding to the speaker's emotions and concerns.

Finally, Appreciative listening is a form of listening that involves acknowledging and showing gratitude for the speaker's contributions. It is crucial in social settings, where appreciation can help build positive relationships and create a sense of community. Appreciative listening involves active engagement, positive feedback, and acknowledging the speaker's efforts. "Appreciative listening helps us find value and enjoyment in what others have to say." (Taylor, 2017, p. 82).

Listening skills are critical for effective communication in any setting. Active listening, critical listening, empathic listening, and appreciative listening are the four main types of listening skills. Each type has its unique approach and objective, and developing proficiency in all four types can improve communication and build stronger relationships. By practicing and honing these skills, one can become an effective and successful listener.

1.1.4. Listening Sequences

Listening sequences refer to the stages that individuals go through when they actively listen to someone. These sequences include Pre-listening stage, During-listening stage, and Post-listening stage. "The three phases of effective listening include pre-listening, during-listening, and post-listening, each serving specific purposes in enhancing comprehension and engagement" (Vandergrift, 1997, p. 112).

First, Pre-listening. This stage prepares learners for the listening task and activates their prior knowledge related to the topic or theme of the listening material. The pre-listening activities may include brainstorming, discussing related vocabulary or concepts, predicting the content based on visuals or titles, or pre-teaching specific vocabulary or expressions that might be encountered during the listening task.

Next, During-listening. This stage involves actually listening to the audio or video material. Learners focus on understanding the main ideas, specific details, and supporting information. They may also pay attention to the speaker's tone of voice, intonation, or other paralinguistic features. During this stage, learners may complete tasks such as answering comprehension questions, filling in the blanks, or identifying specific information.

The last stage is Post-listening. After the listening activity, learners engage in post-listening tasks that reinforce comprehension, consolidate learning, and promote language production. These tasks can include discussing the content, analyzing the listening material, summarizing or retelling what was heard, reflecting on the listening experience, comparing perspectives, or engaging in follow-up activities such as writing or role-playing based on the listening material.

1.1.5. Listening Sub-skills

Listening is an essential aspect of communication, and it involves more than just hearing what someone else is saying. Listening is an active process that requires sub-skills to be effective. These sub-skills are important because they allow us to better understand the message being conveyed and to respond appropriately. There are five primary listening sub-skills: Attention, interpretation, evaluation, response, and memory. "Listening process takes place in five stages of hearing, understanding, remembering, evaluating, and responding" (Tyagi, 2013, p. 1).

The first sub-skill, attention, is perhaps the most important. Without attention, nothing else matters. While hearing and receiving sounds, one must focus on what the speaker is saying, give them undivided attention, and stay engaged in the conversation. This means avoiding distractions, such as other conversations or noises, and actively trying to understand the message. It also involves picking up on non-verbal cues, such as body language and tone of voice, to better understand the speaker's intent.

The second sub-skill, interpretation, involves understanding the message being conveyed. This is where the listener must clarify the meaning of the message by asking questions, summarizing the speaker's points, and acknowledging emotions or feelings. It also

involves reading between the lines, as some messages may be hidden or implied. It is crucial to interpret the message accurately, as misunderstandings can lead to miscommunication and confusion.

The third sub-skill, evaluation, involves assessing the speaker's message for accuracy, relevance, and credibility. This sub-skill involves questioning the message, scrutinizing the speaker's reasoning and supporting evidence, and determining whether the message is valid or not. It is essential to evaluate the message while maintaining an open mind and avoiding biases or preconceived notions.

The fourth sub-skill, memory, involves retaining and recalling the information learned during the listening process. Memory is essential as it helps to build a strong connection between the listener and speaker. It means the individual who is receiving the message has received the message, interpreted it correctly, and added it to the memory. This sub-skill involves active listening and provides a foundation for further communication and problem-solving.

The final sub-skill, response, involves providing meaningful feedback to the speaker. An effective listener must respond appropriately, giving feedback that shows they have understood the message and acknowledge the speaker's contribution. This can involve asking follow-up questions, summarizing the main points or offering support or encouragement.

These sub-skills of attention, interpretation, evaluation, memory, and response are critical to becoming a good listener. Whether in personal or professional situations, these sub-skills will help to communicate better, build stronger relationships, and achieve common goals. By honing these skills, we can make connections, build trust, and become better listeners, thus becoming better communicators.

1.1.6. Major Problems that Learners Face

Despite the importance of listening skill, it is a skill that many learners struggle with. Though every learner has their unique problems, there are common problems that many learners experience. These problems and barriers hinder their ability to understand what they hear, which makes it difficult for them to communicate effectively.

One of the major problems that learners face in listening is difficulties in understanding the accents and pronunciation of the speakers. Native speakers of a language speak with different accents, dialects, and pronunciation, all of which can be difficult for learners to understand. This can lead to confusion and misunderstandings in conversation, impeding language learning. Buck (2001) indicated that when listeners hear an unfamiliar accent such as

Indian English for the first time after studying only American English, they will encounter critical difficulties in listening. This will certainly interrupt the whole listening comprehension process and at the same time an unfamiliar accent makes comprehension impossible for the listeners.

The next problem that learners face in listening is the use of unfamiliar vocabulary, and this involves a lack of familiarity with the language or a lack of familiarity with the topic. The use of unknown words causes learners to become distracted and lose focus on the message being communicated. Learners may spend too much time trying to understand the meaning of the unfamiliar words and, as a result, miss out on the rest of the message.

The third problem that learners face in listening is the speed of the speaker and the inability to follow longer sentences. Some learners may be unable to manage long and complex sentences, leading them to misunderstand the message. Besides the speaker may speak too fast, and learners may struggle to keep up. This is particularly difficult for learners who are not fluent in the language. In many cases, learners might miss out on important details, which can disrupt the flow of communication.

In addition to these, the most current problem in the schools is the lack and the quality of recorded materials. Many schools do not provide the appropriate listening materials. Yet, if the materials are available, they would be of a low quality. In some classes, teachers use some recorded materials that do not have high quality. The quality of sound system can impact the comprehending of learners' listening.

Besides those problems, there are several barriers that can hinder the process and lead to misunderstandings. These barriers include physical distractions, mental distractions, and cultural differences.

Physical distractions such as noise or interruptions can make it difficult to hear and understand the message. Mental distractions such as preoccupation or stress can also affect your ability to focus on the conversation. Also, learners may feel nervous, uncomfortable, or self-conscious when listening to a native speaker or someone they look up to. This makes it challenging to concentrate and understand the message correctly. Cultural differences in language, tone, or nonverbal cues can create confusion or misinterpretation.

The problems that learners face in listening are inevitable, and they affect learners of all levels. Nevertheless, by practicing active listening, improving vocabulary, concentrating, and listening to slower, clear audio recordings, learners can overcome these problems. Educators and learners should work together to overcome these challenges, teachers must have

clear and persistent strategies to help learners overcome these challenges. Additionally, conversing with native speakers and observing their language, tone and body language can help learners to acquire new skills.

1.2. The Competency Based Approach

In this section we will discuss the CBA. At the end of this section the reader will know about what CBA is, and its importance. This is in addition to getting an idea about the implementation of CBA in Algeria and teaching listening with this approach.

1.2.1. Definition of Competency Based Approach

There is a change in most of the educational systems in the world in terms of implementation of new curricula and a new approach based on competencies. The Competency Based Approach (CBA) is among the most recent teaching approaches that revolutionized the filed by its principles. The adoption of CBA in the field of foreign language teaching can be traced back to the late 1960's and early 1970's in the United Stated of America. It emerged to reform teacher education and training in 19960's (Brown, 1994).

It is an educational movement that aims to define the precise knowledge, behavior and skills the students would acquire at the end of each learning sequence. Thus, it is referred to as an outcomes approach (Chilly, 2010). In CBA, "the focus moves from what students know about language to what they can do with it" (Wrong, 2008, p. 4). Klein (2013, p. 88) stated that "an educated person is one who not only knows a lot of information but can also put that knowledge to work". In other words, learners are expected to develop the ability to use what they have learned in real life situations. These abilities (or outcomes of learning) are referred to as competences.

To this end, governments, inspectors or teachers should set the learning goals before designing the curriculum, text books, lessons plans and all the learning conditions that enable the students to attain the expected learning outcomes.

1.2.2. Importance of the CBA

The competency based approach is becoming increasingly popular and important in teaching for several reasons. Klein-Collins (2013: 79) argued that the reemergence of Competency-Based Education (CBE) programs in U.S.A during the recent years is due to the fact that it focuses much more on what learners are able to do with what they already learned.

1.2.2.1. Focusing on Competencies

Competency-based education emphasizes the mastery of specific skills and knowledge, rather than just completing a set amount of coursework or time in a classroom. This approach helps to ensure that students are truly prepared for the demands of the workforce and can apply their learning in real-world contexts. Chilly (2010: 03) put forth that: "Competence is a cluster of related abilities, commitments, knowledge and skills that enable a person to act effectively in a job or a situation in comparison to competency which refers to a cluster of abilities relating to excellence in a specific activity…".

1.2.2.2. Personalization

Competency-based education is highly personalized, allowing students to progress at their own pace and focus on the areas where they need the most help. This approach can lead to higher levels of student engagement and motivation, as well as better retention rates and completion rates. Bader (2007: 35) argued that "the Competency-Based Approach urges teachers to place learners in front of problems to reflect on, instead of requiring them to regurgitate information presented by the teacher".

1.2.2.3. Flexibility

Competency-based education allows for greater flexibility in terms of curriculum design and delivery, which can help to meet the diverse needs and interests of students. This approach also allows for more opportunities for interdisciplinary and project-based learning, which can enhance students' critical thinking and problem-solving skills.

1.2.2.4. Alignment with workforce needs

Competency-based education is often designed to align with the needs of the workforce, helping to ensure that students are prepared for the jobs of the future. This approach can also help to address skills gaps and promote economic development in specific industries and regions. Bounab (2018:01) highlighted the importance of the problem solving situation as "it provides students with opportunities to use their newly acquired knowledge in meaningful, real-life activities and assists them in working at higher levels of thinking"

1.2.2.5. Technology integration

Competency-based education often involves the use of digital tools and platforms for assessment, feedback, and personalized instruction. This can help to improve the efficiency and effectiveness of teaching and learning, as well as provide opportunities for students to develop digital literacy and other essential 21st-century skills. Chelli (2012: 64) affirmed: "the learner

will appeal to cognitive, affective and motivational strategies in order to set a balance between his previous knowledge and his newly acquired knowledge"

Overall, the competency-based approach is important in teaching because it can lead to more effective learning outcomes, greater student engagement and motivation, and better alignment with the needs of the workforce. By emphasizing the mastery of specific competencies and providing personalized and flexible learning opportunities, competency-based education can help to ensure that students are truly prepared for the challenges and opportunities of the future.

1.2.3. Competency Based Approach in Algeria

The competency-based approach is gaining popularity in teaching in Algeria. In this approach, the focus is on developing the specific skills and competencies that students need to succeed in the classroom and beyond. The competency-based approach involves identifying the specific skills and competencies that students need to develop and then designing learning activities that are geared towards developing those skills and competencies.

The development of the competency-based approach in teaching in Algeria can be traced back to the early 2000s, when the Algerian government began to promote the modernization of the education system. The government recognized the need to shift away from traditional rote learning methods and towards a more skills-based approach that would better prepare students for the modern workplace.

> "The previous teaching method; 'the teaching with objectives', relied on teaching units to be accomplished in a definite period of time, marginalizing the learners' achievements. It was substituted by a teaching method adopting the CBA principles."(Benadla, 2012, p.146)

The competency-based approach is increasingly being used to teach English in Algeria, which is regarded the language of globalization, science, technology, business and commerce. The approach emphasizes the development of specific competencies related to language skills such as reading, writing, listening, and speaking. Rather than focusing on memorizing grammar rules and vocabulary, this approach emphasizes the practical use of language in real-life situations. The Ministry of National Education in the national program of English as a Second Foreign Language in the First Year Middle school teachers' guide (2003, p. 3), defined CBA as "a know how to act process which interacts and mobilizes a set of

capacities, skills and an amount of knowledge that will be used effectively in various problem-situations or in circumstances that have never occurred before".

Benadla (2012, p. 146) clarified that:

> "Through his learning, the learner 'learns how to learn'…. he learns how to master some cognitive and meta-cognitive strategies that enable him to learn by himself. The learners, also, are encouraged to seek information relying on their reasoning."

To conclude, the adoption of the competency based approach in the Algerian educational system can be a fruitful challenge for both teachers and students.

1.2.3.1. Teaching Listening within CBA

Teaching listening under the competency-based approach involves focusing on the development of specific skills and abilities that students need to be successful listeners. Those skills and competences are necessary for effective communication in real world context. Here are some important steps to follow when teaching listening under the CBA:

1. Identify the listening skills and competencies that are important for your students to learn. These may include understanding main ideas, identifying supporting details, making inferences, recognizing tone and attitude, and following instructions.

> "Effective listening instruction in a competency-based approach should focus on developing specific listening skills, such as identifying main ideas, recognizing supporting details, and following instructions, through authentic tasks and activities that reflect real-world listening situations." (Brown, 2019, p. 224)

2. Design listening tasks that provide students with opportunities to practice and develop these listening skills and competencies. These activities should be authentic and relevant to students' interests and needs.

3. Provide explicit instruction in listening skills and strategies, such as how to identify contextual cues, predict outcomes, and use effective note-taking strategies. According to Goh and Zhang (2017, p. 267) "explicit instruction in listening strategies, such as note-taking and predicting outcomes, can help learners develop the metacognitive awareness necessary to monitor their listening and improve their comprehension."

4. Encourage students to self-assess their progress and take ownership of their learning by setting goals, tracking their progress, and reflecting on their learning.

5. Create a supportive and student-centered learning environment that fosters learner autonomy, collaboration, and critical thinking.

6. Use a variety of assessment strategies to measure student learning, including formative assessments (e.g., peer feedback, self-assessment) and summative assessments (e.g., quizzes, exams, presentations). Ling and Rosenberg (2018) state that

> "Assessment of listening proficiency in a competency-based approach should focus on evaluating learners' ability to understand main ideas, recognize supporting details, and follow instructions in real-world listening situations" (p. 57).

7. Continuously monitor and evaluate your teaching practices and make adjustments as needed to better support student learning and achievement. For Vandergrift (2019, p. 32) "encouraging learner autonomy in listening instruction can help learners take ownership of their learning and develop the metacognitive strategies necessary for effective listening."

Overall, teaching listening under the CBA involves a focus on developing specific listening skills and competencies through authentic tasks and activities, explicit instruction, and a supportive learning environment that fosters learner autonomy and reflection.

1.3. Teaching listening and the CBA

In this section we will discuss the teaching process of listening and link it to the CBA. At the end of this section, the reader will be able to distinguish or to know the difference between teaching listening and teaching listening under the CBA.

1.3.1. Teaching Listening Definition

Teaching is the process of attending to people's needs, experiences and feelings, and making specific intervention to help them learn it. It is the concerted sharing of knowledge and experiences. Teaching English depends on teaching the four main skills writing, reading, speaking and listening.

Teaching listening refers to the process of helping students develop their ability to comprehend spoken language, in other word, to imparting skills and knowledge to learners on how to listen attentively and purposefully. According to Ur (2012, p. 102), "The main goal of teaching listening is to enable our students eventually to cope with the natural listening situations that they are most likely to encounter in real life."

This involves not only understanding the words being spoken but also the context, tone, and intention behind them. It involves a set of activities and techniques aimed at improving the listener's ability to comprehend and retain information accurately. The primary goal of teaching listening is to equip learners with an essential language skill that can help them succeed in various academic and social contexts. It also helps them to interact more efficiently with others, speak well with good pronunciation and develop their communication skills.

Listening is a complex skill that requires students to use their cognitive, linguistic, and socio-cultural knowledge, to interpret and respond to spoken messages accurately and appropriately. "Listeners can apply different types of knowledge to the task, including: prior (world or experiential) knowledge, pragmatic knowledge, cultural knowledge about the target language, and discourse knowledge (types of texts and how information is organized in these texts). These knowledge sources are stored in the listener's long-term memory in the form of schemata (complex mental structures that group all knowledge concerning a concept)" Vandergrift and Goh, (2012, p. 18)

Effective listening teaching involves developing a curriculum that is appropriate to the learners' needs, interests, and abilities. It requires identifying the essential components of listening, such as paying attention and understanding the message content and context, and organizing them into a coherent program. In addition, teaching listening requires the use of various materials, such as videos, dialogues, songs, and podcasts, to provide multi-sensory instruction that meets diverse learning styles.

A successful listening curriculum includes assessment frameworks and activities that monitor learners' progress and provide feedback. These activities should be designed to reflect the learners' proficiency levels, and the feedback should be specific and constructive. To ensure successful learning outcomes, the teaching approach should be interactive, motivating, and engaging. Moreover, the teaching should be learner-centered, allowing the learner to participate in their learning process actively. In summary, teaching listening is a crucial aspect of language learning that enhances the learner's ability to communicate effectively and succeed in various academic and social contexts.

1.3.2. Teaching Listening Strategies

As a part of an effective listening teaching, teaching listening strategies is essential for learners. Rivers, (1981, p. 92) states that "Effective listening strategies enable learners to decode spoken language, recognize important information, and make inferences, contributing to overall communicative competence."

There are different strategies that educators can use to help students develop their listening skills. These include pre-listening activities, such as predicting and activating prior knowledge, during-listening activities, such as note-taking and summarizing, and post-listening activities, such as reflection and evaluation. In addition, educators can use authentic materials, such as podcasts, news broadcasts, and videos, to expose students to real-world language use and provide opportunities for them to practice their listening skills in meaningful contexts. "Effective listening involves not only the reception of auditory information but also the interpretation, evaluation, and response to that information." Rost, (1990, p. 56)

There is also top-down and the bottom-up approaches, which are the commonly used listening strategies. Both of these listening strategies are important for effective communication, and skilled listeners will typically use a combination of bottom-up and top-down listening to understand spoken messages. In their book on active listening, Michael Rost and JJ Wilson offer top-down as one of the five 'frames' of listening (Rost and Wilson 2013). Top-down listening involves using prior knowledge and contextual clues to understand the meaning of a spoken message. This approach emphasizes the use of background knowledge, such as knowledge of the topic, speaker, or situation, to comprehend the message. For Atilang and Inan, (2015, p. 568) "top-down processing refers to the influence of pre-existing knowledge, expectations, and context on our perception of incoming sensory information."

Bottom-up listening, on the other hand, involves focusing on the individual sounds and words of a spoken message to understand its meaning. This approach emphasizes decoding and analyzing the language itself, rather than relying on pre-existing knowledge or expectations. According to Treisman and Gelade, (1980), they claim that bottom-up processing refers to the processing of sensory information from the environment, without the influence of pre-existing knowledge or expectations.

Both top-down and bottom-up listening strategies can be helpful in improving listening skills, and teachers often use both approaches to help students develop their abilities to comprehend spoken language.

As we indicated in the above definitions, some strategies contribute directly to learning (e.g., memorization strategies for learning vocabulary items or grammatical structures), while other strategies have as their main goal that of using the language (e.g., verifying that the intended meaning was conveyed). Some strategies are behavioral and can be directly observed (e.g., asking a question for clarification), others are mental and behavioral but not easily observable (e.g., paraphrasing), while others are just mental (e.g., making mental translations

for clarification while reading) and must be accessed through other means, such as through verbal report.

An essential step in teaching listening strategies is to help students to understand the significance of different types of listening. For example, informational listening and critical listening require distinct abilities and techniques. Informational listening is when learners listen with the objective of extracting information, such as when listening to lectures, interviews, or directions. Critical listening, on the other hand, entails analyzing and evaluating information to form opinions, such as when listening to debates, speeches, or documentaries. Students must understand what type of listening is required and adopt the appropriate listening strategies to the situation.

Another crucial technique in teaching listening strategies is to assist students in developing their active listening skills. Active listening refers to the methods used to make sense of what is being spoken, including such methods as questioning, summarizing, and paraphrasing. Teachers should encourage students to practice these skills in class or with partners. Effective active listening involves staying engaged and attentive and using nonverbal methods such as eye contact and body language. By adopting these techniques, students can improve their listening abilities and develop effective communication skills that they can apply in their daily lives.

Harmer, (2015, p. 336) mentioned in his book strategies we might encourage our students to use include:

> "Thinking about the topic of the listening before it begins and activating what they already know about it. Identifying what the typical issues associated with a topic might be, when the listening is a dialogue. Thinking about what people typically say in, such situations, predicting the kind of vocabulary they are likely to hear. Taking notes of key words while listening to aid memory."

1.3.3. Difficulties of Teaching Listening under CBA

Teaching listening to students is an essential part of a teacher's job. Listening skills are crucial, not only in the classroom but also in everyday life. However, teaching listening can be a challenging task, especially under CBA difficulties. According to Dr. Mary Lee Fields, teaching listening under the competency-based approach can be challenging because it requires not only the development of listening skills but also the integration of these skills into the broader context of communication.

Teaching listening under CBA can be challenging, but it is an essential task that requires careful consideration and dedication. Teachers need to be aware of the difficulties involved in teaching listening and employ strategies that cater to the diverse needs of the learners. By adapting differentiated instruction, assessing listening proficiency using various methods, using appropriate listening materials, managing time, and prioritizing teaching, teachers can overcome the difficulties of teaching listening and help students develop the crucial listening skills necessary for succeeding in academic and non-academic contexts. According to Dr. John Richards, one of the difficulties in teaching listening under the competency-based approach is that it requires a shift away from traditional methods of teaching, which focus on rote memorization and repetition, to more interactive and engaging approaches that involve critical thinking and problem-solving.

As effective listening is an essential skill for communication and success in many fields. In Algeria, there may be several challenges in teaching listening under a competency-based approach. The lack of resources is one example of these challenges; the availability of audio materials and technology needed to develop listening skills can be limited in some areas. Another example is limited teacher training. Teachers may not have received sufficient training on how to teach listening effectively, particularly within a competency-based approach.

Cultural differences are also among the challenges of teaching listening under the CBA principles. The use of certain accents or vocabulary in listening materials may be unfamiliar to students, which can make it more difficult for them to understand. Another problem is the relatively big number of students per class. Teachers may struggle to provide individualized feedback and support to each student in large classes, which can influence the effectiveness of the teaching. As for the language proficiency, the students may not have a sufficient level of proficiency in the target language to understand complex and authentic listening materials. Above all, the time constraints represent a major barrier. Teachers have limited time to cover a vast amount of listening materials. This can lead to a lack of depth in teaching listening skills, which affects students' ability to retain and apply the information learned.

1.3.4. The Importance of Teaching Listening Under CBA

In most cases, people focus entirely on the speaker and ignore the importance of listening. Teaching listening in a competency-based approach is essential as it ensures that learners develop effective communication skills that enable them to transfer knowledge, work well in teams and build relationships within their community. The CBA emphasizes the development of practical skills that can be applied in real-life situations. According to Green (2017), he said that, Competency-based education focuses on what students can do with their

knowledge, rather than simply acquiring knowledge itself. It emphasizes the development of real-world skills and abilities that are essential for success in the modern workforce.

Teaching listening under the competency-based approach helps learners develop their critical thinking and analytical skills. It also enhances their learning outcomes, as well as their ability to comprehend and interpret complex information. It is also a critical skill for effective communication, which is necessary for teamwork, problem-solving, and decision-making.

Equipping learners with such skills is important as it enhances their employability, interpersonal relationships, and community impact. Therefore, teaching good listening skills should be given priority under the competency-based approach.

Conclusion

Teaching listening under the competency based approach is an effective way to develop learners' skills and knowledge in a specific field. It emphasizes the development of critical thinking, analytical skills, and comprehension, which are essential for success in academic and professional careers. To teach listening effectively, teachers must design activities that promote active engagement and interaction among learners, use authentic materials, and assess learners' skills and knowledge accurately. The implementation of the competency based approach on teaching listening in Algerian middle schools requires a shift in the traditional teaching methods. Teachers need to be trained on how to develop listening competencies, design appropriate assessments, and provide feedback effectively. Additionally, schools need to provide the necessary resources such as authentic materials, technology, and training programs to support the implementation of this teaching methodology. The government can also play a role in promoting the adoption of this approach by providing incentives and funding for schools that adopt it.

In this regard, teachers need to adopt new strategies to ensure that listening skills are acquired by students in a systematic and comprehensive manner. It is essential for Algerian middle schools to adopt this approach to enhance student learning and promote critical thinking skills. By employing the strategies outlined in this presentation, teachers can overcome the challenges of teaching listening and create an engaging learning environment that promotes active learning and student motivation.

CHAPTER TWO:

RESEARCH METHODOLOGY And RESEARCH DESIGN

Chapter 2: Research methodology and Research design

Introduction

The Competency Based Approach (CBA) was implemented in the Algerian system in 2003 introducing new strategies. The current study is carried out to give an overall view on the teaching of the listening skill within the CBA framework, and the difficulties the teacher can face. Our study focuses on the following research questions:

- What are the used ways in teaching listening under the CBA?

- Do teachers face difficulties while teaching? If yes, what are they?

- What are the possible solutions to suggest?

This chapter is critical in establishing the credibility and reliability of the research. It provides the reader with insight into the researcher's approach and allows them to evaluate the validity of the research findings.

This chapter provides a description of the study under investigation; it deals with the research methodology and the main findings of the present research. It is divided into two sections; the first section is about the research methodology. It describes the methods used to collect data and the sampling technique. The second section provides the data analysis process, and interpretation of the research findings, and discusses any limitations and ethical considerations that may have affected the study.

This chapter provides a comprehensive overview of the research process and highlight the strengths and weaknesses of the methodology used.

2.1. Research Methods and Data Collection

2.1.1. Research Design and Approach

The current research is descriptive. It describes the teaching of listening under the competency based approach and its difficulties at BBA's middle schools. In order to complete this investigation and get reliable and valid data; we adopted the mixed-method approach which consists of the qualitative and quantitative methods. According to Creswell and Plano, (2007, p. 5) "Mixed method approach involves philosophical assumptions that guide the direction of the collection and analysis of data and the mixture of qualitative and quantitative data in a single study or series of studies".

Moreover, the mixed method leads to a clearer understanding of the problem, and to valid findings. According to Green, Caracelli and Graham (1989), they believed that, the mixed methods research is an innovative and powerful research approach that has the potential

to generate more robust and valid findings than either quantitative or qualitative research alone.

In this study, we have used a questionnaire as a research instrument to collect the necessary data. It is designed to the middle schools English teachers. It contains five (5) sections and forty (40) questions.

2.1.2.   Population and Sampling

The selected participants for this study are the English teachers of middle school in BBA, during the academic year 2022-2023. However, since we cannot conduct a study with the whole population, we have selected a sample of 19 teachers.

We chose this population as sample for our study to investigate the teaching process of EFL skills, especially the listening skill to the beginner learners under the competency based approach. The objective is address the challenges that teachers may face during teaching the basics of EFL in our schools.

2.1.3.   Data Collection Tools

As mentioned earlier, the present research is a descriptive study. It follows a mixed methodology; it relies on two distinct data collection tools:

a.   Classroom observation

b.   Questionnaire

According to Wendy (2004, p. 3) "The mixing of data types, known as data triangulation, is often thought to help in validating the claims that might arise from an initial pilot study".

2.1.3.1.   Classroom Observation

2.1.3.1.1.   Description of the Classroom Observation

Kawulich (2012, p. 1) defined classroom observation as "a way of gathering data by watching behavior, events or noting physical characteristics in the natural setting". She added that "observation is a primary tool to help you document what is going on in that setting" (2021, p. 1). Additionally, Schmuck (1997, cited in Kawulich, 2005, p. 3) put forth that "it provides researchers with ways to check for nonverbal expression of feelings, determines who interacts with whom, grasps how participants communicate with each other, and checks for how much time is spent on various activities".

The classroom observation records and measures a teacher's teaching abilities by systematically observing and recording their class performance.

Thus, classroom observation as a data collection plays a central role in gathering data in our research since one of the researchers in this study is a middle school teacher. So it permits to investigate the process of presenting a listening lesson within the framework of CBA in a live situation and authentic context where both teachers and students act naturally and spontaneously. It enables the researcher to collect data objectively and neutrally. To this regard, during two sessions with a second year middle school class of 38 students at Benmaamar Rabiaa middle school in BBA, the observation was mad with an experienced teacher who presented listening lesson respecting the principles of CBA. The observed items can namely be presented as follows:

a. the listening lesson framework, theme and focus,

b. interaction patterns,

c. the teacher's and the student's roles,

d. the types of activities,

e. time management,

f. assessment.

2.1.3.1.2. The Aim of Classroom Observation

Accordingly, the classroom observation is the appropriate data collection tool that enables the researcher to collect the needed data to describe how CBA principles are applied in teaching the listening skill in a second year middle school level classroom and to discover the difficulties the teacher can face while presenting the lesson.

2.1.3.2. The Questionnaire

2.1.3.2.1. Description of the Questionnaire

A questionnaire is simply a list of questions that are designed to gather information from people. It is a useful tool for gathering information from a large number of people quickly and efficiently, and can provide valuable insights. According to Kadam and Bhalerao, 2014, p. 56)

"A questionnaire is a set of written questions used to gather

information from a sample of people. It is an inexpensive

and efficient method of data collection, and can be used to

collect information on a variety of topics."

This questionnaire is made up of forty (40) questions. It includes different types of questions; open-ended and close-ended questions, optional questions, rating, and degree of agreement. The middle school English teachers are asked to answer with their own words and their own choices according to their own experiences. The questionnaire is composed of five (5) sections, each section provides a main range of questions. The first section is general questions; it is about the teacher's profile and experience with nine questions. The second section is about teaching listening with nine questions. The third section deals with the techniques of teaching listening, with nine questions. The fourth sections focuses on the problems and the curriculum of teaching listening, with 11 questions. The final is reserved for taking teachers' recommendation, with 2 open-ended questions.

2.1.3.2.2. The Aim of the Questionnaire

The questionnaire handed to the participants aims to discover their ways and experiences of teaching listening under the competency based approach, and to bare the challenges they face during this process. In order to highlight a suitable way of teaching listening under the CBA and to suggest some possible solutions to overcome the challenges.

2.2. Data Analysis and Interpretation of the Results

2.2.1. Classroom Observation

2.2.1.1. The Listening Lessons' Themes, Frameworks and Focus

The second year English text book encloses four sequences endorsed in the syllabus. Each sequence includes from two to four listening lessons, under the title "I listen and do"; the teachers of English are supposed to teach their pupils around eight to sixteen listening lessons per year. Second year middle school classes have two English sessions a week with different lesson themes such as: I practice, I read and do, I learn to integrate. Most of the time, the teacher does not have the appropriate time to present all the needed lessons. This fact contradicts the CBA principles that tend to prepare the students to apply their English knowledge outside the classrooms.

The researcher attended two listening lessons. The first one was about "demonstrating their ability to talk about their future plans" (summer holidays). The second lesson was about "using a street map to talk about interesting sites" (location, distance, directions). Accordingly, the students showed a great interest and enthusiasm to take part in the different lesson's stages,

especially that it was the end of the school year and the students were excited for the summer holidays.

Concerning the lesson's framework, since listening is regarded as a productive skill, the teacher adopted the Pre-listening, During-listening, Post-listening framework (PDP) during the two observed sessions.

In what follows, we try to focus on describing the way the first lesson "talking about future plans" was delivered since the second lesson had the same framework and the same phases.

As a starting point, the teacher initiated the lesson by five minutes warming up activities, either by asking the students about the previous lessons, about the sequence topic or by setting some educational games. In the first lesson, the teacher started her lesson with a quick review about the simple future. The second lesson the teacher started with pictures of some famous landmarks asking them to guess their names. The aim behind this activity is to attract the students' attentions and to make them ready to learn.

Next, the teacher moved to introducing the lesson in a form of pictures asking them to guess the topic and presenting the difficult words the student can find in the script. This was the pre-listening phase. After that, the teacher moved to the second phase "during listening". She wrote a "true or false" task on the board, and used a data-show to present the pictures and the scripts. During the second lesson, however, the data-show was not available. She tried to provide head phones but they did not work. At the end, the teacher used her own voice. The teacher explained the task, and then the students listened to the scripts. The teacher stopped to explain some difficult words. After the listening, the students participated to do the task. The teacher wrote the second task which was about lexis "synonyms and opposites". The students interacted with the teacher to do the task. After that, the teacher wrote the third task "answering the questions" and gave the students another listening. The students interacted and discussed the answers with the teacher.

All through the last lessons' phase "post listening", the teacher asked her learners to use the background of the lesson and to work in pairs to complete a dialogue she wrote on the board. At the end, she asked two pairs to simulate their dialogues.

Regarding the teacher's main focus during the lessons, it was to help her students gathering much information and discovering new vocabulary while listening using skimming and scanning for general or specific information. However, she could not check all the students' answers due to the huge number of students. According to the teacher, the learners should use

all the vocabulary they learnt during the session in a piece of writing or in an oral presentation; in other words, the teacher aimed to apply the CBA principles which lead the student to use the English knowledge in real life situations outside the classroom.

2.2.1.2. Interaction Patterns

The different ways teachers and students interact in the classroom help to achieve the ultimate lessons' objectives.

2.2.1.2.1. Teacher-students Interaction

During the warming up and the first part of the pre-listening phases, the teacher dominated a high proportion of classroom talk. This let her initiate the topic and created a relaxed atmosphere that helped the students recall their prior knowledge.

2.2.1.2.2. Students-Teacher Interaction

In the second phase of the lesson "During listening", the researcher noticed a high portion of the students' interaction with their teacher. She tried to listen to more than three students in each task; the students were interested and excited to speak in English. Unfortunately, the big number of students and the limited time did not help the teacher to give equal opportunities to all the students to participate.

2.2.1.2.3. Students-Students Interaction

The last part of the lesson was "pair work"; the teacher asked her learners to work together to complete the given dialogue. The aim of this phase was to help them share the new vocabulary and using English during the session. Actually, the time was not enough to complete the task perfectly but the teacher aimed to develop the communicative skills of students, who were impeded by shyness and fear of speaking in public, to get rid of their psychological barriers.

2.2.1.2.4. Language Interaction

The teacher was keen to make English the only means of interaction in the classroom, and used pictures, gestures and body language to explain the difficult words. Some students used their mother tongues while answering; the teacher asked other students to repeat the answer in English. During the last phase, the students used Arabic to discuss the answers; the teacher did her best to make all the students interact in English. The huge number of students and the short time allotted were observably the main obstacles during the listening sessions.

2.2.1.3. The Teacher and the Students' Roles

Highlighting the roles of the teacher and the students during the sessions is one of the researchers' main concerns. The teacher from the beginning created a relaxed atmosphere that

gave the learners the opportunities to interact during the session, and helped them with gestures or body movements. The teacher relaxed them whenever they made mistakes or they felt unable to keep answering, and was a good monitor.

From another angle, the observer noticed that the students were highly motivated during the sessions. They were interested with the topics and excited to take a part in the discussion. Despite the teachers' efforts to make the students autonomous especially during the last phase of the lessons, they asked for teacher's help to provide them with the needed words. Also, they asked each other and discussed the answers because sometimes the teacher was not able to answer all that big number of students.

2.2.1.4.   Types of Activities

During the two listening sessions, the researcher observed a variety of activities such as "true or false", "answering the questions", "filling in the gaps", "synonyms and opposites" …etc.

The most important activity was the last one, which enabled the student to use his knowledge and vocabulary in written or oral situations.

2.2.1.5.   Time Management

Even though the teacher did her best to fairly give equal opportunities to all the students to participate by means of raising hands and asking for permission to interact, some students tried to dominate either by asking questions, answering questions addressed to the teacher or by interrupting their classmates' answers. The researcher noticed that those actions wasted time. Furthermore, the time given in the last part was not enough; it was about 15 minutes or less. During the most important phase in which the student may use English independently, the time did not help the teacher to accomplish this objective perfectly.

2.2.1.6.   Assessment

During the two listening sessions, the teacher relied on two important points to assess the effectiveness of the lessons' presentation; the interaction of students during the session and the use of the vocabulary learnt during the session in the last activity of the lesson. The researcher noticed that the teacher tried to achieve the objectives of the lessons with the maximum number of students that she could listen to.

2.2.2.   Analysis of the Questionnaire

The questionnaire we made was published two forms. One was the online form, and the other one was in printed form. We sent 21 links online, and received 14 answers. We handed 5 printed copies, and received them all back. Therefore, we had 19 answers.

2.2.2.1.   Section 1: General Questions

Q1: Gender

Q2: How long have you been teaching?

Q3: According to you, what is the most important skill that should be taught to the middle school students?

Table 1: The most Important Skill to be taught in the Middle School for the Participants

Teachers' number	Choices	Percentage
10	All	52.63%
1	Writing-Reading-Speaking	5.26%
2	Reading-Speaking-Listening	10.53%
1	Writing – Speaking	5.26%
2	Speaking – Listening	10.53%
1	Writing	5.26%
2	Speaking	10.53%

This is a multiple choice question about the important skill for the students, and the table above shows the number of teachers and their choices. The results show that (52.63%) choose all the skills while (5.26%) choose Writing-Reading and Speaking. On the other hand, (10.53%) choose Reading-Speaking and Listening. A rate of (5.26%) choose Writing and Speaking, and (10.53%) choose Speaking and Listening. (5.26%) choose Writing. (10.53%) choose Speaking.

➢ **Comment**

The majority of the participants think that all the skills should be taught to the middle school students, because EFL learning depend on those four main skills. The rest of them choose either just three skills, or two, or one, maybe they think that or according to their experiences, their choices are the most important ones.

Q4: According to you what is the easiest skill to teach?
Table 2: The Easiest Skill to Teach According to the Participants

Teachers' Number	Choices	Percentage
2	Writing	10.53%
1	Speaking	5.26%
1	Writing-Reading-Listening	5.26%
5	Listening	26.32%
7	Reading	36.84%
1	Reading-Listening	5.26%
2	Speaking-Listening	10.53%

This question has multiple choices about the easiest skill to teach. The table shows the teachers' number and their choices. Therefore, (10.53%) chose writing and (5.26%) choose speaking. A rate of (26.32%) choose listening while (36.84%) choose reading. In addition, (5.26%) of the teachers opted for Writing-Reading and Listening. Only (5.26%) chose Reading and Listening, and (10.53%) chose Speaking and Listening.

➤ **Comment**

A big number of the teachers said that reading is the easiest skill to teach, it is easy for them because they have the appropriate materials, like the text books, that enable them to practice it more. For the category that choose listening as the easiest, they do more efforts providing the materials. Others said it is writing, because they do a lot of writing activities. And for those who choose speaking, maybe they provide their students time to speak and communicate.

Q5: And what is the difficult skill to teach?
Table 3: The Most Difficult Skill to Teach According to the Participants

Teachers' number	Choices	Percentage
1	Writing-Reading	5.26%
3	Writing-Speaking	15.79%
1	Writing-Listening	5.26%
2	Speaking-Listening	10.53%
8	Writing	42.1%
2	Speaking	10.53%
2	Listening	10.53%

The question has multiple choices about the difficult skill to teach. The table shows the number of teachers and their choices. As we can see, (42.1%) of the teachers chose the writing skill, (10.53%) chose speaking, (10.53%) chose listening. A rate of (10.53%) chose Speaking and Listening while (5.26%) chose Writing and Listening and the same percentage chose Writing and Reading. (15.79%) chose Writing and Speaking.

➢ **Comment**

The majority of the teachers selected writing as the difficult skill to teach, because their students struggle with the new language, vocabulary, grammar…etc. The same percentage choose speaking and listening, because they can't provide neither the tools nor the time for their student to practice them.

Q6: According to your student what is the easiest skill to learn?
Table 4: The Easiest Skill to Learn According to the Participants

Teachers' number	Choices	Percentage
2	Reading-Speaking-Listening	10.53%
1	Reading-Listening	5.26%
9	Reading	47.37%
6	Listening	31.58%
1	Writing	5.26%

A multiple choice question about the easiest skill for the students to learn. The table shows the choices of the participants. In which, (47.37%) choose reading. (31.58%) choose

listening. (5.26%) choose writing. Besides the (10.53%) who choose Reading-Speaking and Listening. And (5.26%) choose Reading and Listening.

➢ **Comment**

According to the participants, most of them said that reading is the easiest skill to learn for their students, perhaps they practice it a lot with their text books. For the ones who said listening, it goes along with the reading, while the teacher is reading the students are listening which makes it easy for them to learn. And for the writing, it is back to the writing activities they do.

Q7: And what is the difficult skill to learn?

Table 5: The Most Difficult Skill to Learn According to the Participants

Teachers' number	Choices	Percentage
2	Writing-Speaking-Listening	10.53%
1	Writing-Reading	5.26%
3	Writing-Speaking	15.8%
1	Writing-Listening	5.26%
5	Writing	26.32%
1	Reading	5.26%
4	Speaking	21.05%
1	Listening	5.26%
1	Reading-Speaking	5.26%

This is a multiple choice question about the difficult skill for the students to learn. The table shows the choices of the teachers in which, (26.32%) chose Writing. (5.26%) chose reading. (21.05%) chose speaking, and other (5.26%) chose listening. Moreover, (5.26%) chose Reading and Speaking, same percentage chose Writing and Listening. (15.8%) chose Writing and Speaking. (5.26%) chose Writing and Reading. And (10.53%) presents Writing-Speaking and Listening.

➢ **Comment**

The table shows that the writing and the speaking are the most difficult skills to be taught, maybe because they need much time and materials. Whereas, the teachers see that the reading skill is easy to teach because they have the text book which provide them with

appropriate texts. Besides, the majority of teachers see that the listening skill is easy to learn; we think that this skill is ignored by teachers.

Q8: Which skill is the weakest of your students?
Table 6: The Students' Weakest Skill

Teachers' number	Choices	Percentage
1	Writing-Reading-Speaking	5.26%
2	Writing-Speaking-Listening	10.53%
5	Writing-Speaking	26.32%
7	Writing	36.84%
2	Speaking	10.53%
1	Listening	5.26%
1	Reading-Speaking	5.26%

The question is a multiple choices about the weakest skill of the students. Therefore, (5.26%) chose Writing-Reading and Speaking, the same number chose Reading and Speaking and the same percentage chose listening. (10.53%) chose Writing-Speaking and Listening, the same number chose speaking. (26.32%) chose Writing and Speaking. (36.84%) chose writing.

➢ **Comment**

Most of the teachers said that writing is the weakest skill of their students, we can lay that on the English being a new language for them, they are not familiar with the new vocabulary and grammar. For the speaking, maybe they have a problem with the pronunciation and the spelling. The listening skill being the weakest of the students, because of the lack of the appropriate teaching materials.

Q9: Give your opinion about the Competency Based Approach. Does it help the teaching and the learning process?
Table 7: Opinions about CBA and whether it is Helpful in Learning and Teaching

Answers	Number	Percentage
Yes	15	78.95%
No	1	5.26%
No answer	3	15.79%

The question is about giving opinions about the CBA. The table shows that (78.95%) accepted that the CBA helps the teaching process, because it is one of the best approaches that focuses on teaching real life skills and makes the teaching learning process more effective. It is also important and effective. (5.26%) said No, and the rest (15.79%) did not answer.

➢ **Comment**

The competency Based Approach helping the teaching and the learning process. The majority answered YES, because it is the fact of us getting knowledge so we can use this knowledge during our lives. The category that said NO, maybe because what they teach and what the students learn has no relation to the rea life situations.

2.2.2.2. Section 2: Teaching listening

Q10: Listening skill is very important in EFL teaching.
Table 8: The Importance of the Listening Skill

Options	Number	Percentage
Strongly agree	14	73.68%
Agree	5	26.32%
Neutral	0	0%
Disagree	0	0%
Strongly disagree	0	0%

The question is about the level of agreement with the importance of listening skill in EFL teaching. In which, the majority of the participants (73.68%) were strongly agree with that. (26.32%) answered with agree. And the other options were with 0 answers.

➢ **Comment**

The listening skill being important in EFL teaching, all of the participants agreed with that. We think that since it is one of the four main skills, and that is helps in teaching the other skills.

Q11: Do you spend much time teaching listening as the other skills? Why?
Table 9: Time Spent Teaching Listening

Options	Number	Percentage
Yes	14	73.68%
NO	5	26.32%

The table above shows the percentage of the answers about if the teachers are spending an equal time teaching listening to the other skills. Most of the teachers (73.68%) answered YES. A rate of (26.32%) answered NO.

> ➢ **Comment**

Most of the participants said that they do spend much time teaching listening as the other skills. Since they believe it helps learners to acquire more knowledge and to develop the other skills. The rest do not spend an equal time for the four skills. Because teaching listening takes much time than the other skills and not having enough sessions to teach it. So, the listening skill getting overlooked by some teachers, despite its importance.

Q12: According to you, how much time does the learner need to learn listening during a week?
Table 10: Time Needed to Learn Listening during a Week

Teachers' number	Choices	Percentage
4	Twice a week	21.05%
4	3 times/hours/days	21.05%
2	1 session	10.53%
1	4 times	5.26%
1	5 times	5.26%
3	More than 2 hours	15.8%
1	In each lesson	5.26%
3	/	15.79%

The table above shows the teachers' number and their answers about the time that the learner needs to learn listening during a week. Most of the teachers (21.05%) see that twice a week is good for the learners to learn listening. The same percentage sees that learners need 3 days/hours/times within a week to learn listening. (10.53%) said 1 session during a week is

enough while (5.26%) said that learners need to learn listening 4 times a week. Other (5.26%) said 5 times, and the same percentage said that each lesson should include a teaching listening session. (15.79%) said more than 2 hours/times. And (15.8%) didn't answer the question.

➢ **Comment**

The majority of the participant teachers said that the learners need more than two sessions a week to learn listening. We believe that the more sessions the learners have the more they improve their listening skills. Because it gives them time to practice and do more activities.

Q13: Do you find teaching listening important? Justify
Table 11: Importance of Teaching English for the Participants

Answers	Number	Percentage
YES	17	89.5%
No answer	2	10.5%

As highlighted in the table above, the majority of teachers (89.5%) find teaching listening important. The rest didn't answer.

➢ **Comment**

A high percentage of the participants voted on the important of teaching listening. Because, as they said that it is the first stage in learning language, it helps to learn the correct form of the language, and improves pronunciation, communication and speaking skills.

Q14: How do you teach the listening skill within the Competency based approach?
Table 12: How Listening is taught by the Participants within CBA

Teachers' number	Answers	Percentage
4	Using audios, videos and songs of native speakers that have vocabulary related to the topic	21.05%
2	Using audio scripts	10.53%
1	Using learner centered method	5.3%
1	Providing words that related to the topic	5.26%
1	Using role play	5.26%
1	Focusing on improving the learners competency in the topic	5.26%
1	Set goal, build background, introduce listening strategies, take notes and ask questions	5.26%
1	Activities: true/false, ask questions, synonyms/opposites	5.26%
2	I don't/ can't	10.53%
5	No answer	26.32%

The table above shows the answers of the participants on their ways of teaching listening skill under the competency based approach. The majority of them (21.05%) rely on using videos, audios of native speakers and songs. (10.53%) use audio scripts. (5.3%) use learner centered method. The same number uses role play, and others use activities such as true/false, ask questions, synonyms/opposites. Other teachers (5.26%) provide words related to the topic. The same percentage focuses on improving the learners' competency in the topic. Others set goals, build background, introduce listening strategies, take notes and ask questions. (10.53%) said that they do not or cannot teach listening under the CBA. And (26.32%) have not answered.

➢ **Comment**

We can see that all the teachers depend on the audio and the audio-visual materials in teaching listening under the Competency based Approach. Maybe because it gives them the opportunity to create an atmosphere for their students, to hear the native speakers' accents, to know the different dialect…etc.

Q15: What kind of tasks and teaching frameworks do you use in teaching listening?

Table 13: Types of Tasks and Teaching Frameworks used in Teaching Listening

Teachers' number	Answers	Percentage
2	Reordering	10.53%
8	PDP	42.1%
3	Activities: true/false, fill gaps, ask questions	15.79%
4	Scripts, videos, audios	21.05%
2	No answer	10.53%

The table contains the teaching tasks and frameworks used by the participants in teaching listening. In which, the majority of them (42.1%) use the PDP framework (Pre-listening, During-listening, Post-listening). (21.05%) use scripts, videos and audios. (15.79%) use activities such as true/false, fill gaps, ask questions. (10.53%) use reordering tasks. And the last (10.53%) haven't answer.

➢ **Comment**

We can see that the most used framework is the PDP. And there are other tasks and activities. So we can say that there is no specific task or teaching activities, it differs from a teacher to another, and according to the lesson.

Q16: Do your students interact with your methods of teaching listening?

Table 14: Students' Interaction of the Methods of Teaching Listening

Options	Number	Percentage
Yes	17	89.47%
No	2	10.53%

A Yes/No question was asked to find out if the students interact with their teachers' methods. The table above shows that (89.47%) of the teachers get their students interaction with their methods. While (10.53%) do not.

➢ **Comment**

The majority of the teachers said that their students do interact with their methods, which means that they are using the correct methods in their lessons.

Q17: Rate your students' level in listening skill

Table 15: Students' Level in the Listening Skill

Levels	Numbers	Percentage
Excellent	0	0%
Very good	5	26.32%
Acceptable	12	63.15%
Weak	2	10.53%
Unacceptable	0	0%

This question is about rating the listening skill level of the students. The table above shows that the participants did not give their students excellent or unacceptable rates. Therefore, the students' level is ranging between Very good and weak. For details, the majority of the students (63.15%) have an Acceptable level, (26.32%) have a very good level and (10.53%) have a weak level.

➢ **Comment**

A big number of the teachers rate their students' level of listening skill as Acceptable. We think that it is not well improved, because of the lack of the appropriate materials to teach this skill. The category who said that their students' level is weak, as we mentioned the first reason is the lack of the tools and materials, also, we can suggest another reason, the students are not doing more efforts or practice their listening skill.

Q18: Following the CBA makes the teaching and learning listening easy.

Table 16: How Teaching and Learning Listening are Made Easy Following CBA

Options	Number	Percentage
Strongly agree	1	5.26%
Agree	13	68.43%
Neutral	3	15.79%
Disagree	1	5.26%
Strongly disagree	1	5.26%

The table above shows the participants' level of agreement with the CBA making the teaching and the learning process easy. As the table shows, (5.26%) strongly agreed. The

majority of the participants (68.43%) agreed with that, while (15.79%) were neutral. Only (5.26%) disagreed, and the same percentage strongly agreed.

➢ **Comment**

The majority agreed with the CBA making teaching and learning listening easy, maybe because applying listening in the real life situations helps more in improving the listening skill. The ones who were neutral, we think it back to not being sure if there is situations in our lives that include listening skill. The ones who disagree, maybe because of the listening lessons has nothing related with our real life situations.

2.2.2.3. Section 3: Techniques

Q19: Teachers focus more on developing grammar, reading and writing skills than listening skill as it is not including on their exams.

Table 17: Teachers' Focus on Grammar, Reading and Writing Skills more than Listening

Options	Number	Percentage
Strongly agree	4	21.05%
Agree	6	31.58%
Neutral	4	21.05%
Disagree	5	26.32%
Strongly disagree	0	0%
Strongly disagree	0	0%

This question includes the level of agreement with the teachers focusing on developing grammar, reading and writing skills more the than listening skill. The table above shows that the majority of the participants agreed with that; (21.05%) are strongly agreed, and (31.58%) agreed. A rate of (21.05%) were neutral, and (26.32%) disagreed.

➢ **Comment**

A big number of the participants agreed with the act that the teachers focus more on developing grammar, reading and writing skills than listening skill as it is not including on their exams. We believe that the main reason of the teachers ignoring listening is that the curriculum and the syllabus do not contain any exams which include listening skill. The ones who are neutral, and the ones who are disagree, we think that they focus on teaching listening as the other skills.

Q20: It is difficult to apply the CBA techniques when teaching listening for middle school students because they are not ready for the learner centered approach.

Table 18: Difficulty in Applying CBA Techniques when Teaching Listening

Options	Number	Percentage
Strongly agree	3	15.79%
Agree	8	42.1%
Neutral	3	15.79%
Disagree	5	26.32%
Strongly disagree	0	0%

The table above highlights the level of agreement of the teachers with the idea that applying the CBA techniques is difficult during teaching listening. The majority of the teachers agreed with that; (15.79%) strongly agreed, and (42.1%) agreed. Whereas, (15.79%) were neutral and (26.32%) disagreed.

➢ **Comment**

The majority of the participants agreed that it is difficult to apply the CBA techniques when teaching listening, because they are not ready for the learner centered approach. We think that it back to the huge number of the students in the classroom, so that the teachers cannot pay attention for all of them. For those who disagree, maybe because they have few number of the students in their schools and classrooms.

Q21: While teaching listening under the CBA, do you face problems with the classroom management?

Table 19: Problems with Classroom Management when Implementing CBA

Options	Number	Percentage
Yes	9	47.37%
No	10	52.63%

The table above highlights the level of agreement of the teachers with the idea that applying the CBA techniques is difficult during teaching listening. The majority of the teachers agreed with that; (15.79%) strongly agreed, and (42.1%) agreed. Whereas, (15.79%) were neutral and (26.32%) disagreed.

➢ **Comment**

The teachers who said that YES, they do face problems with the classroom management, maybe because of the big numbers of the students in one classroom, makes it difficult for them to manage the whole class and give them all the chance to participate. For those who said NO, they do not face problems, maybe they have little number of the students.

Q22: Do you face problems with the time management while teaching listening under the CBA?

Table 20: Problems with Time Management when Implementing CBA

Options	Number	Percentage
Yes	10	52.63%
No	9	47.37%

A Yes/No questions in which we explored if the teachers do face problems with the classroom management while teaching listening under the CBA. We found that (47.37%) do face classroom management problems. And (52.63%) do not face any.

➢ **Comment**

The participants who said that they do face problems with the time management, we believe that it because the giving time of the English session is three hours a week, which are not enough for the long program. Which makes the teachers skip or overlook the listening lessons. For the group who said they do not face problems, maybe they do skip a lot of lessons or do not get deeper into the lessons.

Q23: Do teachers face problems finding the appropriate tools to teach listening?

Table 21: Problems in Finding Appropriate Tools to Teach Listening

Options	Number	Percentage
Yes	13	68.42%
No	6	31.58%

The table contains the percentage of the teachers who face problems or difficulties finding the appropriate tools to teach listening and those who don't. The results show that (68.42%) said YES and (31.58%) said NO.

➢ **Comment**

A big number of the participant teachers face problems finding the appropriate tools to teach listening, maybe because their schools do not provide them with the suitable tools and materials of teaching listening. The few number who said they do not face problems, we think that they do not use those tools at all.

Q24: According to you, what are the most used tools in teaching listening?
Table 22: the Tools Mostly used in Teaching Listening

Teachers' number	Answers	Percentage
12	Audio and audio visual tools	63.16%
1	Dialogues	5.26%
1	Repetition	5.26%
2	Reading (using my own voice)	10.53%
1	Course book	5.26%
2	No answer	10.53%

The table above sets the most used tools in teaching listening by the participants. The majority of them (63.16%) use audio and audio visual tools such as videos, audios, songs, audio and scripts, also data show and head phones. (10.53%) use their own voices by reading. (5.26%) use dialogues, the same percentage uses repetition. Other (5.26%) use the course book. And (10.53%) did not answer.

➢ **Comment**

The table above shows that the used tools differ from a teacher to another, or they could be the same. It back to the type of lessons and what helps the students to get a better understanding. Although, the most used tools are the audio and the audio-visual tools, which are related with teaching listening under the CBA principles.

Q25: What do you use in your teaching of listening?
Table 23: What Teachers Use in Teaching Listening

Tools	Number	Percentage
Videos	2	10.53%
Audios	3	15.79%
Your voice	4	21.05%
All	10	52.63%

This is a multiple choice question that focuses on what the participants use in their process of teaching listening. The table shows that (10.53%) use videos, (15.79%) use audios, (21.05%) use their own voices, and (52.63%) use all these tools.

➢ **Comment**

Most of the teachers do their best to use all the mentioned tools. But as we see a big percentage use only their voices because of the lack of tools.

Q26: What do you think are the suitable techniques and tools to teach listening under the CBA?

Table 24: Suitable Techniques and Tools to Teach Listening under CBA

Teachers' number	Answers	Percentage
1	Set goals of listening activities and build background	5.26%
12	Audio and audio visual tools	63.16%
1	Two ways communication	5.26%
1	Flashcards, peer work	5.26%
1	Listening and decoding	5.26%
3	No answer	15.8%

This table highlights the suitable techniques and tools to teach listening skill according to the participants. The majority of them (63.16%) said that audio and audio visual tools are suitable tools for teaching listening. (5.26%) said that setting goals for listening activities and building background is a suitable technique. Other (5.26%) said that flashcards are suitable tools and peer work is a suitable technique for teaching listening. The same percentage said that the two ways of communication are a good technique. And other (5.26%) referred to listening and decoding. Finally, a rate of (15.8%) did not answer.

➢ **Comment**

There are different techniques and tools according to the teachers' opinions. We think that they try to be creative, to get their students' interaction. But they face some conditions that do not allow them to do it.

Q27: How you rate the students' interaction with the tools used during the session?
Table 25: Students' Interaction with the Tools Used During the Listening Session

Levels	Number	Percentage
Excellent	2	10.53%
Very good	2	10.53%
Acceptable	13	68.41%
Weak	2	10.53%
Unacceptable	0	0%

This table includes the rating of the participants about their students' interaction with the tools they use in teaching listening. We found that the majority (68.41%) said that it is acceptable. (10.53%) said it is excellent, and the same percentage said it is very good. And other (10.53%) said it is weak.

➢ **Comment**

Most of the participants rated their students' interaction with the used tools from acceptable to excellent, maybe because they use the suitable tools and choose an interesting topics for their students. The rest who rated it as weak, probably do not use the appropriate materials nor interesting topics.

2.2.2.4. Section4: Problems - Curriculum – Syllabus

Q28: Teachers spend much time completing administration documents (log book, diary book, sequence plans…etc) than preparing effective listening lesson plans.
Table 26: Participants Opinions about the Time Spent Completing Administrative Documents instead of Preparing Effective Listening Lesson Plans

Options	Number	Percentage
Strongly agree	5	26.32%
Agree	7	36.83%
Neutral	2	10.53%
Disagree	5	26.32%
Strongly disagree	0	0%

This question is about the level of agreement, if the teachers spend much time completing administration documents than preparing effective listening lesson plans. The table

above shows that the majority of the participants agreed with that. Where, (26.32%) are strongly agree, and (36.83%) are agree. Whereas, (10.53%) are neutral, and (26.32%) are disagree.

➢ **Comment**

A lot of teachers spend much time completing their administration documents, which leads to not having enough time to prepare listening lessons plan, so they skip it and prefer doing lesson plans of the other skills rather than preparing effective methods to the listening skill.

Q29: Do you face any problems or difficulties during teaching listening?

Table 27: Difficulties or Problems Faced during Teaching Listening

Options	Number	Percentage
Yes	11	57.89%
No	8	42.11%

This table shows if the teachers face any problems or difficulties during teaching listening; (57.89%) answered YES and (42.11%) answered NO.

➢ **Comment**

A big percentage of the participants said that they do face problems during teaching listening, maybe because they cannot provide the tools, mange the class nor the time. The percentage who said NO, maybe they do not give listening its right.

Q30: If it is YES, what kind of problems and difficulties do you face?

The (57.89%) of those who face problems or difficulties during teaching listening said that they have lack of materials (no curtains, no electricity, no magnetic board). The other problem is that the students talk when they should listen (lack of interest and concentration), and the book's scripts are not suitable for the students' level. In addition, the huge number of the students prevents them from catching information. The other problem cited by the teachers was that of time management.

Q31: Do your students have any problem or difficulties during the listening session?
Table 28: Students Problems or Difficulties during the Listening Session

Options	Number	Percentage
Yes	15	78.95%
No	4	21.05%

The table above highlights the percentage of the participants whose students have any problems or difficulties during the listening session. We found that (78.95%) said YES, and (21.05%) said NO.

➢ **Comment**

The ones who said yes, their students have problems during the listening session, maybe because they do not get the chance to practice it, or to participate their ideas. The ones who said no, we think that they mean a small number of their students not all of them.

Q32: If it is YES, what kind of problems do they face?

A rate of (78.95%) teachers said that their students face problems or difficulties during the listening session. They declared that they do not have a good baggage of the language, they are not aware of the words and they do not understand the accent of the audio scripts. This is in addition to the big number of students, the lack of concentration and the insufficiency of time.

Q33: Does the curriculum/syllabus give an equal importance to the four main skills?
Table 29: The Equality of Importance Given to the Four Skills in the Curriculum/Syllabus

Options	Number	Percentage
Yes	7	36.84%
No	12	63.16%

This is a Yes/No question in which we wanted to explore if the curriculum/syllabus gives an equal importance to the four skills. We found that the majority (63.16%) said NO; i.e., the four skills are not given the same degree importance. On the other hand, (36.84%) said YES.

➢ **Comment**

For the curriculum and the syllabus not giving equal importance to the four skills, the group that said yes, maybe they know that the syllabus does give importance to the listening skill, as it is one of the main skills in EFL learning. For those who said no, maybe they think of the difficult scripts that do not suit the students' level, which makes the teachers search for other suitable scripts. Besides the long program and the short given time oblige the teachers to skip some lessons.

Q34: Does the curriculum fulfill the needs of teaching listening?
Table 30: The Curriculum's Fulfilment of the Teaching Listening Needs

Options	Number	Percentage
Completely	1	5.25%
Basically	8	42.11%
Minimum	8	42.11%
Unreachable	2	10.53%

The table above shows the degree of fulfillment of the curriculum for the teaching listening needs. The majority of the participants said it basically fulfils the needs with (42.11%), and it is minimum with (42.11%). Whereas, (5.25%) said it is completely, and (10.53%) said it is unreachable.

➢ **Comment**

All we can say about the curriculum fulfills the needs of teaching listening, is that most of the teachers are not satisfied with the given curriculum and syllabus. Which leads to the idea that the listening skill is not being taught appropriately.

Q35: Does the syllabus include effective lessons of listening practice?
Table 31: The Effectiveness of the Lessons Included in the Syllabus for Listening Practice

Options	Number	Percentage
High	1	5.26%
Medium	12	63.16%
Low	6	31.58%

The table above highlights the effectiveness of the listening lessons included in the syllabus. The majority of the teachers (63.16%) said that they have medium effectiveness. Whereas, (5.26%) said they are highly effective. And the (31.58%) said they are of low effectiveness.

➢ **Comment**

According to the table, we think that the teachers are doing lesson plans where they cannot depend on the given syllabus, or the textbooks. They are obliged to do more efforts besides their struggling with the lack of the appropriate tools and materials.

Q36: Are there any problems or difficulties in applying the syllabus instructions while teaching listening? Justify

Table 32: Problems or Difficulties in Applying the Syllabus Instructions while Teaching Listening

Options	Number	Percentage
Yes	8	42.11%
No	7	36.84%
No answer	4	21.05%

We asked this yes/no question to find out if the participants face any problems or difficulties in applying the syllabus instructions while teaching listening; (42.11%) said yes they do, (36.84%) said no they do not, and (21.05%) did not answer.

The (42.11%) who answered Yes said that the syllabus contains a lot of difficult scripts, tasks, vocabulary and the teachers have neither enough time nor the suitable materials.

➢ **Comment**

The teachers who said that there are problems in applying the syllabus instructions while teaching listening, added that the syllabus contains a lot of difficult scripts, tasks, vocabulary and the teachers have neither enough time nor the suitable materials. Those who said no maybe are skipping the listening lessons, or they do other lesson plans out of the syllabus.

Q37: Does the curriculum/syllabus follow the CBA?
Table 33: The Curriculum's/Syllabus's Compatibility with the CBA

Options	Number	Percentage
Yes	13	68.42%
No	6	31.58%

The majority of the participants (68.42%) said that the curriculum/syllabus does follow the CBA. Whereas the rest (31.58%) said that they do not.

➢ **Comment**

From the table above, we can say that the curriculum/syllabus follow the CBA. But there are some conditions which lead the teachers to not teach or apply the curriculum and the syllabus instructions. The few number that said no, could be as a result of the instructions being difficult to apply for their students.

Q38: Does the Competency based approach help to achieve the session goals?
Table 34: Suitability of CBA in Achieving the Session Goals

Options	Number	Percentage
Yes	16	84.21%
No	3	15.79%

The majority of the teachers (84.21%) said that the CBA helps to achieve the lesson goals. Whereas the (15.79%) said it does not.

➢ **Comment**

The majority said that the Competency based approach helps to achieve the session goals. Because it helps the students to use the English language outside the classroom. Those who said no, maybe find it difficult to apply the CBA in their sessions.

2.2.2.5.   Section5: Recommendations

Q39: What are your suggestions and solutions to teach listening under the CBA?

Here are some suggestions from the participants:

- ➢ The ministry should provide the schools with the necessary tools and it should give more than 3 sessions to teach English during the week. Our classes should not have more than 20 students.

- ➢ Learners should listen for purpose - Teachers should motivate learners with games, videos and flashcards - listening tasks should be suitable for the learners' needs.

- ➢ Teachers should work on learners needs and make them in the center of the teaching / learning process while providing help and guidance

- ➢ Teaching listening should be more related to learners' needs and interests besides to their real life situation.

- ➢ Classes should be crowded. Tools and equipment should be provided, and the program needs to be simplified.

- ➢ The teacher should be provided with the best tools to teach.

- ➢ Adapted Scripts, in a form of CD, should be provided.

- ➢ The use of communicative tasks is advisable.

Q40: Give your opinion about this topic. Is it worth studying? And why?

   Here are some opinions of the participants about the topic:

- ➢ I think it is a very interesting topic and teachers strongly need such kind of questionnaires to give their points of view and talk about the problems they face.

- ➢ Yes of course because it helps us to teach easily and solve difficulties of teaching process by taking into consideration 4 skills of teaching process

- ➢ Yes, it is.... Education in Algeria mainly the foreign languages teaching must be reformulated and studies... It needs more update.

- ➢ Yes, it is because teaching listening is the hardest part of our job as teacher especially teaching young learners.

- ➢ Yes of course because the listening skill is very important to teach English and it has been neglected

- ➢ Yes, because listening is very important in teaching under the CBA

- ➢ It is, since listening is an important skill that should be enhanced

- ➢ Of course since it is an educational national topic

- ➢ Very interesting.

2.3.   Discussion of the Results

2.3.1.   Summary of the Findings of the Classroom Observation

The classroom observation permitted the researchers to have an overall picture of the way listening lessons are presented under CBA principles and to discover the difficulties the teachers can face in the Algerian middle school. The teacher was keen to select interesting topics and activities to her students' needs. The PDP framework was used to help present the lesson's topic and engage the student in the lesson (student centered). A smooth transition was remarkable through the different lessons' phases. The teacher sharpened her focus on giving the students the opportunity to answer, to speak English and to gather new vocabulary during the listening sessions. She did her best to provide the needed and the appropriate tools and ways to achieve her lesson's objectives.

Essentially, the teacher used the correct framework, successful scripts and activities that enabled her to realize the CBA principles. The teacher faced different difficulties; the lack of tools, the big number of students and the insufficient time were observable. All those difficulties crated some other obstacles that impeded the application of some CBA principles during the sessions.

2.3.2.   Summary of the Findings of the Questionnaire

The aim behind the administration of the questionnaire at hand is to see the different ways of teaching listening under the CBA. To know the challenges of teaching listening under the CBA. And to suggest some possible solutions.

We found that the majority of the participants admit the importance of the listening skill and the role of the Competency Based Approach in teaching. They use variety of tasks and activities to apply the CBA within the listening sessions. Such as true/false, ask questions, filling the gaps, and synonyms/opposites. Besides, using audios/videos of native speakers, role plays, focus on improving the vocabulary and the competency of the students.

However, teachers do face challenges in teaching listening using the CBA, like the time management and classroom management. Besides, the difficulty of finding and providing the appropriate tools/materials (no curtain, no electricity, no magnetic board). Moreover, according to some teachers, the curriculum and the syllabus which do not completely fulfill the teaching listening needs. And do not include high effective lessons of listening practice. Besides, the difficulties in applying the syllabus instructions while teaching listening, which are difficult to teach and not suitable for the students' knowledge level.

At the end, we gave the teachers a chance to suggest some suitable solutions to their problems. Such as, teaching listening should be more related to learners' needs and interests besides to their real life situation. The ministry should provide the schools with the necessary tools and it should give more than 3 sessions to teach English during the week. Our classes should not have more than 20 students…etc.

Conclusion

At the end of this chapter, and from the data analysis we did, we find that the listening skill is neglected by the majority of teachers, which makes it ignored by the learners either. Without knowing the huge importance of this skill, and the improvement provided in their language learning. Moreover, most of the participants, try to apply the CBA principles in their lessons plans, which enable the learners to use English in their real life situations. Unfortunately, the English teachers face different kinds of problems that makes it challenging for them to teach listening using the Competency Based Approach.

CHAPTER THREE:

LIMITATIONS, IMPLICATIONS, SUGGESTIONS AND RECOMMENDATIONS

Chapter 3: Limitations, Implications, Suggestions and recommendations

This chapter contains the limitations we faced while conducting this study, the implication of our research and some suggestions and recommendations.

1.1. Limitations

Teaching listening in the Algerian schools in general is neglected subject compared to the other skills, which made it difficult to conduct this study.

In conducting this research, we faced some challenges in several aspects. Since we are talking about teaching listening under the CBA in the middle schools of BBA, we could not cover the whole sections. We attended one school and tried to send copies of the questionnaire only to teachers in other schools to get varied opinions.

Another difficulty has a relation to the observation. The administration of the school we chose did not allow us to attend. Luckily, one of the researchers concerned is a teacher. Therefore, she attended alone and we relied on her observation and teaching experience. Besides, the respondent's answers also created problems because some of the participants did not answer the questionnaire at all or they answered in an inappropriate way (they answered randomly) and did not answer some of the questions.

1.2. Implications of the Study

In the present study, we tried to combine between teaching listening, and applying the competency based approach. The Competency based approach emphasizes the practical ability to apply knowledge and skills in real life situations rather than acquiring abstract information. Furthermore, listening skill is an essential aspect of EFL learning. It is necessary for learners to demonstrate their communicative competence and to improve the other skills. Therefore, applying the CBA to teach the listening skill is very important to master the English language.

According to our participants, CBA makes the teaching and the learning process easy for them and their students. Also, it helps the students to learn how to apply their knowledge; in this case their listening abilities in real life situations. For example, understanding the native speakers, understanding the deferent intonations, being able to communicate with them by a good pronunciation, etc. are basic abilities. By teaching listening as a crucial communicative skill within the framework of the competency-based approach, learners are given the tools they need for effective communication in both classroom settings and beyond. This means that they will develop applied knowledge rather than abstract knowledge.

However, the Algerian schools and teachers complain about the lack of the appropriate tools and materials to teach listening. Added to this the weak curriculum they follow, which does not fulfill the needs of the special skills of English in term of topics, lessons, exercises and time.

1.3.Suggestions and Recommendations

Throughout the present research, which we discussed the teaching of listening using the competency based approach, and the challenges the teachers can face. Likewise, the findings revealed that the implementations of the competency based approach helps the teaching process of the English skills, and English language in general. Therefore, we would like to recommend some suggestions for the teachers and the students to make teaching and learning English under the CBA more effective.

- Some recommendations for the teachers:
    - Choose videos/audios that interest your students and attract their attention.
    - Provide them time to communicate and listen to each other.
    - Help and encourage them to improve their skills
- Some recommendations for the students:
    - Do more efforts, not only in the classroom.
    - Try listening to different videos, podcasts, or audios in English to enhance your abilities.
    - Practice your listening by recording, repeating and imitating.

Moreover, we would like to recommend other relevant areas worthy of research and investigation for future researches:

- The research can be replicated with other populations or other levels.
- The research can be replicated by investigating the role of the competency based approach in enhancing the students' listening by relying on experimental methods.
- Further research can deal investigating the students' difficulties with learning listening under the CBA.

GENERAL

CONCLUSION

General Conclusion

Listening is a fundamental skill that is often overlooked. It refers to the ability to accurately hear, comprehend, and understand spoken or auditory information. It is an essential component of efficient communication and is important in many facets of life. On the other hand, the competency based approach is a modern method to teaching and learning that emphasizes the acquisition of skills rather than the conventional approach of just delivering knowledge. It focuses on making the learners competent in the real life. Teaching the listening skill under the competency based approach is critical to preparing students for academic success and professional development.

Teaching listening under the Competency based approach in the Algerian schools is a wild field but it still does not get the importance it supposed to get from the government, curriculum designers, teachers, and learners. Since the Algerian government made a decision about introducing English in the primary schools, we should focus more on the main keys of mastering the language, and not neglect one or another. Therefore, in the current study, we attempted to shed light on teaching listening under the competency based approach, and the difficulties the teachers can face, the case of the middle schools of BBA.

This research work is divided into three chapters. The first chapter is a theoretical background with three sections about listening skill, the competency based approach, and teaching listening under the CBA. The second chapter is about the methodology and data collection of the study divided into two sections; one is about the research methods and data collection, and the other is about the data analysis and interpretation of the results. The last chapter contains the limitations we faced, the implication of the study and some suggested recommendations.

After doing the observation and analyzing the answers of the questionnaire, we can say that we answered the posed questions at the debut of this study.

- The first question: How listening is taught under the CBA?

Of course we cannot say that there is a specific or effective way to teaching listening following the competency based approach. Though, this question is to know, how middle school teachers teach this skill using that approach. The observation we conduced revealed that, despite the teacher's best efforts to implement the principles of the competency based approach in

teaching listening, many difficulties are actually faced due to problems related to, among others, time, class size, availability of materials, the textbook and scripts.

Based on the results of the questionnaire we administered, we found that most teachers use the PDP framework to teach listening (Pre-listening, During-listening, and Post-listening). Furthermore, they apply the CBA by using the audio and audio visual tools. Such as audios and authentic videos. Moreover, they do activities to provide new words and vocabulary related to the topic for the student to practice and enhance their listening competence.

- The second question: Do teachers face difficulties while teaching listening? What are they?

Yes, they do. According to the study we made, the current problem that all teachers face is the lack of the appropriate tools and materials to teach listening skill, no curtains, no electricity, no data show or headphones, etc. Out of experience, we consider that as a unified problem for all the teachers in Algeria. There are other problems such as the huge number of the students on classes, which makes it difficult to control them and manage the lesson. Also, the lessons of listening are not suitable, neither for the students' level, nor for the needs of listening skill. Added to this is the lack of time, or we can say the sessions of teaching listening. The curriculum focuses more on the grammar, writing and reading skills.

- What are the possible solutions to suggest?

We asked the participants to suggest some solutions. As they face or live those challenges every day, they are aware of the situation and they can suggest solutions more than anyone else. They suggested the following:

➢ The ministry should provide the schools with the necessary tools and it should give more than 3 sessions to teach English during the week , our classes should not have more than 20 students

➢ Simplified/Adapted Scripts, in a form of CD, should be provided.

➢ Less crowded classes. Provide the tools and equipment. Easy the program

➢ Using communicative tasks.

At the end, the government and the teachers must consider that the listening skill is an essential skill in EFL learning, and start giving it equal importance as the other skills. Moreover, it should provide the appropriate tools, materials and curriculum/lessons to teach all the language skills appropriately so that we can get a better results. Keeping in mind that English is going gain an important status in Algeria, all the four main skill must be taught side to side with an equal significant.

BIBLIOGRAPHIE

Bibliographie

- Al-zayed, A. I. (2016, 10 10). Difficulties That English Teachers Encounter while Teaching .

- Atilgan, A. R. (2015). Top-Down and Bottom-Up Processes in Perception. *Journal of Cognitive Psychology*, 568–579.

- Bader, F. (2007). *Writing under the Competency Based Approach the case of second year of middle school pupils.* Récupéré sur https://bu.umc.edu.dz/theses/anglais/BAD968.pdf?fbclid=IwAR1Cvq3HDfJdejNtxzF MrTvJqWwzDqCVNZOuLcs5rchD5m9WmLFW3x6L2Og

- Benadla, L. (2012). The Competency Based Language Teaching in the Algerian Middle School: From EFL Acquisition Planning to its Practical.

- Bosco, J. F. (2017). Competency-based education: A review of its .

- Bosco, J. F. (2017). Competency-based education: A review of its prospects and challenges.

- BOUKHENTACHE, S. (2020, 12 31). Teaching Language Skills in Competency-Based . pp. 103-117.

- Bounab, S. (2018). Problem-Solving in teaching. bouira.

- Brown, A. (2020). Enhancing Critical Listening Skills. *Journal of Critical Thinking*, 100-120.

- Brown, M. (1994). *A Collection of Readings Related to Competency-Based Training.* Victoria: Education Foundation.

- Çakır, İ. (2018, 03 27). Is listening instruction neglected intentionally or incidentally in foreign. *Journal of Language and Linguistic Studies*, pp. 154-172.

- Field, J. (2008). *Listening in the Language Classroom.* New York: cambridge university press.

- Goh, C. C. (2017). *Teaching and learning second language listening: Metacognition in action.* Routledge.

Bibliographie

- Green, C. (2014). The Future of Competency-Based Education. *EDUCAUSE Review, 49(4)*, 26-38.

- harmer, J. (1998). *How to Teach English.* Harlow: Addison Wesley Longman Limited.

- Harmer, J. (1998). *How to Teach English.* Harlow: Addison Wesley Longman Limited.

- Harmer, J. (2015). *the Practice of English Language Teaching, fifth edition.* Pearson Education Ltd.

- Hodges, C. B. (2018). The difference between emergency remote teaching and online learning.

- Jack C. Richards, W. A. (2002). *Methodology in Language Teaching, An Anthology of Current Practice.* New York: Cambridge University Press.

- Johnson, M. (2019). The Art of Empathetic Listening. *Psychology Today*, 65-78.

- Klein, C. R. (2013). Sharpening Our Focus on Learning: The Rise of Competency Based . *National Institute for Learning Outcomes Assessment*.

- Ling, J. &. (2018). Assessing listening proficiency in a competency-based approach. pp. 56-73.

- Louis Cohen, L. M. (1977). *A Guide to Teaching Practice, Fifth edition.* London : Routledge.

- Nunan, D. (2002). *Listening in Language Learning.* Cambridge : Cambridge University Press.

- Nunan, D. (2003). *PRACTICAL ENGLISH LANGUAGE TEACHING, FIRST EDITION .* New York: McGraw-Hill Education.

- Penny, U. (2012). *A course in English language Teaching.* New York: Cambridge University Press.

- Renandya, J. C. (2002). *Methodology in Language Teaching, An Anthology of Current Practice.* New York: CAMBRIDGE UNIVERSITY PRESS.

- Richards, J. C. (2001). *Approaches and Methods in .* CUP: Cambridge.

Bibliographie

- Rivers, W. M. (1981). Teaching foreign-language skills (2nd ed.). . *The University of Chicago Press*, 92.

- Rost, M. (2016). *Teaching and Researching Listening, third edition.* New York: Routledge.

- Sabouri, A. P. (2016, 05 6). Learners' Listening Comprehension Difficulties in English Language .

- Saliha, C. (2012, 01). The Competency-based Aproach in Algeria : A Necessity in the Era of Globalization. *A case study of first-year students at Biskra University*.

- Smith, J. (2018). the power of active listening. *Journal of communication studies*, 40-52.

- Taylor, L. (2017). The Joy of Appreciative Listening. *Journal of Happiness Studies*, 80-95.

- Treisman, L. &. (1980). A Feature-Integration Theory of Attention. *Cognitive Psychology*, 97–136.

- Tyagi, B. (2013). Listening : An Important Skill and Its Various Aspects. *The Criterion*, 1.

- Tyagi, B. (2013). Listening : An Important Skill and Its Various Aspects. *The Criterion An International*, 12, 1-8.

- Ulum, Ö. G. (2015, 05). Listening: The Ignored Skill in EFL Context. *International Journal of Humanities Social Sciences and Education*, pp. 72-80.

- Vandergrift and Goh. (2012). *"Teaching and Learning Second Language Listening.".* New York: Routledge.

- Vandergrift, L. (1997). The Cinderella of communication strategies: Reception strategies in interactive listening. *The Modern Language Journal*, 494-508.

- Vandergrift, L. (2019). Autonomy and metacognition in second language listening instruction. pp. 26-39.

- Walker, N. (2014). LISTENING: THE MOST DIFFICULT SKILL TO TEACH. pp. 167-175.

Bibliographie

- Wong, R. (2008). Competency-based English Teaching and Learning: Investigating Preservice teachers of Chinese's Learning Experience. *The Hong Kong Institute of 109 Education*.

- Young, D. E. (2015). Competency-based education: A new paradigm for teaching and learning. *Journal of Competency-Based Education*, pp. 76-84.

- Yunira, S. (2019, 02 01). The Ignored Skill in EFL Context "Listening": A Review of Selected Article by Omar Gokhan Ulum. *Journal of English Language Studies*, pp. 22-27.

APPENDICES

Appendices

1. Appendix 1: Aspects to Observe

- What is the teachers" listening lesson's framework?

- Do the teachers initial their lesson by a problem solving situation?

- Do the teachers provide their students with the appropriate scripts?

- Do all the students interact in the classroom?

- Do the teachers set their students to work in pairs or in groups?

- What is the role of each the teacher and the student?

- Do the teachers provide varied types of activities?

- Are the provided activities relevant to real life situation?

- How does the teacher manage the time?

- Do all students have equal opportunities to participate?

- Does the student use the new vocabulary in a productive task at the end of the lesson?

2. Appendix 2: Teachers' Questionnaire

Dear English teachers of middle school,

We are master two students of English and, to collect relevant data related to our graduation dissertation, you are kindly requested to fill in this questionnaire. It is mainly designed to investigate the constraints and the problems middle school teachers of English face when teaching the listening skill under the competency-based approach.

Your contribution will be of great importance for the validity of this research. Therefore, we would be grateful if you could give us a little of your time to read and answer the following statements by ticking your choices in the corresponding boxes or by completing your own information whenever necessary. We want also to inform you that all information we collect will be kept strictly confidential, and will only be used for the sake of conducting this study.

Thank you so much for your time.

I. First section: General questions

1.   Gender:

Male □   Female □

2.   How long have you been teaching?

□ 2-5 years

□ 5-9 years

□ >9 years

3.   According to you, what is the most important skill that should be taught to the middle school students:

Writing ☐   Reading ☐   Speaking ☐   Listening ☐   All ☐

4.   According to you what is the easiest skill to teach?

Writing ☐   Reading ☐   Speaking ☐   Listening ☐

5.   And what is the difficult skill to teach?

Writing ☐   Reading ☐   Speaking ☐   Listening ☐

6.   According to your student what is the easiest skill to learn?

Writing ☐   Reading ☐   Speaking ☐   Listening ☐

7.   And what is the difficult skill to learn?

Writing ☐   Reading ☐   Speaking ☐   Listening ☐

8.   Which skill is the weakest of your students?

Writing ☐   Reading ☐   Speaking ☐   Listening ☐

9.   Give your opinion about the Competency Based Approach. Does it help the teaching and the learning process?

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

II. Second section: Teaching listening

10.   Listening skill is very important in EFL teaching.

☐ Strongly Agree

☐ Agree

☐ Neutral

☐ Disagree

☐ Strongly disagree

11.   Do you spend much time teaching listening as the other skills? And why?

        Yes ☐   No ☐

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

12.   According to you, how much time does the learner need to learn listening during a
week?

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

13.   Do you find teaching listening important? Justify.

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

14.   How do you teach the listening skill within the Competency based approach?

…………………………………………………………………………………………………
…………………………………………………………………………………………………
.…………………………………………………………………………………………………

15.   What kind of tasks and teaching frameworks do you use in teaching listening?

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

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

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

16.   Do your students interact with your methods of teaching listening?

        Yes ☐   No ☐

17.   Rate your students' level in listening skill

☐ Excellent

☐ Very good

☐ Acceptable

☐ Weak

☐ Unacceptable

18.   Following the CBA makes the teaching and learning listening easy.

☐ Strongly Agree

☐ Agree

☐ Neutral

☐ Disagree

☐ Strongly disagree

-Why?

....

....

....

III. Third section: Techniques

19.   Teachers focus more on developing grammar, reading and writing skills than listening skill as it is not including on their exams.

☐ Strongly Agree

☐ Agree

☐ Neutral

☐ Disagree

☐ Strongly disagree

20.   It is difficult to apply the CBA techniques when teaching listening for middle school students because they are not ready for the learner centered approach.

☐ Strongly Agree

☐ Agree

☐ Neutral

☐ Disagree

☐ Strongly disagree

21.   While teaching listening under the CBA, do you face problems with the classroom management?

Yes ☐   No ☐

22.   Do you face problems with the time management while teaching listening under the CBA?

Yes ☐   No ☐

23.   Do teachers face problems finding the appropriate tools to teach listening?

Yes ☐   No ☐

24.   According to you, what are the most used tools in teaching listening?

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

25.   What do you use in your teaching of listening?

Videos ☐   Audios ☐   Just your voice ☐   All ☐

Others:
……………………………………………………………………………………………………
……………………………………………………………………………………………………

26.   What do you think are the suitable techniques and tools to teach listening under the CBA?

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

27.   How you rate the students interaction with the tools used during the session?

☐ Excellent

☐ Very good

☐ Acceptable

☐ Weak

☐ Unacceptable

IV. Section four: Problems - Curriculum - Syllabus

28.   Teachers spend much time completing administration documents (log book, diary book, sequence plans…etc) than preparing effective listening lesson plans.

☐ Strongly Agree

☐ Agree

☐ Neutral

☐ Disagree

☐ Strongly disagree

29.   Do you face any problems or difficulties during teaching listening?

　　　　Yes ☐　　　　No ☐

30.   If it is YES, what kind of problems and difficulties do you face?

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

31.   Do your students have any problem or difficulties during the listening session?

Yes ☐   No ☐

32.   If it is YES, what kind of problem do they face?

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

33.   Does the curriculum/syllabus give an equal importance to the four main skills?

Yes ☐   No ☐

34.   Does the curriculum fulfill the needs of teaching listening?

☐ Completely

☐ Basically

☐ Minimum

☐ Unreachable

35.   Does the syllabus include effective lessons of listening practice?

☐ High

☐ Medium

☐ Low

36.   Are there any problems or difficulties in applying the syllabus instructions while teaching listening? Justify.

        Yes ☐   No ☐

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

37.   Does the curriculum/syllabus follow the CBA?

        Yes ☐   No ☐

38.   Does the Competency based approach help to achieve the session goals?

        Yes ☐   No ☐

V. Section Five: Recommendations

39.   What are your suggestions and solutions to teach listening under the CBA?

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

40.   Give your opinion about this topic. Is it worth studying? And why?

Appendices

....

....

....

Arabic

Abstract

ملخص

ملخص:

يهدف هذا البحث المتكون من ثلاثة فصول علاوة عن المقدمة والخاتمة إلى البحث عن أهمية تدريس مهارة الاستماع عن طريق منهج المقاربة بالكفاءات واكتشاف المشاكل التي قد يواجهها الاستاذ أثناء عملية التدريس. باتباع المنهج الوصفي، تمت عملية جمع البيانات بالإعتماد على وسيلتين، الأولى كانت عبارة عن استبيان أرسلناه إلى فئة محددة من أساتذة التعليم المتوسط لولاية برج بوعريريج وهذا لاكتشاف أهمية مهارة الاستماع لدى الاساتذة وأيضا معرفة المشاكل التي يواجهونها أثناء عملية التدريس بواسطة منهج المقربة بالكفاءات. أما الوسيلة الثانية فتمثلت في ملاحظة درسي مهارة الاستماع لأستاذة ذات خبرة في متوسطة بن معمر الربيع بولاية برج بوعريريج من أجل اكتشاف الطريقة والمشاكل التي قد تواجهها أثناء الدرس .وجاءت النتائج لتبين أن مهارة الاستماع مهمشة عند معظم الاساتذة رغم أهميتها ورغم محاولة معظم الأساتذة تطبيق منهج المقاربة بالكفاءات، إضافة إلى المشاكل المختلفة التي يواجهها الاساتذة من ضيق الوقت ونقص المعدات والوسائل . وعلى ضوء هذا، تم تقديم مقترحات تهدف إلى توضيح أهمية مهارة الاستماع وكيفية تلقينها، كما تم التطرق إضافة إلى العراقيل التي واجهناها أثناء عملية البحث.