Identifying Pedagogical Procedures to Develop and Assess the Listening Skill in EFL Classes

The Case of 1st Year Licence Students at University Centre Bel hadj Bouchaib, Ain- Témouchent

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Abstract

Among the great work done on EFL listening, different views have been expressed regarding, its role in successful EFL learning/teaching. Some Algerian learners still mark low achievements in the target skill. This study examines the pedagogical procedures which develop and assess listening skills. In detail, questionnaires were performed to investigate Algerian EFL teachers’ perspective about what they perceived to be effective methods that would assist their students in dealing with their listening difficulties. In this objective, the teachers were asked to discuss their preferred approaches to help their students deal with their listening problems, and describe instructional procedures that would enhance and assess their students’ overall listening abilities. Consequently, learners have also been asked through a questionnaire; where they have described their attitudes towards the listening skill; the way they are taught and assessed and the difficulties they are facing. The results show that in general the teachers share a preference for a practical approach to teaching FL listening, stressing the importance of giving priority to developing their students’ lower level of this skills; such as coping with fast speed, recognizing words in speech and adopt more adequate way of assessing listening skill separately from speaking. We claim that effective listeners are better able to engage in recorded and live listening to assist their proficiencies of the aural input and rely heavily on autonomous materials and extensive listening available in many audio and video new technologies.