Institute of Literature and Languages
Department of Foreign Languages
Branch: English

The Effect of the Listening Skill on The Speaking Skill

The Case Study of First Year EFL Students at Mila University Center.

A Dissertation Submitted in Partial Fulfillment for the Requirement of the Master Degree in
Didactics of Foreign Languages

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2022-2023

Dedication

In the name of Allah, the most merciful

I dedicate this humble work

To my loving,caring, the sun of my life my mother ''Assia"

To my supportive father ''Ammar''

To my sweet siblings.

To my Grandparents.

To my Best friend and partner in this work 'Rym'.

Finally, to my childhood friend who supported me to accomplishthis work.

By: YKHLEF Amani

Dedication

I dedicate my thesis to my beloved grandmother 'OumSaad',whom I continually breathe

Her love, the one who raised me since I was a baby, the one who taught me everything except

How to live without her, may God mercy her soul.

I also dedicate my work to my parents 'Naima' and 'Abdlouaheb' who encouraged me to use my creativity, to my amazing sisters Asma, Lyna, Hadil, and Sara who listen to me all the time when life gets hard.

Deepest thanks to all my friends especially my closest friends Amani that I am truly blessedto have someone like her in my life, the one who was my companion in my journey inuniversity.

By ChebbahRim

Acknowledgment

Abstract

Speaking and listening are considered the most important and challenging skills in EFL classes. Therefore, the purpose of this study is to investigate the correlation between listening skills and students' speaking performance, and how the former influences the latter. This work consists of two chapters: the first chapter provides a theoretical background on speaking and listening skills and their relationship, while the second chapter presents a practical study of these two variables. This work is important as it sheds light on how developing good listening skills can affect students' achievements in speaking.

The current study primarily analyzes the perspectives of first-year EFL students at Mila University Center regarding the effect of listening proficiency on their oral performance. To answer the research question, a questionnaire was administered to first-year English students. The sample consisted of one hundred and five students in the Department of Foreign Languages (English) at Abdelhafid Bousouf Mila University Center during the academic year 2022/2023.

After analysis, the collected information indicated that the majority of students are aware of the positive impact of listening skills on speaking skills. They believe that one of the most effective ways for EFL learners to improve their oral performance is by actively listening to the target language. Based on the results, the research hypothesis is confirmed.

Key words : Speaking and listening skills, EFL classes, Listening skills,Speaking performance,Listening proficiency

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%: Percentage.

EFL: English as a foreign Language.

ESL: English as a second Language

LMD: License, Master, Doctorate.

OE: Oral Expression.

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General Introduction

Effective communication is a fundamental aspect of language acquisition, with speaking and listening skills occupying a central role in language proficiency. In the context of second language acquisition, mastering these skills is often considered a challenging attempt. As individuals strive to become proficient in a foreign language, they encounter the intricate relationship between listening proficiency and speaking competence. The ability to comprehend spoken language plays a crucial role in shaping one's oral expression, vocabulary usage, grammatical accuracy, and overall fluency.

Understanding the connection between listening and speaking skills is not only of theoretical significance but also holds practical implications for language educators, curriculum designers, and learners themselves. By exploring this relationship, educators can design targeted instructional strategies and interventions to facilitate language development. Learners, on the other hand, can gain insights into the essential components that contribute to their effective oral communication.

This study aims to investigate the multifaceted relationship between listening proficiency and speaking competence in second language acquisition, and the effectiveness of listening skill in improving first year EFL students' oral performance .

1. Statement of the Problem

The issue this study focuses on is the lack of understanding of the relationship between goodlistening skills and effective speaking skills. Despite the significance of these abilities for bothpersonal and professional success, it is unclear if those who have strong listening abilities also tendto have strong speaking abilities whether the two skills are independent of each other. This studyaims to explore this relationship by assessing the degree to which strong listeners are also goodcommunicators and by identifying the factors that contribute to effective communication. The resultsof this study will contribute to our understanding of communication competence and have practicalimplications for individuals and organizations looking to enhance communication efficiency.

2. Aims of the study

The aim of this study is to look at the connection between speaking and listening skills and see ifthere is a correlation between the two, also it defines the essential elements of speakingandlistening skills and look into how these skills affect communication competency.

3. Significance of the study

Listening and speaking skills are two sides of the same coin. They are interconnected and relyoneach other for efficient communication. Speaking skill can improved through listening skillbecause they help one understand the topic at hand and come up with more considered andpertinent solutions. This study is significant because it sheds the light on the connection betweenspeaking and listening skills, pinpoints the essential elements of both abilities, and offers insights intothe significance of developing effective communication skills for both personal and professionalsuccess. By examining these factors this study can

aid people in enhancing their academicperformance, practical applications, and cross-cultural communication.

4. Research questions

This research aims to answer the following questions:

- What is the relationship between listening and speaking skills?

- How can people enhance their speaking and listening skills?

- What impact does the listening skill have on speaking skill?

5. Hypothesis

It is hypothesized that Good listeners are more likely to be good speakers because they share the same components of effective communication.

6. Research Tool

For the sake of investigating the relationship between listening and speaking skills, a questionnaire was delivered to 1st year EFL students at AbdelhafidBoussouf Mila University Center. This latter is made up of 21 questions; it will be given to a sample of the chosen population at random.

7. Structure of the Study

The study has two important chapters. The first chapter is for the theoretical part, which alsoprovides a review of speaking and listening skills. The second chapter deals with the practical part, which is concerned with data collection. It goes into detail discussing the results and analyzingthe data that was gathered.

Chapter One: Investigating the Relationship between Listening Proficiency and Speaking Competence

Introduction

This chapter examines the relationship between speaking and listening skills. It is divided into three sections, each of which focuses on a different aspect of the relationship between the two skills.The first section examines speaking and the elements of effective communication, such as fluency, intonation, and pronunciation.The second section deals with the listening skill, types of listening and its significance.The third section, however, emphasizes the close connection between the two skills and how developing one can enhance the other.

Section One: Speaking Skill

The ability to speak effectively is a crucial aspect of communication that plays an important role in various aspects of our lives. In this section of the thesis, a definition of speaking is provided, as well as the various factors that contribute to effective speaking, it will explore the components, types, and teaching methods of speaking skill,we will also examine the role of the teacher in effective communication. Then, we will compare previous studies concerning the speaking skill, and emphasize the importance of the speaking Skill.

1. Definition of Speaking

There are many definitions of the word 'Speaking' made by researchers in the field of Linguistics. Burns and Joyce (1997) defined speaking by saying that :

Speaking is an interactive process that involves producing, receiving, and processing information to construct meaning. The participants themselves, the physical

environment, and the purposes for speaking all play a role in determining its form and meaning. It is frequently spontaneous, openended, and advancing.(pp.20,21).

On the other hand ,Hedge (2000,p.261) defined it as "a way by which people are judged when first impressions are formed". McDonough and Shaw (1993,p.156) stated that "Speaking involves learners mastering a diverse set of sub-skills that form general spoken language knowledge rather than the verbal development of written language. Students must acquire the ability to speak in order to communicate effectively.''

In general, the definitions of speaking stress the significance of language, nonverbal cues, context, audience, and communicative objectives for successful communication. For a message to be clear, organized, and appropriate for the audience and context, effective speaking requires careful consideration of all of these factors.

2. Components of Speaking Skill

Speaking skills include a number of essential components for effective communication. These are the parts:

2.1. Pronunciation

Pronunciation is a process by which students can improve their speaking clarity. It examines the phonological process, which refers to the elements and principles of grammar that determine how a language's sounds vary and pattern.Even though they have a limited vocabulary and grammar, students can communicate effectively when they have good pronunciation and intonation.Kline (2001,p.69) stated that ''Pronunciation refers to the traditional or customary utterance of words.''

2.2. Vocabulary

Vocabulary refers to the most crucial aspect of a language, particularly when speaking; moreover, realizing numerous vocabularies will make individuals easier to express their thoughts, feeling and   thoughts both in oral or written structures.Turk (2003) stated that " in order to comprehend spoken discourse, the vocabulary used in spoken language or speaking must be extremely familiar and utilized in everyday conversation." (p.88)

2.3. Grammar

According to Harmer(2001)''The grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language." (p.12). Therefore, the function of grammar is to arrange the correct meaning of sentences based on the context. Additionally, it used to avoid any misunderstandings among all communicators.

2.4. Fluency

Brown (2004) stated that "fluency includes both productive and receptive language skills. It includes the capacity to produce language easily, as well as the ability to comprehend and interpret meaning in different contexts.".(p.171).Thus, fluency is the ability is to communicate one's thoughts effectively and articulately.

2.5. Comprehension

Kintsch (1998) defined comprehension as "the development of a psychological portrayal of the significance of a text, which empowers readers to incorporate data, make inferences, and create a coherent understanding of the text".(p.199).Thus, comprehension is

the ability to understand. When people want to talk about a topic, they should know everything there is to know about it.

3. Types of Speaking

There are various types of speaking. Here are some common types of them,

3.1. Imitative Speaking

It is the act of imitating someone's speech. It involves imitating someone else's voice or speaking style. Brown (2010) concludes that learners tend to imitate utterance :

> students just parrot back given word, phrase, or a sentence. They need to get some information, and then verbally reproduce it without having to explain it further. Not with standing the way that this is an essential phonetic degree of oral production, various prosodic (intonation, rhythm), lexical andsyntactic properties of language might be implanted in the performance criteria. Thecenter in this class is to check rightarticulation. Test receivers or listeners do not pay attention to whether the speech is meaningful because they expect speakers to have good Received Pronunciation. Communication skills are not required.(p.46)

3.2. Intensive Speaking

Focused and concentrated practice of speaking skills with the goal of increasing confidence, accuracy, and fluency in a particular language is referred to as "intensive speaking". It includes participating in exercises and activities that require broadened and conscious talking practice. Brown(2010) Stated that "Tasks for intensive speaking should showcase linguistic abilities at a specific level using brief, one-sentence speech. They can be created through mechanical jobs, controlled actions, or limited response tasks..''(p.47)

3.3. Responsive Speaking

In contrast to the previous two categories, responsive speaking includes different skills, comprehension, critical thinking, and efficient communication. It involves processing incoming information, understanding what the speaker is saying, and coming up with an appropriate response based on what the conversation is about and its goal are. According to Brown (2010) "Responsive speaking requires students to speak immediately. Conversation ought to be genuine.. In responsive speaking, the test taker uses their creativity, but only for a limited number of utterances, as opposed to interactive speaking.''(p.47).

3.4. Interactive Speaking

The act of conversing or communicating verbally with other people in a dynamic and cooperative manner is known as interactive speaking. It includes effectively taking part in dialogues, and conversations. According to Brown (2010) "interactive speaking include tasks that contain relatively long stretches ofinteractive discourse (interviews, role-plays, discussions, oral presentations). Interactive speaking is characterized by the complexity of the sentences and amount of participants". (p.48).

3.5. Extensive Speaking (Monologue)

Extensive speaking refers to engaging in long speaking activities in order to enhance fluency, vocabulary, and develop oral communication skills in a specific language. It includes working on talking for a long time on a large number of subjects, permitting, and students to express themselves freely and naturally. Brown (2010) stated that "extensive speaking encompasses oral presentations, long speeches, and storytelling. Speaker and

listener interaction is minimal. Typically, extensive speaking tasks involve lengthy, complex conversations.''(p.48).

4. Major Activity Types in Teaching Speaking

In order for teachers to succeed in their speaking-teaching process, a set of varied activities is required that will help students to level up their communication and language,

4.1. Problem-Solving Activities

Through these type of activities students will engage in meaningful communicationsand share thoughts.Thus using the target language, this will help them to prove their speaking skill. According to Willis &Willis (2007), problem-solving activities are when " Students must collaborate to solve a problem or complete a task in problem-solving activities. Students are encouraged to use language to negotiate meaning, voice opinions, and reach a consensus through these activities."(p.91)

4.2. Storytelling and Presentations

Storytelling and presentations provide learners with unlimited opportunities to practice their speaking skills .Thus, develop their pronunciations, vocabulary, accuracy, and fluency. Bygate (1987) Stated that "In storytelling activities, students share personal stories or anecdotes, and in presentations, they talk about a specific topic. These activities improve students' ability to engage and captivate an audience as well as their fluency, coherence, and organization skills"(p.73)

4.3. Information Gap Activities

Since information gap activities require learners to engage with each other and communicate, it is considered as highly effective in improving their own speaking skill. Ur

(1999) Stated that ''information gap activities require students to fill a gap by adding something like a word or sentence . These exercises advance intelligent correspondence and give open doors to students to work on posing and responding to inquiries.(p.12).

4.4. Role-Play

Role-playing technique is one of the activity types to teach speaking skill to the students. Huang (2008) ,in her study concluded that :

> role-playing is a great way for students and teachers to learn together. Not only will students' English speaking, listening, and comprehension improve, but they will also have more opportunities to "act" and "interact" with their peers who are attempting to use the English language. The classes are made more lively and lightened up by role-play. Students acquire a more practical and realistic use of the language. In this manner, they can turn out to be more mindful of the helpfulness and essentially of English. ESL/EFL teachers should experiment with and use role-play more frequently in their classrooms because it is a useful teaching method.(p.1)

5. Factors Affecting Speaking Skill

In order to help learners master the speaking skill expertise, teachers must identify some factors that affect students' learning. Learners' speaking performance is affected by many factors like,

5.1. Performance Conditions

Nation and Newton (2009) stated that ''under various conditions, students participate in a speaking activity. Speaking performance is impacted by performance conditions like time pressure, planning, the quality of the performance, and the amount of support.''(p.78)

5.2. Affective Factors

The second factor is related to the affective factors. According to Oxford (1990,p.249) "one of the significant elements in learning a language is the affective side of students'' .On the other hand, Krashen (1982,pp.33,40) Stated that "A lot of affective variables have been linked to learning a second language, and many researchers have looked at motivation, self-confidence, and anxiety as the three main types.''

5.3. Listening Skill

Listening skill is the third Factor. Doff (1998,p.204) Stated that "without developing their ability to listen, students cannot improve their speaking skills. Students ought to understand what is expressed to them to have a fruitful dialogue.''**.**Shumin(2002) Added that "when students speak, other students answer through the listening process.. If students do not understand what is being said, it can be deduced that they will not be able to respond. (pp.204-211)

5.4. Feedback during Speaking Tasks

The fourth factor is related to feedback during speaking activities.Many students expect their teachers to provide them with the necessary feedback regarding their speaking performance. Harmer (1991) Stated "the decisions that teachers take on towards their students' performance rely upon the stages of the lesson, and the sorts of errors they make. The purpose of the speaking task will be disrupted if instructors directly address students' issues.''(p.142)

6. The Role of the Teacher during an Oral Expression Course

The role of the teacher during an Oral Expression course mainly involves creating a supportive learning environment, providing opportunities for interaction and collaboration, designing engaging tasks, providing feedback and correction, and supporting students' language development through appropriate language awareness.

6.1. Creating a Supportive Learning Environment

Teachers main role during OE session is to create a supportive learning environment to help students boost their self-confidence, reduce anxiety, and motivate them to learn. According to Brown (2010) **"**The teacher should create a supportive learning environment by establishing rapport with students, creating a positive classroom atmosphere. The teacher should also provide opportunities for interaction,such as group work, pair work, or class discussions."(pp.167,175).

6.2. Awareness of Language

OE teachers should be aware of language to be able to design appropriate classroom activities by selecting the appropriate vocabulary and the right activity structure in order to help students improve their oral skill. In this matter,Andrews(2007) emphasized the importance of teacher language awareness in supporting students' development of oral expression skills by saying that "the teacher should be aware of the linguistic challenges that students face, and provide appropriate support and guidance to help students overcome these challenge."(p.185)

6.3. Oral Feedback Provider

OE teachers should constantly provide their students with feedbacks with a special focus on their Pronunciation, grammar, vocabulary. According to Hargreaves (2013) "through giving

oral feedbacks, teachers help students to close the gap in their learning in order to improve their oral performance". (pp.229,246)

7. The Importance of the Speaking Skill in Learning English Language

Through speaking, students will have a great opportunity to actively practice their language skills which will help them improve their pronunciation, expand their vocabulary, and become more fluent in general. Learners can effectively overcome any potential communication barriers that may arise when communicating with native speakers or even non-native ones by consistently engaging in oral communication. Speaking helps students become skilled at articulating their ideas, thoughts, and emotions with clarity and precision, whether they are engaging in casual conversation, expressing complex thoughts, or engaging in professional discourse. In addition, as students focus on the act of speaking, they acquire an intuitive sense of idiomatic expressions, and cultural references of the language, which will help them, avoid any cultural misunderstanding

According to Bueno, Madrid, and McLaren (2006), "speaking is one of the most difficult skills language learners have to face. Speaking is considered the most important of the four language skills of English."(pp.4-7)

Conclusion

In Brief, this section has provided a comprehensive overview on the importance of speaking skill. Effective communication is a key matter in conveying ideas and building relationships, and speaking skill plays a fundamental role in achieving this. We have discussed the different components of speaking skill, the activity types that help improving speaking skill. and the contributing factor to this skill. Moreover, we have examined the role of the teacher in developing speaking skill. It is clear that speaking skill is a vital aspect of effective communication and should be emphasized in both educational and professional

settings. This section provides a solid foundation for future research on speaking skills and how they can be improved to benefit individuals and society as a whole.

Section Two: Listening Skill

In this section of the thesis, we will provide a definition of listening, which will serve as a foundation for our subsequent discussion. By clearly defining listening, we can establish a common understanding of what this skill entails, andthe various components of listening skill, the major activity types used in teaching listening Finally, we will emphasize the significance of listening in various contexts.

1. Definition of Listening

Listening includes the dynamic gathering and understanding of messages, whether they are verbal or nonverbal. It requires not only hearing the spoken wordsbut also comprehending their meaning. This frequently entails paying attention to nonverbal cues like tone of voice, facial expressions, and body language. These cues can be understood and used by attentive listeners to better comprehend the message being delivered.Scholars have defined listening in a number of different ways. Rost (2002) and Hamouda (2013) defined listening skill as ''an intelligent cycle in which listeners are engaged with developing importance''. According to Tarigan (1983) ''listening is the process of paying attention to comprehending, appreciating, and interpreting oral symbols in order to acquire information, capture content, and comprehend the meaning of communication that is not delivered by the speaker through oral language or tests.''

2. Components of the Listening Skill

2.1. Attention

It is often referred to as the ability to focus on and sustain attention to auditory stimuli, including filtering out distractions and ignoring irrelevant information. According to Hargie (2011) "The ability to focus on and sustain attention to auditory stimuli. Attention is critical because it enables the listener to actively engage in the listening process, which in turn enhances comprehension and retention'' (p. 182).

2.2. Comprehension

According to Chen and Starosta(1998) "Comprehension the ability to understand and interpret the meaning of spoken language. Comprehension is important because it allows the listener to make sense of what is being said and to respond appropriately" (p. 118).

2.3. Retention

 Heinrichs (2013) states that ''Retention is the ability to remember and recall information that was presented orally, including retaining details, and thoughts. Retention is critical because it enables the listener to retain the information and use it to make informed decisions.''(p.48).

2.4. Feedback

According to Lindtyler (1988)''Feedback refers to the ability to respond appropriately to any conversation. Feedback is important because it enables the listener to confirm their understanding of what was said and to ensure that the speaker has communicated their message effectively'' (p.37).

3. Major Activity Types in Teaching Listening

Using different types in teaching listening skill is an important step to help students learn a language, develop their abilities to understand and speak that language in different contexts .

3.1. Pre-Listening

In order to increase readiness, effective listening tasks frequently include an explicit pre-listening step, in which the learner engages in some activity prior to listening to the main input. The purpose of this step is to pre-structure information, provide an advance organizer to assist the learner in anticipatingideas, and activate what the learner already knows .According to Joyce and weil (1992). ''Anexplicit pre-teaching of vocabulary, grammatical or rhetorical structures, phrase pronunciations, or concepts to be included in the subsequent input maybe part of the pre-listening step.''(pp.180,185)

3.2. While-Listening

There must be some expectation for concrete action when the learner actuallybegins to listen to the input. Guided note taking, completing a picture,schematic diagram, or table, and writing questions are all examples of while-listening tasks that the student can perform to demonstrate ongoingmonitoring of meaning. Because it involves designing a task that only requires minimal reading or writing, this stage of the listening task typically presents the most challenges for the instructor to prepare.

3.3. Post-Listening

Post-listening assignments can include extra perusing, talking, and communication, and may incorporate looking at notes, arranging an outlinewith partner, and forming

reactions, or inquiries concerning what wererecently heard.For each brief extract that the students hear, the entire cycle of tasks involvingpre-listening, while listening, and post-listening may take 15 minutes.

4. Types of listening

Various situations require various sorts of paying attention to work on students' capacitiesalso, gain essential information. Hence, in view of the reason for tuning in, two fundamental sorts might be taken on, to be specific extensive and intensive listening.

4.1. Extensive Listening

In this sort of listening, students are welcome to decide for themselves what and how to listen, as well as the material to utilize. According to Harmer (2001) "It provides the perfect opportunity to hear voices other than the teachers, it also enables students to acquire good speaking habits as a result of the spoken English they absorb, and helps to improve their own pronunciation" (p. 228). Harmer emphasizes the significance of the extensive listening in developing students listening skill as well as language creation since it is finished for joy and in a casual way without focusing in on each word delivered in the section and simply paying attention on the language and the substance.

Harmer (1998) noted that ''Extensive listening gives students more and more reasons to listen, if they can share their information with colleagues, they will feel they have contributed to the progress of the whole group" (p. 229). In other words, to urge students to learn new expressions, educators might give various groups of tasks to rise understudies' feeling of participation and fortify their self-confidence.Thusly, extensive listening is about general listening and getting general importance.In this manner, it is an effective method for permitting students to develop their linguistic bank.

4.2. Intensive Listening

As far as intensive listening is concerned, it is a sort of students' training for a specific and explicit reason. It is truth be told the sort which is the most involved by educators in classrooms. It requests extra efforts from the understudies to build their knowledge of the foreign language. It is defined by Rost (2002,p.8) as "the process of listening for precise sounds, words, phrases, grammatical units and pragmatic units." .This means that, while the extensive process is used to get general understanding, intensive listening is used to get specific information with a more detail analysis such as phonetic, grammar and vocabulary. Harmer (2007) stated that "many teachers use audio materials on tape, CD or hard disk when they want their students to practice listening skills" (p.304). The audio material, then, at that point,permits students to pay attention to a combinations of various voices, a wide range of accents,various subjects with various kinds, instead of simply their educator's own voice. In this process, the instructor plays an essential part as an aide of the different listening exercises.Both extensive and intensive listening are fundamental for assist students with getting better advancement to improve and acquire more than pleasurable listening input.

5. Factors Affecting Listening Skill

According to Asriati (2017) ''The variables influencing listening skill are categorized as either specific or general .''(pp.1,10).

5.1. General Factors that Affects Listening Skill

Listening skills are influenced by several general factors. Firstly, experience and practice in actively engaging with the target language through media such as films, television, and radio play a significant role. The more opportunities individuals have to

engage in listening activities through these mediums, the greater the impact on their overall listening proficiency. Secondly, general intelligence plays a crucial role in listening skills, particularly in the ability to comprehend and identify the main points or themes conveyed in audio content. Lastly, the general background information stored in an individual's memory aids in connecting what they hear to their existing knowledge, facilitating better understanding and retention of the material.

5.2. Specific Factors that Affects Listening Skill

Listening skills are influenced by specific factors as well. Firstly, physical and educational aspects play a role, including age and orientation, climate foundation, educational background, and physical well-being and readiness. Secondly, intellectual factors are crucial, such as knowledge of the target language's various aspects, including vocabulary, grammar, phonology, lexis, punctuation, and cohesion. Additionally, the ability to analyze and distinguish between main and supporting points is important. Moreover, the motivation of the student also affects their listening achievement, as it enables them to listen attentively due to their desire to improve their listening ability

6. Importance of the Listening Skill

According to Rost (1994)'' listening is so important for people to maintain effective communication;also, it plays a crucial role in both everyday life and academic settings .'' (pp.141,142) .This importance can be summarized as follows:

6.1. Providing Essential Input for Learning and Comprehension

Listening is an essential skill in language learning as it is the first step towards acquiringnew information and comprehending the language. Students learn a wide range of vocabulary, grammar structures, andpronunciation patterns when they listen to authentic spoken language. This input is crucial for creating language abilities, as it assists understudies with building their open abilities and incorporate the language at an inner mind level.

6.2. Enhancing Interactions and Understanding through Spoken Language

Each attempt students make to communicate , they use a specific language , So if they interact with native speakers of that language and learn from them, they will be able to interact with each other as well , and fully understand the content. Interestingly, even when they struggle to comprehend the language being communicated, this challenge actually motivates them to engage in collaborative efforts and enhances their learning experience.

6.3. Comprehending Authentic Language Use as a Crucial Challenge

Authentic communication presents an important test for language students. Students are exposed to the language as native or proficient speakers speak it naturally in real-world situations when they see credible language use. This includes informal language, informal expressions, pronunciation variations, and cultural references.

6.4. Utilizing Listening Exercises to Introduce New Language Forms

Authentic materials like songs, podcasts, interviews, or dialogues can be used in listening exercises to capture students' interest and keep them engaged. Students learn new vocabulary, idiomatic expressions, and grammatical patterns in context because of these activities, which also help them to improve their listening comprehension skills. This

openness to genuine language use assists understudies with assimilating the language all the more actually and gives them demonstrates to copy in their own verbally expressed cooperation.

Conclusion

To sum up, this section has provided a definition of listening,also it highlighted on the components of the listening skill, then it dealt with the major activity types in teaching listening.Lastly,it dealt with the importance of the listening skill.

Section three: The Interdependence of Speaking and Listening Skills

Speaking and listening skills are essential components of communication, which is a fundamental aspect of human interaction. In order to effectively transmit their thoughts and meaning, people in most situations must speak and listen to one another. However, the relationship between speaking and listening skills is still poorly understood, and many people tend to concentrate more on one than the other does. The purpose of this thesis section is to investigate the relationship between good listening skills and effective speaking and the ways in which speaking and listening skills complement one another. The ultimate objective of this section is to demonstrate that having good listening skills is just as important as having good speaking skills for effective communication and that understanding and improving both of these skills can significantly improve the results of communication.

1. The Relationship between Good Listeners and Good Speakers

For a long time, people thought that speaking and listening were two different skills. However, speaking and listening are related to each other.According to Lynch (2009) "as the main aim of teaching listening is to prepare the students for real life social interaction, it

is imperative that developing speaking is seen in combination with developing listening"
(p.110).

there are many reasons behind interfacing listening and speaking. He gave three research-based principles as a summary of those reasons. The first tenet was that speakers become better listeners. He provided evidence from a Scottish study of secondary students performing transactional-paired communication tasks to back up his idea. He accepts that the explanation for their powerful exhibition as speakers is not their training in the talking ability.

However, it is their past training as audience members in pair. The second principle is that listeners influence what speakers say, In order to facilitate communication during face-to-face interactions, speakers must simplify and make numerous adjustments.

The third principle was that a conversation is not a conversation if neither speaker nor listener participates. There is a process known as "turn taking" in which the listener takes on the role of important speaker and the speaker takes on the role of alerted listener, giving verbal feedback on whether or not they understood what was said.

2. How Speaking Skill and Listening Skill Complement Each Other

2.1. Enhancing Vocabulary

During listening activities, actively listening and taking note of familiar words is one effective method for expanding one's vocabulary. Students can improve their comprehension and retention of new words by extending this method.

2.2. Pronunciation Enhancing

Active listening includes effectively engaging with communicated in language and considering the sounds, intonation, and mood utilized by local speakers. Learners can learn about a variety of pronunciation models and patterns by immersing themselves in authentic audio materials like movies, podcasts, and music.

2.3. Comprehension and Response

speaking effectively is related to effective listening skills. People learn to comprehend spoken information when they listen intently. They are also able to respond appropriately, share their thoughts, ideas, and have meaningful conversations thanks to this comprehension.

3. The Impact of Good Listening Skill on Effective Speaking

Good listening skill is of a great contribution to improving speaking skill and that is by improving comprehension,vocabulary,pronunciation, and increasing cultural awareness, which by it turn reduces misunderstandings.Therefore, by actively listening to others, you can become a more confident and a good speaker.According to Septyanti & Kurniaman (2019) "through listening to relevant material, learners acquire knowledge about how to speak and what to speak. Learners can record the voices of the native speakers. Thus, many OE classes begin with listening, understanding, analyzing.''(pp.368,375).

Conclusion

The chapter one is devised into three sections. The first section provided an overview about speaking skill. The second section provided an overview about listening skill. The third section exploredtheoretical explanations for the relationship between speaking and listening.

Chapter Two

Data Analysis and Interpretation

Introduction

In order to investigate the relationship between listening and speaking skills,students of first year, at the department of English, in AbdelhafidBoussoufMila University Centre are involved in this study through taking into account their points of view about the subject under investigation. Learners' opinions aboutwhethergood listeners are good speakers too and whether the listening and speaking skills affect each other are gathered via a questionnaire. On that account, this chapter is devoted to analyze and describe the findings of students' questionnaire

1. Population and sampling

The questionnaire was given to LMD First year EFL students at the University Centre of Mila –AbdelhafidBoussouf. The participants were 105 students from both genders; they have been chosen randomly to answer our questionnaire.

2. Data Collection

As a first step, the 105 randomly chosen LMD 1st year EFL students were requested to answer a questionnaire containing twenty one questions with making sure that no sort of assistance was given to them. The points to be analyzed were, the students' perspectives towards both listening and speaking skills, the effect of both skills on each other, and the relationship between them.

3. Discussion

3.1. Description of the Questionnaire

For the sake of gaining more information about the research topic, a questionnaire containing twenty one questions was given to the sample of the study to be answered. One hundred and fivecopies were delivered to the students, and all of them were answered. The questionnaire is composed of four sections. The first section contained questions about respondents' general information such asage, level of English proficiency, reasons behind choosing learning English and the number of years being studying English. The second section is dedicated to the first variable which is speaking skill. The participants were asked about their level in speaking, their opportunities in participating in OE session, teachers' methods in teaching and assessing their speaking, the difficulties that they usually face when speaking, their own methods of improving their speaking skill, besidestheir opinions about their OE teachers' teaching methods .The third section was for the second variable of the study which is listening skill. The students were asked about their level in listening, what tactics they find beneficial to help them improve their listening level,and whether technology helped in improving the listening level or not. The last section was about the relationship between listening and speaking skill,the students were asked about their preferences concerning speaking and listening skills, factors that lead to their success in speaking and listening,factors that lead to failure in listening and speaking skill in their points of view.

3.2. Analysis and interpretation of the results

3.2.1. Section 1: General Information

Question 1 aimed at indicating the dominant age group in the concerned sample.

Age	Number	Percentage
18	40	38.09%
Above 18	65	61.90%
Total	105	100%

Table 01: The Respondents' Age.

As shown in table1, 40 participants represented by 38.09% of the sample are 18years old, while 65 participants represented by 61.90 are above 18. This indicates the majority of the participated population in this work is above 18 years old.

Question 2 aimed at stating the number of years that the participants spent learning English in order to ensure that the respondents have enough competence to give helpful answers.

Number of Years of Studying English	Number	Percentage
One Year	51	48.57%
More than one year	54	51.42
Total	105	100%

Table 02: The Number of Years of Learning English.

As mentioned in Table2, 51.42% of the respondents have been studying English for more than a year and 48.57% of them have been studying English for one year

Question 3: addressed the participants' level of English

Students' English Level	Number	Percentage
Beginner	30	28.57%
Intermediate	61	58.09%
Advanced	14	13.33%
Total	105	100%

Table 03: The Respondents' English Proficiency Level.

The previous table shows that 58.09% of the sample considered themselves as intermediate learners, 13.33% considered themselves as advanced learners, and 28.57% saw themselves as beginners.

Question 4 meant to identify the respondents' reasons behind choosing English. Also, to know the extent to which they are interested in learning English.

Students' Reasons behind Choosing English	Number	Percentage
Personalchoice	52	49.52%
Administrationalchoice	26	24.76%
The most spoken language in the world	27	25.71%
Total	105	100%

Table 04: The Respondents' Reasons behind Choosing English.

The table above pointed out that 49.52% of the respondents chose English because it is a personal choice, while24.76% of them chose English due to administrational choice, and 25.71% chose English because it is the most spoken language in the world.

3.2.2. Section 2: Speaking skill

Question 1 aimed finding out students' level in speaking English

Level of Speaking in English	Number	Percentage
Poor	30	28.57%
Good	62	59.04%
Very good	13	12.38%
Total	105	100%

Table 05: Level of Speaking in English

As shown above, 28.576% of the participants's level in speaking English is poor, 59.04% of them are of a good level in speaking English, and only 12.38% of them are of a very good level in speaking English.

Question 2was set to know whether learners tend to like expressing themselves in English or not.

Students' desires towards Expressing themselves in English	Number	Percentage
Yes	72	68.57%
No	33	31.42%
Total	105	100%

Table06: Students' Desires towards Expressing themselves in English.

Table6 shows that 68.57%% of the participants like to express themselves in English, 31.42% of them don 't like to express themselves in English. The following table (Table 07) illustrates students' explanations to their desires towards expressing themselves in English

Students' Explanations to their Desires towards Expressing themselves in English	Number	Percentage
To feel more confident and comfortable	14	22.85%
To developspeakingskill	13	13.33%
Prefer English on any other language	7	9.52%
Shyness	10	5.71%
No feed back	6	48.57%
Total	105	100%%

Table07: Students' Explanations towards Expressing themselves in English

Table 07 showed that 22.85% of participants have the desire to express themselves in English because through practice they will get more comfortable and onfident , 13.33% of participants like to express themselves in english because it helps them to develop speaking skill ,9.52% of them relate it to their prefernce to sopeakeenglish rather than any other language ;on the other hand , 5.71% of them didn't show any desire to express themselves in english due to shyness ,and 48.57% didn't write any explanation.

Question 3seeked to know how often students get opportunities to participate in Oral expression sessions.

Students' Participation in Oral session	Number	Percentage
Veryoften	30	28.57%
Sometimes	54	51.42%
Rarely	19	18.09%
Not at all	2	1.9%
Total	105	100%

Table08:Students' Participation in Oral Session

Table 08 shows that shows that 28.57% of students often participate in oral expression session, 51.42% of them sometimes participate ,18.09% rarely participate in the oral session ,and 1.9% don't participate at all. The following table illustrates students' reasons behind their participation in OE session.

Students' Explanation behind their Participation in OE Session	Number	Percentage
Lack of vocabulary	10	9.52%
Interaction witheachother	17	16.19%
It depends on the topic	8	7.61%
Shyness	6	5.71%
No answer	64	60.95%
Total	105	100%%

Table09 : Students' Explanations behind their Participation in OE Session

The table above shows tha 9.52% of students rarely participated in OE session due to the lack of vocabulary ,16.9 participated very often because they like to interact with each other ,7.61% of them said they sometimes participate depending on the topic ,5.71% stated that they never take part in OE classes due to shyness ,and 60.95 provided no answer.

Question 4: investigated the difficulties that the participants face when speaking English. Thus, to indicate the exact reasons behind their weaknesses concerning speaking the language.

Students' Difficulties in Speaking Skill	Number	Percentage
Fear of making mistakes	21	20%
Limited oppurtunities for speaking practice	6	5.71%
Difficulties in expressing one's self and delievering the intended meaning	4	3.80%
Pronounciation problems	12	11.42%
Lack of Vocabulary	53	50.47%
Grammar mistakes	9	8.57%
Total	105	100%

Table10: The Students' Speaking Difficulties

As indicated inTable10, 20% of the participants fear of making mistakes while speaking in, 5.71% Lack oppurtunities for speaking practice, 3.80% of them find issues in expressing themselves and conveying the intended meaning, 11.42% have pronounciation problems, 50.47% have insufficient vocabulary repertoire, and 8.57% of them make grammar mistakes.

Question 5aimed at identifying the ways students can improve their level in speaking English. Answers are presented in the table below,

Students' Methods to Imoprovethir English Speaking Skill	Number	Percentage
Speakingwith natives	47	44.76%
Practice with a partner	37	35.23%
Taking extra courses	15	14.28%
Otherchoices	6	5.71%
Total	105	100%

Table11: Students' Methods to Improve their English Speaking Skill.

As presented in Table11, 44.76% of students improved their speaking in English skill through speaking with natives, 35.23% of them practiced with partners, and 14.28% of them took extra courses.

Question 6 investigated the different activity types used by OE teachers.

OE Teachers' Activity Types	Number	Percentage
Role Play	7	6.66%
Debates and Discussions	49	46.66%
Presntations	30	28.57%
Games	13	12.38%
Dialogues and interviews	6	5.71%
Total	105	100%

Table 12: Teachers' ActivityTypes

As presented in Table12, 6.66% of the activity types used by OE teacher are role plays, 46.66% of them make use of debates and disscussions 28.57% are presntations, 12.38% are games, 5.71% are dialogues and interviews.

Question 7statedwhether those tacticts used by teachers to help students improve their level in speaking English are beneficial or not.

The efficiency of OE Teacher's Methodology	Number	Percentage
Yes	86	81.90%
NO	19	18.09%
Total	105	100%

Table13: The Respondents' Opinions about the OE's Teachers' Methodology

Table 13 shows that 81.90% of participants find OE's teacher's methodology beneficial,and only 18.09% Do not. In the following, table 14 illustrates students' explanations on their opinions regarding the efficiency of their OE teachers' teaching methodology

Students' Explanations on their Opinions Regarding their OE Teachers' Methods Efficiency	Number	Percentage
Lack of interaction	19	18.05%
Variety of activities	22	20.95%
Boring methods	4	3.8%
No answer	45	42.85%
Total	105	100%

Table 14: Students' Explanations on their Opinions Regarding their OE Teachers

Methods' Efficiency

Table 14 shows that 18.05% of participants think that their OE teachers' methods are not beneficial due to the lack of interaction, 20.95% of thel see that it is beneficial due to the variety of activities ,3.8% of them think that it is not beneficial due to the boring methods ,and 42.85 gave no answers

3.2.3. Section three: Listening Skill

Question 1from this section aimed at checking the participants' level in listening to find out whether students are benefiting from listening sessions or not,as shown above, 12.38% of theparticipants are excellent listeners, 68.57% of them are good listeners, while 20% are poor listeners.

Students' Level in Listening	Number	Percentage
Excellent	13	12.38%
Good	72	68.57%
Poor	21	20%
Total	105	100%

Table15: Students' Level in Listening.

Question 2seekedto know how often participants are listening to native speakers.

Students' Listening to Native Speakers	Number	Percentage
Very often	31	29.52%
Sometimes	46	43.80%
Rarely	27	25.71%
Not at all	1	0.95%
Total	105	100%

Table16: The Amount of Time Students' Listen to Native Speakers outside the

Classroom.

Table 16 shows that 29.52% stated that they listen to native speakers very often, 43.80% mentioned that they only sometimes listen to native speakers, 25.71% declared that they rarely listen to any native speaker, and 0.95% stated that they don't listen at all. Table 17 illustratres students' explanation towards them choices to listen to natives speakers.

Students' Explanation towards them Choices to Listen to Native Speakers	Number	Percentage
Lack of time	8	7.61%
Difficulty in understanding natives speakers words	20	19.04%
It helps me improve my english language	7	6.66%
no answer	70	66.66%
Total	105	100%

Table17 : Students' Explanation towards them Choices to Listen to Native Speakers

Table 17 above shows that 7.61% only sometimes listen to native speakers due to lack of time,19.04 percent of them rarely listen to native speakers due to difficulty in understanding their utterance , 6.66% listen to native speakers very often because they believe it helps them improve their english language ,and 66.66% of them provided no answer.

Question 3 object is to find out what methods are helping participants to improve their listening skill.

Students' Tactics to get Better in Listening	Number	Percentage
Focusing on the speaker	57	54.28%
Avoiding distractions	21	20%
Asking questions	27	25.71%
Total	105	100%

Table18: Students' Tactics to Get Better in Listening

As shown above 54.28% of students prefered focusing on the speaker to improve their listening, 20% of them chose avoiding distractions,and 25.71% of them chose to ask questions.

Question 4 is to get participants' opinions about using technology in listening sessions and whether it is helping or not.As shown below, 91.42% of participants stated that technology play a significant role in improving listening ,and only 8.57% of them stated that technology do not play a significant role in improving listening

Students' Point of View on Technology	Number	Percentage
Yes	96	91.42%
No	9	8.57%
Total	105	100%

Table19: Students' Point of View Regarding Technology Involving in Listening Sessions.

The following table illustrates students' explanations of their point of view regarding the significance of involving technology in listening sessions

Students' Explanations of their Point of View Regarding the Significance of Involving Technology in Listening Sessions	Number	Percentage
Listening to podcasts and natives	31	29.52%
Applications	9	8.57%
No answer	65	61.9%
Total	105	100%

Table20 : Students' Explanations of their Point of View Regarding the Significance of Involving Technology in Listening Sessions

Table 20 shows that29.52% students think that technology plays a significant role in improving listening skill since it allows them and gives them access to podcasts and native speakers' speeches through which they will learn the language better,8.57% of students also think that technology has a significant role in improving the listening skills because it allows them to learn through different language apps ,and 61.9% of them provided no answer.

Question 5 aimed to identify the activity types that help participants to enhance their listening skill.

Activity Types that Helps the Most Improving Listening	Number	Percentage
Dictation	12	11.42%
Comprehensiontasks	33	31.42%
Paying attention to authentic materials(CD's\computers\cassettes)	18	17.14%
All of them	42	40%
Total	105	100%

Table21: Activity Types that Helps the Most in Improving Listening Skill

The upper table points out that 11.42% of the respondents chose Dictation as the activity type that helps the most in improving listening ability, 31.42% of them chose comprehension activity type, 17.14% chose paying attention to authentic materials, and 40% of them chose all the activity types

Question 6 aimed to seek whether the listening skill has an influence on another skills

Students' Opinion on the Influence of the Listening Skill on any other Skill	Number	Percentage
Yes	79	75.23%
No	26	24.76%
Total	105	100%

Table22: Student's Opinions on the Influence of Listening Skill on any Other Skill

As shown above, 75.23% of participants stated that the listening skill have an influence on another skill ,andonly24.76% of them stated that listening skill doesn't have any influence

on any other skill. Table 23 illustrates students' explanations on their opinions regarding the influence of listening skill on the other skills,

Students' Explanations on their Opinions Regarding the Influence of Listening Skill on any Other Skill	Number	Percentage
Because language skills are interrelated	56	53.33%
We learn each skill independently	7	6.66%
No answer	42	40%%
Total	105	100%

Table 23: Students' Explanations on their Opinions Regarding the Influence of

Listening Skill on the other Skills

Table23 above shows that 53.33 % of participants see that the listening skill influences other skills because the language skills are interrelated,6.66% of participants stated that the listening skill does not influence any other skill because they learn each skill independently, and 40% of them provided no answers

3.2.3. Section 4: Relationship between speaking and listening skills

Question 1 in this section was seeking upon which of the two skills (speaking \listening) is more important to participants. The table below shows that 35.23% of participants stated that the listening skill is the most important skill,while 64.76% stated that the speaking skill is the most important skill,

Students' Opinions about the Most Important Skill	Number	Percentage
Listening	37	35.23%
Speaking	68	64.76%
Total	105	100%

Table 24: Student's Opinions about the Most Important Skill

Question 2 was set to know whether participants believe that the listening skill has an influence on the speaking one or not. Their answers are presented below in table 24, which shows that 77.14% of participants believed that good listeners are good speakers too, and only 22.85% did not believe in that

Students'Beliefs Concerning the Quote ''Are Good Listeners Good Speakers too''	Number	Percentage
Yes	81	77.14%
No	24	22.85%
Total	105	100%

Table25: Students' Beliefs Concerning the Quote « Are Good Listeners Good Speakers too''

The following table (table 26) illustrates students reasons behind believing the quote of 'are good listener's good speakers too'

Students' Explanations on their Beliefs Concerning the Quote '' are Good Listeners Good Speakers too'	Number	Percentage
We learn more vocabulary through listening	20	19.04%
Weimproveourpronounciation	19	18.09%
No answer	66	62.85%
Total	105	100%

Table26: Students' Explanation on their Beliefs Concerning the Quote ''Are Good Listeners Good Speakers too''

This table shows that 19.04% of participants agreed with the quote because they believe that they can learn more vocabulary through listening, 18.09 percent of participants

agreedwith the quote because they believe that they can improve their pronunciation through

listening, and 62.85% did not gave explanations.

Question 3 was about finding out what factors participants think lead to success in speaking

\listeningtoEnglish,

Factors that Contribute to the Success of Speaking and Listening	Number	Percentage
Ability	35	33.33%
Effort	52	49.5%
Taskdifficulty	15	14.28%
Luck	3	2.85%
Total	105	100%

Table27: Factors that Contribute to the Success of Speaking and Listening

This table shows that 33.33% of participants attributed their success in listening and

speaking to ability, 49.5% attributed it to effort, 14.28 to task difficulty,and 2.85 percent

attributed their success in speaking and listening to luck.

Question 4 aimed to seek on what factors participants think they lead to failure in

speaking \listening the English language,

Factors that Contribute to the Failure of Speaking and Listening	Number	Percentage
Ability	35	33.33%
Effort	44	41.9%
Taskdifficulty	22	20.95%
Luck	4	3.80%
Total	105	100%

Table28: Factors that Contribute to the Failure of Speaking and Listening

This table shows that 33.33% of participants attributed their failure in listening and speaking to ability 41.9% attributed it to effort, 20.95% to task difficulty,and 2.85% of them attribute their failure to luck.

3.3 Discussion and interpretation of the questionnaire

Based on the questionnaire findings, the dominant age is above 18which means that most of the people who took the questionnaire were adults. Also, most of the participants have been studying English for more than one year which suggests that many of them have had some experience with learning the English language.In addition,more than half of them consider themselves as an intermediate and beginner learners which indicates that the majority of respondents assessed their English proficiency level as either intermediate or beginner, rather than advanced.Furthermore, English was a personal choice to the majority of them , this implies that most people chose to learn English of their own accord, rather than being required or forced to study it which suggests a personal interest or motivation to learn the language.

According to the participants answers stated in section two of the questionnaire which is about speaking skill, most of students consider themselves good in speaking which suggests that they have a positive perception of their ability to communicate verbally in English,and prefer to express themselves in English what make them feel more comfortable which indicates that they have a preference for using English as their primary. Furthermore, most of the time students participate in their oral expression class and interact with each other this implies that they actively engage in activities that promote oral communication, such as class discussions, group exercises, or speaking practice sessions. This active participation can contribute to their improvement in speaking skills. .On the other hand, some students faced many obstacles in speaking skill which could be related to the lack of

vocabulary, or pronunciation problems where they may struggle to find the right words to express themselves. Additionally, pronunciation problems might hinder their ability to speak fluently and clearly..Also, there are some participants which are satisfied with their teachers' methodology that differ from one teacher to another this suggests that each teacher has their own unique approach to teaching English, and some students are satisfied with their teacher's method, while others may have different preferences or expectations..

Moreover, statistics in section three which is about listening skill represented that the majority of students are good in listening and used to listen to natives out of the class This indicates that they actively seek opportunities to expose themselves to authentic English language usage, such as listening to conversations, interviews, or other forms of spoken content.. In addition, most of them state that technology played a significant role in developing their listening skill This suggests that they utilize technology-based resources or tools to enhance their listening abilities. This could include listening to audio materials, using language learning apps, or accessing online resources designed for improving listening proficiency.Some activities included listening to podcasts of native speakers what made them fluent in the target language.

Statistics in section four which is about the relationship between listening and speaking skill showed that the majority of students consider speaking skill as more important than listening which indicates that they prioritize their ability to express themselves verbally in English over their ability to understand spoken English. ,also they believe that good listeners are good speakers too which suggests that they recognize the connection between effective listening and effective speaking, understanding that strong listening skills can contribute to improved speaking skills.Furthermore, the major factors of both success and failure in speaking/listening skills are traced back to ability and effort of the the student himself which indicates that the students perceive personal factors, such as

their own abilities and the level of effort they put into developing their skills, as the main determinants of their proficiency in speaking and listening.

Conclusion

Chapter two is concerned with discussing the results of students' questionnaire also; this chapter includes limitations of the study from the first day until the day of submission. Depending on the students' answers, and the findings obtained, we have concluded that there is a correlation between the listening skill and speaking skill, that they both have an influence on each other, and that the development of one skill affects the other which confirms our research hypothesis that suggest that good listeners are good speakers too.

General Conclusion

Using listening skill to improve the speaking skill can be seen as a new method of education that teachers start to use with their students which creates new opportunities for them in a way to master the language. This form of education comes in different types that suits different kinds of learners according to their needs.

For the sake of investigating the role of listening comprehension in improving the speaking skill, and at making EFL learners aware about the inter relationship between the two skills, one method was adopted. A questionnaire answered by 105 students from seven groups.

Based on the analysis of the obtained data, we come to answer our research questions as we identified the students' perceptions about the correlation between listening and speaking skill , and how they can improve their speaking through listening ,and its effectiveness on their oral achievements. Thus, aims of the research are met as we stated the effect of listening skill on the speaking one.

This research hypothesis which is if EFL learners are good listeners they'd probably be good speakers too 'is confirmed as the overall findings of the study prove that listening skill affects their oral achievements positively.

Limitations of the study

As in any other research, some obstacles were face while realizing this work,

- Time wasn't really sufficient

- We faced problems collecting answers for the questionnaires since some refused to answer due to lack of time or being on a rash

- Some students skipped the part of the questionnaire questions with explanations.

Recommendations

- For teachers:

1. Teachers should Incorporate more interactive listening and speaking activities in their classes to encourage the development of both skills(speaking\listening)

2. Teachers should give students the opportunities to practice their listening and speaking skills in real-life contexts to help them transfer their skills from the classroom to the real world.

3. Teachers must offer training to novice language teachers to assist them in creating engaging listening and speaking lessons, and activities meet the needs of all students

- For students,

1. Students should participate more during the OE sessions in order to learn from their teachers' feedback after making mistakes which will help them improve their level.

2. Students should listen more to natives through music or movies or speeches in order to enhance their pronunciation and to acquire new words to enrich their vocabulary repertoire

3. Students should discuss along with their teachers the activity types that help them the most tolearn during the OE session.

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Appendix

Student's Questionnaire

Dear L1 students, this questionnaire makes part of a research work. It aims at investigating your perspectives towards both listening and speaking skills.

We would highly appreciate your help in answering the following questions and we ensure the confidentiality of your responses.

Section 1: General Information

1. What is your age?

☐ 18

☐ Above 18

2. How long have you been studying English?

☐ One year

☐ More than one year

3. How do you rate your level in English?

☐ Beginner

☐ Intermediate learner

☐ Advanced learner

4. Why did you choose English as a major at university?

☐ Personal choice

☐ Administrative choice

☐ The most spoken language in the world

Other answers: …………………………………………………………..

Section 2: Speaking Skill

1. How would you rate your speaking skill?

☐ Poor

☐ Good

☐ Very good

2. Do you like expressing yourself in English?

☐ Yes

☐ No

Why?………………………………………………………………………………………

3. How often do you participate in the Oral Expression class?

☐ Very often

☐ Sometimes

☐ Rarely

☐ Not at all

Explain..

4. What difficulties you face when speaking English?

☐ Fear of making mistakes in the language

☐ Limited opportunities for speaking practice

☐ Difficulties in expressing one's self and delivering the intended meaning

☐ Pronunciation problems

☐ Lack of vocabulary

☐ Grammar mistakes

5. How can you improve your speaking skill in English?

☐ Speaking with natives

☐ Practice with a partner

☐ Taking extra courses

☐ Other choices

What methodology is employed by your OE teacher ?…………………………………

6.Which of the following activity types your oral expression teacher use most?

☐Role-play

☐Debates and discussions

☐Presentations

☐Games

☐Dialogues and interviews

7. Do you find your oral Expression's teacher's methodology benefecial ?

☐Yes

☐No

Explain ……………………………………………………………………………………

Section 3: Listening Skill

1. How would you rate your own level in listening?

☐ Excellent

☐Good

☐Poor

2. How often do you listen to native speakers outside the classroom?

☐ Very often

☐ Sometimes

☐ Rarely

☐ Not at all

Explain ………………………………………………………………………………….

3. Which of the following tactics can help you get better at listening?

☐ Focusing on the speaker

☐ Avoiding distractions

☐ Asking questions

4. Do you think technology can play a significant role in improving listening skills?

☐ Yes

☐ No

Explain………………………………………………………………………………

5. Which of the following activity types help you the most in improving your listening skill

☐ Dictation

☐ Comprehension tasks

☐ Paying attention to authentic materials (CDs\computers\cassettes…)

☐All of them

Others…………………………………………………………………………………….

6. Does the listening skill have an influence on any other skill?

☐Yes

☐No

Explain ……………………………………………………………………………………….

Section 4: Relationship between listening and speaking skill

1. Classify the following two skills in terms of importance according to you

☐Listening

☐Speaking

2. Do you believe in the following saying "good listeners are good speakers too"?

☐Yes

☐No

Explain…………………………………………………………………………………

3. To what factors you think students attribute their success in speaking/listening English.

☐ Ability

☐Effort

☐ Task difficulty

☐ Luck

4. To what factors you think students attribute their failure in speaking/listening English?

☐ Ability

☐ Effort

☐ Task difficulty

☐ Luck

 In what ways do you think a good listening skill can lead to having a good speaking

Skill

…………………………………………………………………………………………………

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

…………………………………………

……………………………………….

Thank you for your help.

Résumé :

Parler et écouter sont considérés comme les compétences les plus importantes et les plus difficiles dans les cours d'EFL. Par conséquent, le but de cette étude est d'étudier la corrélation entre les compétences d'écoute et la performance orale des élèves, et comment la première influence la seconde. Ce travail se compose de deux chapitres : le premier chapitre fournit un arrière-plan théorique sur les compétences d'expression orale et d'écoute et leur relation, tandis que le deuxième chapitre présente une étude pratique de ces deux variables. Ce travail est important car il met en lumière la façon dont le développement de bonnes capacités d'écoute peut affecter les performances des élèves en expression orale.

L'étude actuelle analyse principalement les perspectives des étudiants de première année EFL au Mila University Center concernant l'effet de la capacité d'écoute sur leurs performances orales. Pour répondre à la question de recherche, un questionnaire a été administré aux étudiants de première année d'anglais. L'échantillon était composé de cent cinq étudiants du Département des Langues Etrangères (Anglais) du Centre Universitaire Abdelhafid Bousouf Mila au cours de l'année académique 2022/2023.

Après analyse, les informations recueillies indiquent que la majorité des élèves sont conscients de l'impact positif des compétences d'écoute sur les compétences d'expression orale. Ils croient que l'un des moyens les plus efficaces pour les apprenants EFL d'améliorer leurs performances orales est d'écouter activement la langue cible. Sur la base des résultats, l'hypothèse de recherche est confirmée

Mots-clés : Compétences d'expression orale et d'écoute, Cours d'EFL, Compétences d'écoute, Performance d'expression orale, Compétence d'écoute

ملخص

يعتبر التحدث والاستماع من أهم المهارات وأكثرها تحديًا في فصول اللغة الإنجليزية كلغة أجنبية. لذلك ، فإن الغرض من هذه الدراسة هو التحقق من العلاقة بين مهارات الاستماع وأداء الطلاب في التحدث ، وكيف يؤثر الأول على الأخير. يتكون هذا العمل من فصلين: يقدم الفصل الأول خلفية نظرية حول مهارات التحدث والاستماع وعلاقتهما ، بينما يقدم الفصل الثاني دراسة عملية لهذين المتغيرين. هذا العمل مهم لأنه يلقي الضوء على كيفية تأثير تطوير مهارات الاستماع الجيدة على إنجازات الطلاب في التحدث.

الدراسة الحالية تحلل في المقام الأول وجهات نظر طلاب السنة الأولى من اللغة الإنجليزية كلغة أجنبية في مركز جامعة ميلة فيما يتعلق بتأثير إتقان الاستماع على أدائهم الشفوي. للإجابة على سؤال البحث ، تم إجراء استبيان لطلاب السنة الأولى في اللغة الإنجليزية. تكونت العينة من مائة وخمسة طلاب في قسم اللغات الأجنبية (الإنجليزية) بمركز جامعة عبد الحفيظ بوسوف ميلا خلال العام الدراسي 2023/2022.

بعد التحليل ، أشارت المعلومات التي تم جمعها إلى أن غالبية الطلاب على دراية بالتأثير الإيجابي لمهارات الاستماع على مهارات التحدث. إنهم يعتقدون أن إحدى أكثر الطرق فعالية لمتعلمي اللغة الإنجليزية كلغة أجنبية لتحسين أدائهم الشفوي هي الاستماع الفعال إلى اللغة المستهدفة. بناءً على النتائج ، تم تأكيد فرضية البحث

الكلمات المفتاحية: مهارات التحدث والاستماع ، دروس اللغة الإنجليزية كلغة أجنبية ، مهارات الاستماع ، أداء التحدث ، مهارة الاستماع