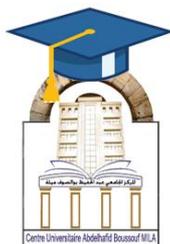


People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
University Centre Abdelhafid Boussouf–Mila–



Institute of Letters and Foreign Languages
Department of English

**The Investigation of the effect of Teaching Listening through
Language Laboratory Based Instruction on Students' Motivation.**
**The Case study of Second year LMD students of English at the
University Centre of Mila**

**A Thesis Submitted In Partial Fulfilment for the Requirements of
The Master Degree in Didactics of Foreign Languages**

Submitted by:

FARA Radia
HECIDA Choubeila

Supervisor:

MRS. BOUGUERNE Sabah

Members of the Jury:

MRS. BOUGHOUAS Lamia

MRS. BOUGUERNE Sabah

MRS. BOUKARIA Hadjer

2018/2019

Dedication

*First of all, we owe a debt gratitude to our affectionate
parents for their
understanding and endless love, those who taught us the
value of education and
supported us to realize who we are today.*

*Our parents, who are our source of inspiration and
encouragement.*

To our sisters and brothers for their support.

*To all those who have been supportive, caring, and
patient.*

*To all our friends with whom we shared the university
life.*

*To all those who love, support and have been there for
us.*

Acknowledgment

Above all, we thank Allah for the accomplishment of this work, for giving us ambition, determination and strength to finish it.

First and foremost, our sincere expression of gratitude goes to our supervisor Mrs. Bouguerne who was a source of guidance and wisdom for this research work. We have been incredibly lucky in the readings and comments we have received from her. Without her continuous support, observation and suggestions, this work would have never been completed. All her ideas have proved extremely useful.

A special thanks to the Chairwoman Mrs. Boughouas Lamia for presiding the board of examiners.

To the examiner Mrs. Boukaria Hadjer for accepting to read and evaluate our thesis.

We would like to express our sincere thanks to the students of Mila's University Centre for their participation and cooperation by answering the questionnaire.

Last but never least, our appreciations go to all our teachers from our first day in the university until now without exception. To whoever taught us a word .

ABSTRACT

This research paper investigates one of the most controversial and problematic subjects in the domain of English language teaching. It attempts to deal with an important skill in EFL classes, which is listening, using laboratory based instruction and its impact on second year students' motivation at the University Centre of Mila.

This paper consists of two chapters, the first one, is concerned with the literature review. It consists of three sections: the first section covers the background knowledge about the listening skill and comprehension, whereas the second section deals with the literature review and a detailed description of LL. However, the last section treats the factor of motivation, its types and role in SLA. The second chapter deals with data collection and analysis of the results gathered.

The primary concern of the current study is to explore and examine the effectiveness of LL as a teaching aid in improving and developing students' motivation to learn the listening skill; mainly, to explore the hypothesis of whether LL has an effect on students' motivation. A questionnaire is given to second year LMD students and interview is conducted with listening teachers of Mila's University Centre: Abdelhafid Boussouf. The results collected ,ultimately, confirmed the hypothesis

الملخص

يتمحور هذا البحث حول واحد من أهم المواضيع التي تشكل جدلا في مجال تعليم اللغة الانجليزية. حيث يتطرق إلى مهارة مهمة في أقسام تعلم اللغة الانجليزية كلغة أجنبية ألا وهي الاستماع عن طريق استخدام مختبر اللغة وتأثيره على تحفيز طلبة السنة الثانية تخصص لغة انجليزية بالمركز الجامعي لميلة. يتكون هذا البحث من فصلين الأول يتعلق بالجانب النظري ويتألف من ثلاثة أجزاء: الجزء الأول يشمل المعلومات الأساسية حول مهارة السمع. و الجزء الثاني فيندرج تحت إطار وصف مفصل لمخابر تعليم اللغة أما الجزء الثالث فيعالج أنواع التحفيز، دوافعه وأهميته في مجال اكتساب اللغة الانجليزية. الفصل الثاني مخصص لجمع المعطيات وتحليلها. يتمثل الهدف الرئيسي لهذه الدراسة في فحص واختبار تأثير مختبر اللغة باعتباره أداة تعليمية في تحسين وتحفيز الطلاب بهدف اختبار فرضية ما إذا كان مختبر اللغة يؤثر على حماس الطلاب. نتائج الاستجواب التي تم تقديمه لطلبة السنة الثانية بالمركز الجامعي لميلة والمقابلة التي أجريت مع الأساتذة أكدت هذه الفرضية في نهاية المطاف.

List of Acronyms

CALL: Computer Assisted Language Laboratory.

USA: United States of America.

LL: Language Laboratory.

LLBI: Language Laboratory Based Instruction

WALL: Web Assisted Language Laboratory.

EFL: English as a Foreign Language.

TEFL: Teaching English as a Foreign Language.

IM: Intrinsic Motivation.

EM: Extrinsic Motivation.

SLA: Second Language Acquisition.

SL / L2: Second Language.

List of tables

Table 1: Students' gender.....	47
Table 2: Students' age	48
Table 3: Students' linguistic background	49
Table 4: The importance of English for students	50
Table 1: The frequency of learning English	51
Table 2: The importance of listening in SLA.....	52
Table 3: Impact of listening on students' interpretative and analytic capacities.....	53
Table 4: The influence of listening to different varieties of the language	54
Table 5: Students' opinions about the frequency of playing the audio	55
Table 6: Students' resources to listen to English.....	57
Table 7: Students' view about their teacher's choice.....	58
Table 8: Students' ability to guess the overall idea before listening	59
Table 9: Students' behavior while listening	60
Table 10: Student's task after listening.....	61
Table 11: Students' opinion about practicing listening in LL.....	62
Table 12: LL's impact on students	63
Table 13: Student's justification.....	64
Table 14: The hours spent practicing listening using LL.....	65

Table 15: Students' attitude towards the use of LL instruction.....	66
Table 16: Students' interaction with based on LL's advantages.....	68
Table 17: Students' opinion about the hours spent in LL.....	69
Table 18: Effect of LL on student's listening comprehension.....	70
Table 19: Types of Materials Students Would Like to Use.....	71
Table 20: Materials that May Motivate Students in Class.....	72
Table 21: Authentic Materials and Students' Self-Confidence.....	73
Table 22: The Reason why Students Like Listening under the LLBI.....	74
Table 23: Students' Feelings when Learning Listening under the LLBI.....	75
Table 28: The Effect of Using LLBI on Students' Listening Comprehension.....	76
Table 29: Students' State while Learning Listening under the LLBI.....	76
Table 30: The Difficulty of Learning Listening under the LLBI.....	77

List of figures:

Chapter I

Figure 1: Language Laboratory Design.....30

Figure 2: The Intrinsic-Extrinsic Dichotomy.....44

Chapter II

Figure 24: Students' Gender.....47

Figure 25: Students' Age.....48

Figure 26: Students' Linguistic Background49

Figure 27: The Importance of Listening for Students50

Figure 28: The Frequency of Learning English51

Figure 29: The Importance of Listening in SLA.....52

Figure 30: Impact of Listening on Students' Interpretative and Analytic Capacities.....53

Figure 31: The Influence of Listening to Different Varieties of the Language55

Figure 32: Students' Opinions about the Frequency of Playing the Audio56

Figure 33: Students' Resources to Listen to English.....57

Figure 34: Students' View about Their Teacher's Choice.....58

Figure 35: Students' Ability to Guess the Overall Idea before Listening60

Figure 36: Students' Behavior While Listening61

Figure 37: Student's Task after Listening.....62

Figure 38: Students' Opinion about Practicing Listening in LL.....	63
Figure 39: LL's Impact on Students	64
Figure 40: Student's Justification.....	65
Figure 41: The Hours Spent Practicing Listening Using LL.....	66
Figure 42: Students' Opinions towards the Use of LL Instruction.....	67
Figure 43: Students' Interaction with Teachers based on LL's Advantages.....	68
Figure 44: Students' Opinion about the Hours Spent in LL.....	69
Figure 45: Effect of LL on Student's Listening Comprehension.....	70
Figure 23: Types of Materials Students Would Like to Use.....	71
Figure 24: Materials that May Motivate Students in the Class.....	73
Figure 25: Authentic Materials and Students' Self-Confidence.....	74

Table of Content:

DEDICATION	I
ACKNOWLEDGMENT	II
ABSTRACT	III
List of Acronyms.....	V
List of Tables	VI
List of Figures.....	VIII
List of Content.....	X

General Introduction

1- Statement of the Problem	2
2- Research Questions and Hypothesis.....	3
3- Aims of the Study.....	3
4- Research Methodology	4
4.1 Participants	4
4.2 Sampling	4
5- Methodology	4
6-The Structure of the Study.....	5

Chapter One: Literature Review

Section One: Listening Comprehension

Introduction

1.1. Definition of Listening	8
1.2. Significance of Listening	9
1.3. Types of Listening	11
1.3.1. Intensive Listening.....	11

1.3.2. Extensive Listening	12
1.4. The Process of Listening	13
1.4.1. Bottom-up Processing Model.....	13
1.4.2. Top-down Processing Model.....	13
1.4.3. Interactive Model	14
1.5. Listening Strategies	15
1.5.1. Cognitive Strategies	16
1.5.2. Metacognitive Strategies	16
1.5.3. Socio-affective Strategies	17
1.6. Teaching Listening Activities	18
1.6.1. Pre-listening Stage	18
1.6.2. While-listening Stage	19
1.6.3. Post-listening Stage	20
I.7. Listening Assessment	21

Conclusion

Section Two: Language Laboratory

Introduction

2.1. General Overview of Language Laboratory	24
2.2. Definition of Language Laboratory	26
2.3. Significance of Language Laboratory	28
2.4. Teachers' Console vs Students' Booth.....	29
2.5. Characteristics of Language Laboratory.	31
2.6.Types of Language Laboratory	33
2.7. Advantages and Disadvantages of the Language Laboratory.....	34

2.7.1. Advantages of Language Laboratory.....	34
2.7.2. Disadvantages of Language Laboratory	37
Conclusion	
Section Three: Motivation	
Introduction	
3.1. Definition of Motivation	39
3.2. Types of Motivation	41
3.2.1. Intrinsic Motivation	42
3.2.2. Extrinsic Motivation.....	44
3.3. Role of the Teacher.....	46
3.4. The Importance of Motivation in SLA	49
Conclusion	

Chapter Two: Data Analysis and Research Results

Introduction

1. Students' Questionnaire	52
1.2. Description of Students' Questionnaire.....	53
1.2.3. Analysis and Discussion of the Findings.....	54
2. Teachers' Interview	87
2.1. Description of Teachers' Interview.....	87
2.2. Analysis of Teachers' Interview.....	87
2.3. Discussion of the findings.....	92
3- Limitations of the Study.....	93
4- Pedagogical Implications and Recommendations	94
Conclusion	
General Conclusion	95

References.....	96
Appendices	
Appendix one: Students' questionnaire	105
Appendix two: Teachers' interview	109

Introduction

Commonly, in order for students to master the English language they should be mastering the four skills. The receptive ones which are reading and listening contrasted with the productive skills that are speaking and writing. Despite the fact that the relationship between these skills seems to be complicated, each skill supports the other one naturally and each skill has its impact and significance in learning English. However, in teaching English as a foreign language (TEFL) classes, students are somehow giving priority to the productive skills over the other skills that are slightly ignored, neglecting that they go hand in hand. Students must work on their communicative skills so that they use the language efficiently and appropriately, for this reason they should not ignore one skill and focus on the other ones.

Listening skill is the most critical communication skill; it makes sense of the spoken language. Students are involved in many listening situations, aware they are or unaware. While the other three language skills receive direct instructions, listening skill may receive little or no instruction at all. Listening is not only important at the level of improving one's language, but as it is also the best way to be exposed to the language spoken by its natives. Moreover, listening- individually must be supported as well as showing the students the appropriate strategies whilst exposed to the listening material.

Modern technology is now part and parcel of the teaching/learning process. It is in the methods used in teaching and the strategies of learning. Furthermore, the process of teaching/learning a foreign language such as English requires the use of the language laboratory (LL). The latter is a room equipped with modern technological devices that enable the teachers to be in touch with their students actively, in other words, it is a class where students do language learning process as approaches of both practice and theory (Stack, 1971). The presence of the language laboratory guarantees the space and opportunity of learning for

all the students, equally, in addition to that, LL is such a contemporary technological learning tool that supports and reinforces the foreign language teaching.

Unavoidably, students tend to be attracted to the modern technological tools such as LL. Modern learning tools attract students' attention which explains the lack of interest in the traditional way of teaching listening. Little instruction when teaching listening may be due to the lack of time, preparation or materials. Most of the second language (SL) teachers expect the students to learn and develop the listening skill by their own, yet the students are unaware of this process unless they receive direct instructions.

It is the unawareness of being taught the listening skill what makes students unmotivated to learn it, because all that they will be focusing on is other skills. Teacher's style of lecturing or other external factors may affect the student's motivation. It is certainly that it is not easy to set the effect of the inner driving force on learning and achievement; however, what is inescapable is the urge to show the students who seem to be less motivated or even unmotivated to learn listening and how to enjoy their learning. Teachers can improve the students' motivation by means of some motivational strategies, i.e. the language laboratory. This led to the investigation of the effect of teaching listening through language laboratory based-instruction on university students' motivation.

1-Statement of the Problem:

Listening skill is an essential means of communication, students spend hours in a language lab listening to some materials, yet the process is not given much thought.

Algerian students are still facing problems when it comes to listening to native speakers' speech as well as understanding it. As a result, this may cause students to lose interest in this class and thus demotivate them to learn.

Informal conversations with teachers and students displayed the fact that learners were demotivated to listen attentively to the teacher of oral expression and even to the audios at the beginning of the year. This problem can be interpreted, according to them, by their long exposure to oral expression lessons in traditional classrooms. The language lab has a great importance in the process of EFL teaching/learning, but decision makers are not aware of its impact on the students' motivation, yet. As a result students spend their first seven years demotivated to learn listening.

2- Research Questions:

- What is the effect of the language laboratory on increasing students' intrinsic motivation when learning listening?
- Does the use of language laboratory facilitate teaching English, in general, and teaching listening as a specific skill?

Based on the previous questions we hypothesize that:

- If teaching listening through language laboratory based instruction is well instructed, then students' intrinsic motivation would be enhanced.

3- Aims of the Study:

The objective of this study is to establish the effectiveness of the language laboratory when used in teaching university students listening. It brings the most important idea about the relationship between LL and students' motivation. It aims at investigating the impact of a better use of language lab on increasing students' intrinsic motivation to enhance their listening skill.

4- Research Methodology:

4.1- Participants:

This research is conducted to validate the hypothesis and reach the intended outcomes. The population of this research is 2nd year LMD students of English (186 students) and teachers of listening skill in Mila's University Centre.

4.2- Sampling:

A sample of 40 students have been chosen from the overall population (2nd year LMD students) as a sample of the study. They have been selected randomly to respond to the questionnaire. In addition to that, five teachers of listening have been interviewed. Their responses were completely anonymous.

5- Methodology:

This research is carried out through a descriptive study. The required DATA for examining the validity of our hypothesis will be gathered through a questionnaire given to a random sample of second year English students, and an interview with teachers in order to investigate the effect of teaching listening through a language laboratory based-instruction on students' motivation. The current study is based on the descriptive method with the aim of describing the relationship between teaching listening via an LL based-instruction and students' intrinsic motivation. The collected DATA will be analysed and represented in tables and graphs to show a detailed description of the results in the last chapter.

6- The Structure of the Study:

The present study is composed of two chapters. The first chapter is devoted to give a general theoretical overview about the topic. It is divided into three sections, in the first one

we try to give a close look at the issue of teaching listening and its significance, taking into account its types, process and strategies. The second section includes the background of the language laboratory and its characteristics which makes it easy to distinguish between the LL and a normal classroom. In addition to that, we try to cover its types and its advantages and disadvantages. The last section deals with motivation in general, its definition, types and importance in the SLA class. The second chapter is practical; a work field. It will deal with the analysis and interpretations of the data collected from the questionnaire and the interview. It will also shed light on some pedagogical implications.

Chapter one

Chapter One

Section One: Listening Comprehension

Introduction

Listening has a great importance in people's daily life; and it is the most essential skill in language learning. As well as, it is the most frequently used in the classroom because a great deal of the educational process is based on listening skills so students have to spend most of the time listening to what the teacher says, for example, listening to the lectures, explanations and directions given by the teacher. Particularly, in a language learning, listening occupies a significant role in the development of the language.

In spite of the importance of listening in language teaching and learning, English language teachers focus only on the productive skills (reading and writing) like English-as-a foreign-language (EFL) classes where they teach English language as a module at university and they use it only inside the classroom. EFL students, of course, are from several countries where English is not the dominant language so they have only a few opportunities to hear the real language(native language) and are not used to hear the language as it is produced by native speakers. Thus, EFL students often have a kind of challenges in understanding English spoken by natives of the language when they are exposed to them.

1. Definition of Listening

In the context of language learning, listening plays a vital role. It is through listening that students get exposed to numerous materials in the target language. Despite being one of the frequently used language skills, many scholars have been complaining about the fact that it receives minor attention from the part of teachers.

Researchers have various conceptions about listening. Underwood (1998) defines listening as “the activity of paying attention to and trying to get meaning from something we hear” (p.1). That is, listening is not just about getting what the speaker says, rather it involves attentive skills from the part of the listener.

There has been confusion between listening and hearing. Brown (2004, p.72) argues that many people make a close connection between the term “listening” and the term “hearing”. He, then, suggests that hearing represents nothing more than a sense. However, listening is a learned behaviour. Listening requires more than receiving sounds through the ears; it rather involves organizing and interpreting the oral language input. Listening involves the multiple processes of decoding the spoken language. These processes consist of speech sound discrimination, understanding the meaning of separate words, and knowing the structure of sentences (Nadig 2013).

According to Purdy (1997), listening represents “the active and dynamic process of attending, perceiving, remembering and responding to the expressed (verbal and non-verbal needs, concerns and information offered by other human beings” (p.8). In other words, listening necessitates the existence of certain cognitive capacities that enable the listener to comprehend, react, and negotiate meaning with the speaker.

Moreover, Brown (1994), views listening as a complex skill involving a large number of sub-skills or Micro-skills as discriminating English sounds, recognizing stress patterns, intonation meanings, recognising words and expressions involved in the spoken discourse, and organising grammatical rules (p.241).

According to Rost (1991) and Aly (2001), "listening is an interactive, integrative, interpretive and a creative process in which listeners play a basic role in constructing the overall message". That is, listening is a process which involves deciphering and decoding in order to adequately respond to the heard message. In this process, the listener takes part not only in understanding what the speaker says, but also in the negotiation and building of meaning.

These scholars agree upon the idea that listening is an active process which consists of receiving the oral message, trying to decipher all its components including vocabulary, syntax, and sounds. In addition, the listener engages in a thorough understanding of meaning so that he responds appropriately.

2. Significance of Listening

Listening is essential in people's everyday communication. Byrne (1984, p.78) states that "communication is a two-sided process: a message cannot be communicated unless there is someone to receive it". In the communicative process, listening is the receiving part that echoes the person's understanding and involvement. Rivers (1989),

Temperly (1987), Oxford (1993) and Celce Murcia (1995) agree that more than forty-five percent of total communication time is spent listening, thirty percent speaking, sixteen percent reading and nine percent writing.

Besides its general importance, listening has a very significant role in language acquisition and learning. Listening is regarded as the medium which paves the way for the natural acquisition of language to take place. Children, for instance, manage to learn and imitate the sounds that they receive from the surrounding environment. After that, they build their mother tongue and become able to communicate with others. The natural approach proposed by Terrell and Krashen (1985) highly emphasizes this point.

The role of listening in language acquisition and learning was tackled by many researchers. Nord (1985) clarifies its importance stating that listening provides the learner with an input that he utilizes to construct knowledge. The latter is essential in using the language. After building this knowledge, the learner can begin to speak because the “listening-only period” allows the learner to observe and discover.

Listening is also regarded as a critical element in the emergence and development of other language skills: speaking and writing (Hassan, 1998; Saricoban, 1999; Petricion, 2003). These authors stress the importance of listening in achieving oral fluency and accuracy and its role in strengthening the speaking skill. Petricion (2003) argues that the more the learner listens effectively, the better his speech would be.

3. Types of Listening

In order for students to comprehend the meaning of each discourse and grasp different language forms and aspects, the listening input has to be varied. There exist two major types of listening whose importance is paramount in helping the learners to achieve the best results. These types are intensive and extensive listening.

3.1. Intensive Listening

Intensive listening triggers mainly short and brief listening exercises. Its goal is to enable students to have more insights on grammar, pronunciation and vocabulary. Through this type of listening, students will focus on simple and basic elements of the language such as sounds and words. Rost (2002) defines it as “the process of listening for precise sounds, words, phrases, grammatical units and pragmatic units” (p.138). Paying attention to these aspects of the language, learners will construct a strong basis that will contribute to their overall language acquisition.

In intensive listening activities, learners may listen to an audio for several times. The first play would be for discovering the overall meaning, i.e., the gist of the audio. In the second play, they begin to dig deep in the audio details such as the pronunciation of the speaker, besides taking notes. The last play would be dedicated for re-checking the notes (Alam&Sinha, 2009).

According to Harmer (1998), intensive listening takes place, generally, in the classroom,

and the most preferred material for teachers is audio tapes; particularly because they provide a varied source of language input. Another essential element concerning this type of listening is the possibility of interacting with speakers, interrupting them and even asking for explanation through what is called “live listening”. This way of approaching listening can be conducted by making use of funny activities like storytelling, conversations and interviews.

3.2. Extensive Listening

Extensive listening, on the other hand, is realised through longer exercises. It focuses on understanding the meaning. The teacher gives his students the chance to choose materials of their interest and preference. This would motivate the learners and make them pleased and more eager to learn (Harmer 2001).

Since extensive listening can take place outside the classroom setting, materials resources would be different. These resources include television, radio, web sites...etc. In order to promote extensive listening, certain activities can be performed by students, such as recording their own answers, indicating the level of difficulty, and summarizing the materials content. All these tasks make students’ listening more fruitful since they have the opportunity to collaborate with each other and share their ideas (Harmer, 1998).

4. The Process of Listening

As mentioned earlier, listening is regarded as an active process rather than a passive

one. Listeners engage in the interpretation of the heard message and negotiation of its meaning. The listener, from his part, has an active role to play in this process through his interaction with the speaker. In addition, he makes use of his linguistic knowledge as well as other non-linguistic clues that depend on the context (Littlewood, 2000). However, models which explain the listening process have been introduced. These models are: the bottom-up processing model, the top-down processing model and the interactive model.

4.1. Bottom-up Processing Model

In the bottom-up processing model, the starting point of the comprehension process is the basic and minimal units of language like phonemes (Brown, 1995). Students begin first with decoding the sounds they hear. Then, they move on to individual words, phrases, sentences and finally the whole text. Guessing the meaning of the text relies heavily on the language; this is what makes bottom-up processing a text-based model (Yun Kul, 2010). The listener, in this process, uses his knowledge of words, syntax and grammar to work on form” (Rubin, 1994, p. 201).

4.2. Top-Down Processing Model

In this model, the background knowledge of the listener is required to achieve a better understanding of the message by utilising his knowledge of the context in which the listening takes place (Richards, 1980). This knowledge of the context includes the topic, the speakers and their relationship with each other and with the situation.

This process consists of making “predictions about what the incoming message is expected to be at any point, and how the pieces fit into the whole” (Morley, 2001, p. 74).

the prior knowledge of the listener enables him to understand what is being communicated and be totally involved in the process through expecting the forthcoming information.

However, Carell and Eisterhold (1983) point out that frequent reliance on top-down processing may end up with deficiency in comprehension. That is because if the learner is unacquainted with the topic being discussed, he will rely on his linguistic knowledge.

4.3. The Interactive Model

Since one type of these processes relies on the linguistic aspect and the other focuses on the background knowledge of the learner, they should be used in a complementary way.

There exist an overlap and an interaction between these processes because they happen simultaneously. However, learners need to use certain strategies in order to understand the message fully. For that, the interactive model is introduced.

This model attempts to make up for the deficiencies of Bottom-up and Top-down processing to maximize comprehension. In the 1980s, Bottom-up and Top-down processing are considered the best ways of listening comprehension. Later, it has been proved that in order for learners to understand what they hear, there should be coordination between these models. Because when learners are familiar with the language presented in the material, they will recall their prior knowledge about the topic as opposed to when the learner has no knowledge about the content and is deficient in language proficiency. As Ellis (2003, p. 45) states “the interactive model of listening assumes that listeners need to access

to both: automatic decoding skills and higher-order strategies for processing input”.

All things considered, despite the weaknesses of Bottom-up and Top-down processing, the interactive model can efficiently help learners in their comprehension because of its usage and focus on both language and background knowledge.

4. Listening Strategies

Learners can control and improve their learning by the integration of strategies.

Vandergrift (1999) accounts for the necessity of developing certain strategies in the process of listening. The importance of strategies lies in that they help the learner assess and direct his own learning. In addition, strategies are particular ways of approaching well-defined ends (Brow, 1995). Learning strategies are what makes learners more involved and responsible for their learning by maximizing problem-solving capacities and enhancing the learning process. There exist several strategies for listening but O’Malley and Chamot (1990) emphasize three main types that are: meta-cognitive, cognitive and social strategies.

5.1. Cognitive Strategies

Cognitive strategies are connected to understanding and storing linguistic input and knowledge in working memory or long-term memory in order to be recalled later (Azmi, Celik and Tugrul, 2014). This type of strategies enables learners to solve problems, extract meaning from what they hear as well as summarizing and memorizing which make learning

and comprehension easier. Moreover, according to O'Malley and Chamot (1990), cognitive strategies are strategies which "reflect mental manipulation of tasks". This includes how a learner deals with input in hand and how he can manage to understand and produce new language in his own way. Cognitive strategies are a problem-solving activity (Derry & Murphy, 1986). This is achievable through extracting meaning from the heard text, summarizing and memorizing.

5.2. Metacognitive Strategies

Metacognitive strategies underlie the conscious mental processes involved in language learning. These processes include: planning and assessing one's comprehension.

According to Vandergrift (1997), first, when planning, the learner has to be mindful about what he will accomplish and achieve in a specific listening task so that he can make the suitable plan. Second, monitoring undergoes correcting and checking answers and performance. Third, the learner ends up with assessing and evaluating his listening comprehension. Following such metacognitive procedures in listening gives the learner an opportunity of deciding and designing his own plan based on the purpose that he sets beforehand. Further, he can check the accuracy or failure of the strategy being used.

Wenden (1998), summarizes the advantages of metacognitive strategies as follows:

- a- The learning speed is increased.
- b- Students become more attentive.
- c- Students will have the courage to ask for explanations.
- d- Students can assess their development.

All in all, integrating metacognitive strategies exerts a positive impact on learners' overall performance in the sense that these strategies make learners think about their own learning and aware of the activities they use in this process. Additionally, when these strategies work well for the learner, this would increase his self-confidence.

5.3. Socio-Affective Strategies

Socio-affective strategies are strategies in which interaction is of paramount importance to decrease fear and anxiety of the learner. Vandergrift (2003) defines it as the ways that listeners use to check understanding, interact with others and reduce anxiety. These strategies are non-academic in nature; in the sense that they lay the foundation for a sense of familiarity and empathy between the teacher and the learner (Oxford, 1990).

In fact, socio-affective strategies are necessary for listeners to lower anxiety and fear of interacting with speakers. In addition, they help in increasing self- confidence and maximizing learner's willingness to promote the listening skill.

To conclude, the use of strategies is among the ways that allow learners to control and promote their learning. Not only that they increase learner's awareness and consciousness, but also they give students the opportunity to be responsible, solve problems and find the best ways to increase their proficiency level. Equally important, teachers should encourage their students to use the appropriate strategies.

6. Teaching Listening Activities

Listening is an active process in which listeners engage in building meaning and

interacting with speakers. When the elements that contribute to listening proficiency are made clear for learners, they will be conscious about their listening capacities and do the activities that support their listening. Karakas (2001) claims that the primary concern of listening activities is to prevent failure and support learners' comprehension of a text.

Listening activities are sub-classified as: pre-listening, while-listening, and post-listening activities.

6.1. Pre-Listening Stage

Pre-listening activities generally have two main objectives. First, they serve as brainstorming tasks to recall students' prior knowledge. Second, they give information about the listening task (Rost, 2002). These activities make learners ready to listen and predict the forecoming information. In addition, for Donaldson and Haggstorm (2006), pre-listening activities provide learners with basic linguistic input that they need for accomplishing the task.

The teacher, in this stage, starts by setting the objectives for listening. He provides students with information about the context of the text including the topic, the speakers, accents... etc. This way, students will prepare themselves for listening and can predict the main ideas of the text. After that, activities will take place.

Among the examples of pre-listening activities are getting students to listen to a conversation between two people, then, answering true or false questions based on their

previous knowledge (Karakas, 2002).

6.2. While-Listening Stage

The next stage of the listening task is the while listening stage. While-listening activities are a number of tasks that the learner does during listening in order to show his comprehension. They aim at keeping students focused while listening. Wilson (2008) notes that students pay attention to the speaker's language and ideas at the first place. Then, they consider other elements like texts organization and sentence pattern. According to Rixon (1986), students are not supposed to give long answers or dig in the details; rather they should focus on comprehension of general ideas.

Examples of while-listening activities include asking students to read first the questions and then, they choose the right answer. Another example is that of filling in the gaps. According to Karakas (2002), students can work together to answer a "filling in the missing word listening activity". Furthermore, checking and marking pictures is a widely used activity in this stage. Students can be given a picture in the pre-listening stage. In the while-listening stage, they are asked to mark specific items on it. Finally, in this phase, students can compare their answers to pre-listening stage.

6.3. Post-Listening Stage

The last stage of listening exercises is the post-listening stage. Some activities, in this stage, can be connected to while-listening stage; however, other activities are independent

from other stages. In this phase, students can focus on grammar, vocabulary and sounds because they have more time (Rixon, 1986). After listening to a text, tasks like discussions, a pair work and integrating reading and writing activities can be incorporated.

Post listening activities are beneficial for teachers in assessing students' comprehension. It is in this stage that learners react to what they listened to through discussions and interpretations. Correction of student's answers is, also, an important part of this stage (Wilson, 2008).

Taking everything into account, listening is a skill that should be learned and promoted alongsidewith the other skills. Thus, students need a constant exposure to listening comprehension activities that will develop their listening proficiency. Encountering different types of listening input, learners feel more involved and interested. However, teachers should prepare learners for the listening experience. Following pre-listening, while-listening, and post-listening stages help learners maximize their listening comprehension and be good listeners.

7. Listening Assessment

Assessment is a critical step in teaching and learning. It is crucial in checking whether the intended objectives of a lesson have been achieved or not. For Angelo (1995), assessment is a procedure whose purpose is to upgrade learning. This can be achieved either by checking to what extent students' performance goes with the already set suppositions, or

by observing students' actual performance and then looking for ways to enhance it.

In listening comprehension, deciding which type of tasks to use for assessing learners is very important. This is because every single listening task requires specific assessment. Brown and Yule (1983) believe in the absence of suitable tests since they do not really echo students' comprehension. In fact, these tests are a useful tool for teachers to measure students' development and assess their performance. Buck (2001) introduces three approaches for listening assessment which are: the discrete point approach, the integrative approach, and the communicative approach.

The discrete point approach emerged in the early 1960s. It consists of testing one element at a time (Buck, 2001). Phoneme recognition, paraphrasing recognition and response evaluation are examples of discrete point tests. Phoneme recognition assesses learner's capacity to identify phonemes and distinguish between minimal pairs.

As for paraphrasing recognition, students are given different options and after listening to a passage, they are going to select the choice which corresponds to its meaning.

Finally response evaluation is concerned with assessing students based on their answers. Results of these tests are highly reliable since they are objective. However, in this type of assessment, the social context is neglected.

As opposed to the discrete approach, in integrative approach, listening assessment is not achieved by testing micro units of the language. Oller (1979, p.37) points out that "whereas

discrete items attempt to test knowledge of language one bit at time, integrative tests attempt to assess a learner's capacity many bits at the same time". Integrative approach does not depend only on assessing learners' recognition of small units. Instead, it tests their general ability of comprehending ideas.

Communicative language teaching favours interaction and highlights the importance of social context in language learning. Communicative assessment of listening comprehension looks at learners' comprehension of the heard text apart from recognition of its constituent parts, and how they can use these ideas in concrete interactional situations (Buck, 2001).

Conclusion

It can be concluded that listening is a complex and active process in which distinguishing L2 sounds, negotiation of meaning and interaction with speakers is indispensable. In order to be successful listeners, learners should make use of a variety of strategies that enable them control, promote and feel more responsible about their own learning. In addition, listening proficiency can be approached by understanding the process of this skill, besides integrating the suitable listening activities which give the opportunity of sustained exposure to the target language.

Section Two: Language Laboratory

Introduction

One of the most important responsibilities of the language teacher is to continuously search for innovative ways to promote their teaching. New materials and technologies should be used for a better integration of the different language skills. The huge development that computer technology has seen in the last few decades has had tremendous effects on this field. Thanks to these advancements, many aspects of this process are simplified for both teachers and learners. Language laboratory is an important technological aid that is highly influential in foreign language teaching. It provides significant opportunities for learners to practise their language skills through the interesting innovations that it represents. In this chapter, we will discuss the different steps that contribute to the development of language labs. Then, we shall move on to explain thoroughly the types and characteristics of this media. Finally, we will talk about its significance in language teaching and learning.

1. General Overview of Language Laboratory

Foreign language teaching and learning has benefited a great deal from educational technology since its beginnings. The first step that gave birth to language laboratories was Thomas Edison's invention of the tin foil phonograph in 1877. The primary aim of the Phonograph is to preserve rare languages like: African, Indian and Polynesian languages. This device is used in foreign language classes and for self-study at home as well. The first era of phonograph (1877-1945) focused mainly on using authentic resources to improve learners' pronunciation. However, the recorded sounds were not clear (Peterson, 1974).

Hutchinson (1961) claim that LL has its roots in the army program of WW2 up to the release of the National Defence Education Act of 1958 that supported research and institutes. Thus, many colleges in the USA opened LL. In addition, the innovations and advancements in television, tape recorders, and radio have paved the way for a better integration of LL.

According to Parker (1967), LL was first set up in 1957. Undoubtedly, the 1960s has known great developments in the facilities used in LL. Consequently, LL were massively used in educational settings. Similarly, Keck and Smith (1972, p.5) state that “by mid-decade, an estimated 10,000 LL had been installed in secondary schools and 4,000 more could be found in institutions of higher learning”. In fact, materials used in LL, recently, are not confined to audios. Instead, videos, Internet and flash-based materials are used to facilitate teacher- student interaction.

According to Kitao (1984), the history of language laboratories can be traced back to the 1950s in the United States. He believes that LL history has undergone five main periods: the beginning period (before WW2), the establishing period (1958), the developing period (1960's), the diminishing period (1970's) and the revival period to the present.

Finally, advancements in LL are now obvious. The rapid movement from slow into quicker and more engaging ways of delivering knowledge to learners reflects positively the overall quality of learning.

2. Definition of Language Laboratory

A language laboratory is a classroom, which is equipped with audiovisual materials in order to facilitate and aid the foreign language learning, than is usually possible without it. Parker (1962) defines the language laboratory as: “an area containing equipment designed to facilitate second/foreign language learning” (p.67).

And according to Merriam-Webster which is an online dictionary, a language lab is defined as “a room with equipment (such as computers or tape recorders) where people can listen to and practise speaking foreign languages”. Basically, a language lab is used as an aid for improving and enhancing the learning of a second or foreign language as well as making students improve their listening and thus communicative skill.

According to American Heritage Dictionary, language laboratory is: “A room designed for learning foreign languages and equipped with tape recorders, videocassette recorders, or computers connected to monitoring devices enabling the instructor to listen and speak to the students individually or as a group”. That is to say, LL might be seen as an ordinary classroom but it supplied with the necessary technological devices, such as computers, headphones and tape recorders that facilitate teacher-students instruction.

Beder (2008) provides another definition that is “A Language Laboratory is a room in a school, college, training institute, university or academy that contains special equipment to help students learn foreign languages by listening to tapes or CDs, watching videos, recording themselves, etc.” It is also affirmed by Mambo (2004),

Language laboratories are environments designed to enhance foreign language learners’ skills. Generally equipped with analog and digital hardware, and software (tape recorders, videocassette recorders, or computers), they provide

practices in listening comprehension, speaking (listen and repeat), with the goal to reinforce the grammar, vocabulary and functions (grammatical structures) presented in class. (p.2)

(2004)

In fact, a language lab is very helpful for students to practise the language to be learned as well as assessing their speeches. According to David Wilson and Thayalan (2007), language labs represent a facility that enables the learners to listen to a native speech model, repeat and record the sounds, listen to one's own imitated speech and then compare it to the original sound and finally do a self-assessment.

LLs are found in order to help one uses technology effectively and efficiently. Richards (2001) supports this idea believing that one has to hear the best sample of the spoken language so that he can acquire the sensibility of the sounds and rhythms of the target language. This idea is further confirmed by David Wilson and Thayalan (2007) who point that a language lab is necessary for any language learner to acquire a good command and use of the language in use, with clarity and accuracy being vital for an effective and appropriate communication.

Mambo (2004) describes the LL as one of the foundations of language instruction. Thus, a LL is a fundamental instructional tool for language teaching/learning. It is an environment designed to improve the language learners' skills, because it provides a good practice in listening and, therefore, in speaking. Communication involves the students' ability to listen carefully and attentively to the intended meaning, in order for them to respond appropriately and clearly.

3. Significance of Language Laboratory

The essential goal of LL is to improve learners' communicative capacities. According to Hmoud (2014), the LL provides good opportunities for learners to promote their language skills since it allows them to get access to native speakers and authentic materials in the target language. Wilson and Thayalan (2007) claim that the effects of globalization and developments in Internet technology have transformed the world into a small village. The LL has come to enable individuals to use technology for effective communication. As a matter of fact, LL is important in enhancing learners' listening skill as they get exposed to native speakers' speech and develop a certain awareness about sounds and rhythm of the target language (Richard's, 2001) Wilson and Thayalan(2007) point out some of LL's useful aspects as follows:

1. A useful media for teaching any language.
2. Enables learners to be accustomed with the phonetic aspect of the language.
3. Students can benefit from online lessons and oral examinations.

To conclude, language laboratory remains a very helpful tool that seeks to develop learners' communicative skills by exposing them to countless original materials in the target language. In addition, it proffers the opportunity for teachers to assess learners' progress.

4. Teacher's Console vs. Student's Booths

Every LL consists of a teacher's console and students' booths. According to American Heritage Dictionary, a console is "the desk like part of an organ that contains the keyboard, stops, and a central control panel for a mechanical, electrical or electronic system. That is to say, a console is the unit containing a keyboard or panel and managing devices that control

the whole process. We can say that teacher's console is the desk like part of the LL that holds input, controls the data that is to be transferred to students and organize communication between the teacher and a specific student. The teacher's console plays the role of monitoring and controlling students' activities during the lesson. Likewise, the teacher can hear any student's voice and correct his mistakes separately from other students (Language Lab-Interactive Teacher Console). Furthermore, when the teacher feels that a certain student needs help, he sends extra materials to boost the student's comprehension.

Student's booth, as its name suggests, is proper to each student. It is a small space managed by the teacher in which the learner sits. This device is what enables the learner to listen to the lesson content. Harmer (2001) suggests that usually each LL has ten to twenty booths. Milton and Helen (1961) point out that "unlike any other type of language learning activities, this permits every student to recite simultaneously and receive correction in the laboratory period" (p249). That is, in the LL learners have the chance to practise their listening, interact with what they hear which means speaking and get instant feedback from the teacher. In fact, the features of student's booth can be resumed as follows:

1. Each booth contains an earphone, a microphone and a tape recorder.
2. Private communication is encouraged since each learner is connected with the

teacher as well as ask for help through call the teacher facility.

3. In times of need, the teacher can stop the recording in order to launch a discussion and play it back afterward.

4. Constant comparison and correction can be done by the learner himself as he listens to the native speaker, imitates the speech and checks his pronunciation (language Laboratory software).



Figure 46: Language Laboratory Design

- 1 Student's booth
- 2 Student's computer
- 3 Teacher's headphones
- 4 Teacher's computer

5 Teacher's console for broadcasting system

5. Characteristics of Language Laboratory

LL differs from any other class of teaching. Due to some characteristics which makes it easy to distinguish between the sources of learning, language lab has from ten to twenty booths, each equipped with a tape recorder and playback, microphones, headphones and computers. It allows students to work on their own or grouped with the possibility to interact with each other through the microphones.

The most noteworthy benefit of the language labs is the ability given to students to work on their own, to become autonomous and independent. Underwood (1991, p85) declares that:

If your class is working in a language laboratory, most students will be able to concentrate for a little longer. This is partly because they are, as it were, 'alone', and partly because they feel less threatened when they are able to control their own machines and go back if they miss something.

Privacy is a vital advantage of learning through an LL. Students are able to communicate using their microphones and exchange ideas as well. In addition to that, the teacher can interact and be in charge of correcting the students in private without disturbing the other learners. LL can be a powerful aid for teaching as well as a strong motivator for learners.

LL's characteristics, according to Hammer (2001), can be summarized to include these features:

- **Double track:** In the sense that students are able to get two tracks. One for the record and the second one is for the original sound, in other words they are able to listen and record at the same time. Thus, they are permitted to listen back to both records, the original one and their recordings simultaneously.
- **Teacher access:** Each language lab contains a console or computer terminal that is usually controlled by the teacher who can not only listen to each individual separately, but can also talk and communicate with them thanks to the microphones and headsets. Modern language labs have computers in each booth which "allow the students to read what students are writing and make corrections individually" (Harmer: 2001.42). Since each computer has its own booth, the teacher has access to what the student is writing and, therefore, corrects his/her mistakes secretly and individually, in a direct or indirect way through " editing facility attached to the processing package" (ibid) without interrupting the others.
- **Different modes:** The teacher has the absolute permission to decide whether or not having all the students working together at the same moment with the same speed from his console. The students can also watch any video from their own monitors, in computer-equipped labs. To record the proposed tape into each booth and make the students work along with the same material, but they control the speed. The ability to have students grouped or paired and make them work on different material is possible, only if the lab is equipped with mechanical grouping option.

As it is previously mentioned, language labs provide the students and the teacher with some facilities that the ordinary classroom is unable to offer.

These facilities are summarized by Dakin (1973) as follows:

- Each learner can work all the time
- Each learner can work at his own pace
- Each learner can work on his own material
- Each learner is responsible for his own performances
- Each learner receives individual attention from the teacher

All these facilities are the characteristics that make it easy to distinguish between a normal classroom and a language lab. These characteristics according to Harmer (2001) can be described to cover autonomy, privacy and individualization of the learners.

6. Types of Language Laboratories

There exist various types of language laboratories, which are conventional laboratories, lingua phone laboratories and computer assisted language laboratories (CALL) (Wilson and Thayalan, 2007).

The first type of LL is Conventional Laboratory, it is not sophisticated. It contains a tape recorder and audio cassettes. It is possible that the teacher plays the material for the learners (Smriti, 2013). Lingua Phone Laboratory is the second type; it is a more developed version of conventional laboratories since it adds a new facility which is headphones. So the quality of sound is better and students can catch audios easily. This type of LL has been further developed as it integrated new devices. One is a usual cassette player. The other enables students to record their voices for later correction (ibid). Then comes Computer

Assisted Language laboratory (CALL) as the third type. It is worth noticing that there exist: Computer Assisted Language Laboratory (CALL) and Web Assisted Language Laboratory (WALL). In the former, the content of the lesson is downloaded on computers that are an essential element in this laboratory. The latter is almost like CALL but computers are connected to the Internet which makes the course more interesting for students and the delivery simpler for teachers because they can instantly browse any needed information (Wilson & Thayalan, 2007).

7. Advantages and Disadvantages of the Language Laboratory

7.1. Advantages of Language Laboratory

This modern language teaching aid has many advantages. Hammerly (1986) believes that language laboratories are beneficial especially for EFL beginners because they allow them to take advantage of the extra mechanical and significant practice of the target language, which can only take place in a language lab since it is the only place where the students can be exposed to an ideal and accurate language as well as comparing their productions with the model directly on the spot.

Wilga (1981) have touched upon six positive features of language laboratories in teaching the English language stating that:

- (1) For the first time in the history of foreign-language teaching, each student may have the opportunity to hear native speech clearly and distinctly.
- (2) The students may hear this authentic native speech as frequently as he and his teacher desire.
- (3) The taped lesson provides an unchanging and unwearied model of native speech for the student to imitate.
- (4) In the language laboratory the student may listen to a great

variety of foreign voices, both male and female. (...) (5) Each student may hear and use the foreign language throughout the laboratory session, instead of wasting time waiting for his turn in a large group, as he does in the usual classroom situation. (6) The laboratory frees the teacher from certain problems of class directions and classroom management, enabling him to concentrate on the problems of individual students. (p.321)

Another thing is that students can evaluate and assess their oral performance just by comparing their recorded speech to the original tape through the double track (Harmer, 2001)

This overall idea is supported by Rivers (1968) who states that: "The student is in a position to compare objectively a specimen of his own speech in the foreign language with that of native model" (p. 321)

What Harmer (2001) calls privacy can be considered as a total autonomy of the learner since the latter is capable to interact with his fellows using the microphone, wind, rewind or the keyboard. The latter can also be in touch with his teacher through the console and private conversation option, without disturbing the other colleagues.

Referring to Rivers (2001), the lab provides both the teacher and the students with a means that upgrades their pronunciation and articulation, which is quite advantageous.

In the opinion of Smirti (2013), there are other features of language lab that the language teachers and students can encounter during the session.

- **Acoustics:** unlike the ordinary classrooms, the place where students sit doesn't prevent the students to hear the instructor or to be heard by the latter.

- **Privacy:** the lab booths lessen the inhibition felt in an ordinary classroom. The microphones and headsets provide the learners with a psychological privacy and relief; therefore, they will speak out their minds freely which results in improving their speaking skill.
- **Attention:**As the LL allows the learners to listen to the course material individually, each in his/her semi-private booth, all their attention is drawn only to the subject matter being studied.
- **Developing listening skill:**The laboratory helps in developing the listening abilities of the learners, so that they become fluent when it comes to communication. It gives them the opportunity to listen to a native correct language pattern rather than imitating non-native's language, which can be incorrect.
- **Efficiency:**The instructor can be in contact with a particular student individually, thus, the latter will be directed more efficiently than in a regular classroom set. None of the students will be distracted or interrupted when the teacher is directing one of the learners, unlike the ordinary classrooms where the students must stop talking when the teacher communicates with an individual.
- **Variety:** The laboratory enables the teacher to deal with different topics that attract students' attention. The good choice of visual and audio materials, instead of verbal centred teaching, increases the students' attention span. As a result, students will be more active and eager to tackle various topics.
- **Excitement:**Students become more excited when being exposed to new materials, this will height their attention and lift their boredom of repetitive

learning. They will show more enthusiasm, hence, they will be motivated to learn the English language.

- **Role playing exercise:** Students can be paired or grouped into small teams and practice the language through some conversational texts. The teacher can make the learners listen to a stimulus from the console giving them the chance to perform while responding to the master stimulus.

In the opinion of Harmer (2001), a language lab is like a bridge that links the teacher's control and the learner's autonomy via various activities: repetition, drills, listening, speaking, reading and writing as well as correcting. If the teacher uses the language lab appropriately, it will be a useful tool to develop the learners' skills.

7.2 Disadvantages of Language Laboratory

Despite the fact that language laboratory has numerous benefits, it also has some drawbacks.

The language lab demands a high cost to be constructed in the university and to be kept

on-going as well because it requires a high amount of money for resource managements and the bills.

- The English language learning process will not be affective if the lab is in a bad condition. For instance, if a computer breaks down, the students will probably miss the lesson or if the electricity goes off, then the lab will be useless.
- In order to be able to activate and control the technology provided in the lab, the teacher should be qualified. It would be best if English faculties employ specialized technicians who would always survey and keep an eye on the quality of the

equipment in the language lab. The instructor should be well trained so as to fulfil the process of teaching/learning effectively.

Conclusion

The language laboratory is an extremely helpful tool for language learning, improving language skills, and particularly practicing and evaluating students' speech in any language. It offers a facility which allows students to listen to native speech, repeat, record, listen to their performance and compare it with the original audio, plus being able to evaluate their progress. As a final point, the language laboratory provides every student with total privacy to speak and listen.

SECTION Three: Motivation

Introduction

Learning outcomes are not easily reached; students must work hard in order to be able to achieve them. Consequently, what pushes students to work with great effort is motivation. Motivation is the drive or behavioural desire that makes learning or accomplishing something else pleasant. It is very important when it comes to learning a second language; the more the students are motivated, the more they will produce, and therefore, the more they will get deep in that language they are learning.

1. Definition of Motivation

“Motivation refers to the likelihood of choosing one activity over another, as well as the persistence and effort exerted when practicing in the chosen activity” (Molly, Marinak & Gambrell, 2010, p.2). In the sense that students tend to choose the activities depending on their motives and interests, thus if they prefer one activity over another one, they will devote their time and efforts doing it.

It is true that motivation is what makes the individual more passionate to learn a

language or do any other thing that looks interesting in the eye of that learner, it is as defined by Cheng & Dörnyei (2007); Scheidecker & Freeman (1999) "... a key variable that frequently concerns and challenges practitioners in language classrooms". In other words, a motivated learner will take risks, accept all challenges, and go through all the circumstances that she or he might face for the sake of learning. Thanks to the inner energy that pushes the learner to accomplish this task and achieve her or his goals, however, if this desire is only possessed at the beginning and not until the end of the activity, the learning outcomes will probably not be attained. That's because the learning process is a long term process that requires time and efforts, thus, such a determination should be persistent. This overall idea is supported by Dörnyei (1998) who sees motivation as the process that begins with a force strong enough to stimulate an action and lasts until that goal is reached or sustained until the end of the action.

Motivation doesn't come from all of a sudden, there are factors that provoke it in the learner of a second language, as provided with the definition of Dörnyei and Ottó (1998) that captures the various influential factors that drive learners' desire or arousal to acquire an L2, for them:

[motivation] is the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritised, operationalised and (successfully or unsuccessfully) acted out" (p.65).

Dubin (1970) also maintained this idea claiming that “Motivation is the complex set of forces starting and keeping a person at work in an organization. Motivation is something that moves the person to action, and continues him in the course of action already initiated”. So motivation doesn’t only have to do with the beginning of the learning process but with its end, as well, it is what makes from the learner start and keep going on until he or she reaches the goal they had in mind at first. Therefore, it is goal oriented: something that the learner is aware of, and conceptualized by him or her.

2. Types of Motivation

It is important for a teacher to understand that their students are not the same and takes into consideration their individual differences; thus motivating the learners requires an understanding of the types of motivation. Such an understanding will make it easy for a teacher to detect and categorize the source of the learners’ motivation whether it is from within –intrinsic- or from an external stimulus (extrinsic). These two levels of motivation have been studied widely all over time and the difference between them emphasize the developmental and educational practices.

Richard and Edward (2000) have shown a well detailed distinction between intrinsic and extrinsic motivation. According to them, “The most basic distinction is between intrinsic motivation which refers to doing something because it is inherently interesting or enjoyable, and extrinsic motivation, which refers to doing something because it leads to a separable outcome” (p. 55). It means that extrinsic motivation is related to a goal or an achievement, quite the opposite, intrinsic motivation comes from the internal motives of the learner that will help him/her to meet any task of his or her passion.

Unlike Dörnyei (1998) who sees it as changing over time, Gardner does not take into account that one's motivation to learn a foreign or second language fluctuates over time. He also notes that while many researchers differentiate between various types of motivation, such as intrinsic, extrinsic, integrative or instrumental «it is not the type of motivation that is important, but rather its strength” (Gardner, 2010, p.6).

2.1. Intrinsic Motivation

This type of motivation refers to the internal energy and power that drive the learner of an L2 to enhance his learning process, it comes from the very core of self. Students are more apt to do something if they are personally interested in the material. So it is about the learner's own satisfaction, interest and curiosity towards learning.

Gardner (1985) points out that intrinsic motivation to learn a second language is “...a desire to do so [learn a language] and the satisfaction in this activity” (p.10). One needs to possess a combination of effort, the desire to learn and favourable attitudes toward the L2, in order to reach his or her objective, i.e., to learn. Each learner has his or her own personal interests; therefore, it makes sense that learners tend to like the ability to choose their own way to study. Interest is considered as the main element for motivation, it is the “positive response to stimuli based on existing structured structures in such a way that learner's curiosity is aroused and sustained”. (Keller, 1987; in Ellis, 1994:515).

Deci and Ryan have a clear concept about intrinsic motivation. From their perspectives intrinsic motivation is:

Intrinsic motivation is in evidence whenever students' natural curiosity and interest energise their learning. When the educational environment provides optimal challenges, rich sources of stimulation, and a context of autonomy, this

motivational wellspring in learning is likely to flourish (Deci and Ryan, 1985.p. 245).

In other words, the internal energy a learner possesses supports him or her during the whole process of learning, it feeds the internal motives of the learner for a better performance and total devotion in the subject matter of an L2. If a student is eager to learn an L2, it is due to their internal feelings. This idea has been mentioned by Lepper (1973), for him, intrinsic motivation is defined as, “behavior undertaken for its own sake, for the enjoyment it provides, the learning it permits, or the feelings of accomplishment it evokes” (p. 292).

Intrinsic motivation is usually widespread among students who are good listeners by nature. An efficient listener and learner of an L2 is known to be self-motivated and persistent in his efforts as well as being flexible to alter and adapt new approaches and methods of the teaching/learning process; that is having a strong will to succeed for the sake of learning and because it is innately satisfying. As Lei (2010) states: “Intrinsically motivated individuals have been able to develop high regard for learning various types of course information without the inclusion of external rewards or reinforcements” (p.153).

IM has emerged as an important phenomenon for educators—a natural wellspring of learning and achievement that can be systematically catalysed or undermined by parent and teacher practices (Ryan & Stiller, 1991). Because intrinsic motivation rises from the soul of the learner that reflects the natural human tendency to learn and assimilate and thus the creativity and high-quality are to be found in learning and listening to the L2.

Early research on intrinsic motivation (IM) begins with the investigation into how extrinsic rewards affect intrinsic motivation for an interesting task. Initial studies find that if an individual engages freely in an activity (out of interest) and is subsequently offered an

external reward such as money (Deci,1971) or points (Lepper et al. 1973) for engaging in that activity, then intrinsic motivation toward the activity declines.

Intrinsic motivation characterizes behaviours that are fun, enjoyable, interesting and challenging. If tasks are void of these characteristics, then students are motivated thanks to external reinforcers, that is, extrinsic motivation.

2.2. Extrinsic Motivation

It is completely the opposite of intrinsic motivation, in fact, it came when some researchers conducted a study about how can students be motivated when they don't have that strong desire and they found out that it is due to some factors that drive the learners to learn; such as money, grades, marks and praise. It doesn't originate inside the individual, rather it arises from the outside.

Richard and Edward (2000) have made a basic distinction between the types of motivation, they say that extrinsic motivation “refers to doing something because it leads to a separable outcome” (p. 55). Which means, that it is related to an objective or an achievement only.

Extrinsic motivation can be defined more elaborately with example. In classroom, one student is participating in tasks because he/she wants to avoid the teacher's hard word. Another student is performing tasks as well to get the good attention from the teacher. Both have separate reasons for attending the tasks to attain some goals rather than enjoying the task. (Richard and Edward, 2000. p. 60).

In addition to that, EM is evident when an “activity is undertaken in order to obtain an extrinsic reward or avoid extrinsic punishment” (Lepper, 1988, p. 293), i.e., a student of an L2 performs a task for a specific reason and not just to satisfy his/her hunger of curiosity or to

enjoy the learning but just to get some extra marks, for example, or not to get punished by the teacher for not doing an activity. So basically, extrinsic motivation is all about what students will get after doing a particular activity. They can be rewarded for being correct or getting a good mark, still they can be punished for not accomplishing a task or for providing a wrong answer.

Despite the fact that they are different faces of the same card, intrinsic and extrinsic motivation have the same outcome that is leading students to learn a second language.

The internal desire to learn a second language can be hindered because of the lack of interest in the subject matter and boring or strict classrooms, but the rewards have a major role in making the demotivated learners motivated again. Even though these two variables are quite different, they play a major role and each one of them has a different action to play. Extrinsic motivation encompasses a person's desire to perform a task due to the perception of a reward they will receive after completion of that task (Deci and Ryan, 1985). If a teacher presents the learner an appealing reward, the learner will listen to the piece of an English discourse for the sake of getting that reward. In both ways, the learner will reach the objective of learning/listening.

In order to offer a clear image of the intrinsic-extrinsic dichotomy, Spolsky (1989:124) borrows Harter's model (1982) and represents it in the following way:

Intrinsic		Extrinsic
Preference for challenge	vs	Preference for easy work
Curiosity/interest	vs	Pleasing a teacher/getting grades
Independent mastery	vs	Dependence on teacher in figuring out problems
Independent judgement	vs	Reliance on teacher's judgment about what to do
Internal criteria for success	vs	External criteria for success

Figure 47: The intrinsic extrinsic dichotomy

Following this model, it is clear that the greater an accomplishment is valued for the individuals, the more highly they will be motivated to engage in the task and devote their time and sustain their efforts to achieve their goal. This model also shows the importance of both intrinsic and extrinsic motivation in the learning process.

3. Role of the Teacher

One of the most difficult and important tasks of being a teacher is keeping his students motivated and interested in the subject matter. If motivation is not well fed, it will fade sooner or later. Some students are self-motivated, with a natural desire and love for learning but others are not. It is true that it takes time, efforts and energy but it is worthwhile since it is the key to learning an L2. When the classroom is managed by an enthusiastic and understanding language teacher, the interaction between him and his/her students will be fruitful because the information provider has a great influence on his/her students and their process of L2 learning, and, thus the teacher's contribution in motivating the learners is the crucial ingredient to a successful L2 learning. The relationship between the teacher and the students should be friendly so that they can express themselves freely and feel at ease, especially students with some personal or mental problems or simply introverted learners.

Madrid (2002) defines motivation through comparing it to various theories of different researchers. All these researchers agree upon the idea that teachers are an important influential factor on students' motivation. The teacher can trigger the unmotivated students and make them active and motivated by engaging them in a long interesting way of learning an L2.

However, in order for the teacher to be a motivator, there are numerous qualities that she/he should display. The most important is that the teacher should do her/his job with love and be passionate about it; the more the teacher is into his job, the more she/he gives to his

students. One of the most basic characteristics that a teacher should have is enthusiasm. The enthusiastic teacher shows how keenly she/he is interested in helping her/his students to be more productive and into that subject matter. The teacher should support his students and stimulate their ideas and encourage them to give the best they can in order to reach and obtain their goals successfully, Madsa (2012) considers encouragement as an important. Another thing is the ability to create a healthy enjoyable classroom atmosphere, where discussions and exchanging ideas can take place. Ellis (1994) clarifies that effective language teacher should be energetic and creative because in order not to lose motivation easily. Therefore, the use of video-audio tapes help students to improve their listening skill. According to Wag (2001) every technological tool such as computers help the students to be motivated learn and get involved in the learning process.

The teacher is the lecturer, the one who provides the students with reliable pieces of information; for that reason she/he should present the lesson in an understandable, easy, clear and interesting way. The teacher can use some modern teaching aids that can facilitate his job and attract her/his students at the same time. He should stimulate the learners' intrinsic motivation so that be inspired to reach their full potential, in this matter, Brophy (1998) says "The simplest way to ensure that students expect success is to make sure that they achieve it constantly" (p.60).

According to Seifert and O'Keefe (2001), "Teachers who are perceived as being nurturing, supportive and helpful will be developing in students a sense of confidence and self-determination which will be translated into the learning-oriented behaviours of the intrinsically motivated student" (p. 86). The most important thing that affects the learning process and the attitude towards it is the nature of interaction between the students and their teacher. If the latter takes a good care of his/her students and nourishes their spirit, they will

be interested in the subject matter. As a result, they will be intrinsically motivated. On the other hand, if teachers uses rewards such as grade, praise and marks; his/her students will engage in a specific task for the purpose of getting a reward, i.e., they will be extrinsically motivated. A competent teacher can make from learning a funny and appealing activity for all the students. The positive feedback is an initial factor to motivate students and encourage them, they will feel like they are on the right path even if they don't provide the teacher with the right answer. Positive feedback given by the instructor will make them correct their answers without any grudges held.

Decades of education research support the idea that by teaching less and providing more feedback, we can produce greater learning (Bransford, Brown, & Cocking, 2000; Hattie, 2008; Marzano, Pickering, & Pollock, 2001). Teachers will help the learners to achieve their learning outcomes and do more, i.e., the learners will be motivated and encouraged to learn. In addition to that, giving the students the chance to choose which topic they want to discuss or which type of audio they would like to listen to will make them more motivated and keen to learn the second language. It's believed that students are always apt to learn a matter if they are personally interested in the material.

Teachers have to create a safe environment in the classroom. In such environments, students tend to be more productive and excited to express their opinions and points of view on different topics, freely and safely, without being afraid that they will be subject to judgements or sarcastic comments.

4. The Importance of Motivation in SLA

It is true that learning a second language is self-initiated, but in order for students to stay persistent, the learning should be supplied by some motives. Motivation is the key factor for a

successful L2 learning as it provides the learners with directions to reach their goals easily and in a short period of time. Motivation triggers readiness in the learners. Students will be eager to see that their goals are achieved as long as they have a strong desire, therefore, readiness.

Dornyei (2012) states: “L2 motivation provides the primary impetus to initiate the learning behaviour and later the driving force to sustain the long and often tedious learning process; that is, all the other factors involved in L2 acquisition presuppose motivation to some extent and, indeed, motivation is usually mentioned in explaining any L2 learning success or failure” (p. 261). So among the factors that affects and certainly enhances the SLA is the nature of the learner’s motivation.

To be motivated to learn English as a second language is to be satisfied and happy for achieving a particular goal. Continuous motivation is needed for the learners in order for them to keep learning and concentrate on what is to be learned. It also influences the speed of the learning and the amount of success of the second language learners (ibid).

Brown (2000:160; cited in Norris, 2001) states that “it is easy in second language learning to claim that a learner will be successful with the proper motivation”. Sharing the same point of view, Gardner (2006, p.241; cited in Norris, 2001) reports that “students with higher levels of motivation will do better than students with lower levels”. In other words, motivation – in its two levels - is the guide for second language learning. The more the students are motivated, the more they will work hard in order to achieve their goals; and the less they are motivated, the more they will be lazy and procrastinate their work. It is the driving force that can increase the learning activity.

Conclusion

This chapter discussed the concept of motivation from its different angles. Motivation is the driving force that stimulates students to achieve their learning objectives, some students are intrinsically motivated because they are aware of their goals whereas others need to be rewarded and encouraged by external factors. In fact, motivation is a necessary constituent in SLA since it directs the learners towards their goals.

Chapter Two

Chapter Two: Data Analysis and Research Results

Introduction

In order to examine the role of teaching listening using language laboratory based instruction on students' motivation, students of Second year, at the department of English, in Mila University Centre, and teachers of listening are involved in this study through taking into account their points of view about the subject under investigation. Learners' opinions about how can learning listening through a language laboratory enhance their motivation are gathered via a questionnaire. While conducting an interview with the teachers is necessary to check their awareness of the impact of teaching listening through an LL on their students' motivation. On that account, this chapter is devoted to analyze and describe the findings of both students' questionnaire and teachers' interview.

1. The Sample

1.1. Students

The questionnaire was given to LMD second year English students at the University Centre of Mila –Abdelhafid Boussouf. Our participants are 40 students from both genders; they have been chosen randomly to answer to our questionnaire. They are studying English at university for two years; hence, they have been exposed to LLBI for enough time to notice its impact on their motivation.

1.2. Teachers

We have done an interview with five listening teachers from the English department of Abdelhafid Boussouf University Centre of Mila. Their teaching experience varies from one teacher to another and their degrees as well.

2. Data Collection Methods

A qualitative method is carried out through two means of research. The first one is the students' questionnaire and the second one the interview conducted with teachers.

2.1. Students' Questionnaire

2.1.1. Description of the Questionnaire

This questionnaire has been designed in order to investigate students' views about the influence of practicing listening skill in language laboratories on their motivation. In addition, it inspects students' opinions regarding the obstacles they encounter in listening comprehension and how the language laboratory can help them enhance it. Besides the motives that stimulate them to learn English. First, the questionnaire opens with general questions on students' background knowledge about learning English. It is divided into four sections that consist of different items. Twenty two multiple-choice questions, each question has four choices plus six yes or no questions. We used multiple choice questions because they are not affected by students' writing and they are easy to answer since the statements are already determined.

Section One : Background Information

In this section, students are asked to answer questions related to their age, gender and views towards learning English and the time they spend doing so.

Section Two: Listening Comprehension

In this section, there are nine multiple-choice questions. The aim of these questions is to check students' views about the difficulties they face in the listening process.

Section Three: Language Laboratory Use

This section consists of seven questions. All these questions are targeted to gain some of students' views about the language laboratory and to what extent does practicing listening in the language lab help them be more motivated.

Section Four : Motivation

Students have been asked eight questions in the purpose of knowing their opinion about the language laboratory based-instruction and the materials that motivate them to enhance their listening skill. It also helps us to take a closer look at LL's impact on students' motivation.

4. Analysis and Discussion of the Findings

Section One: Background Information

The students are asked to answer questions about their gender, age and their linguistic background knowledge. The table below shows the results of students' answers:

Question 01: What is your gender?

options	Number	percentage
male	05	05%
female	35	95%
total	40	100%

Table 1: Students' Gender

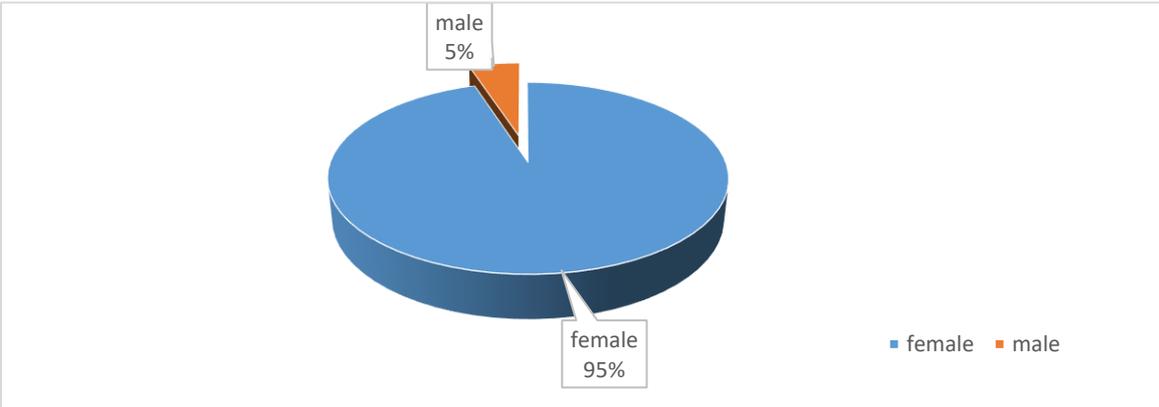
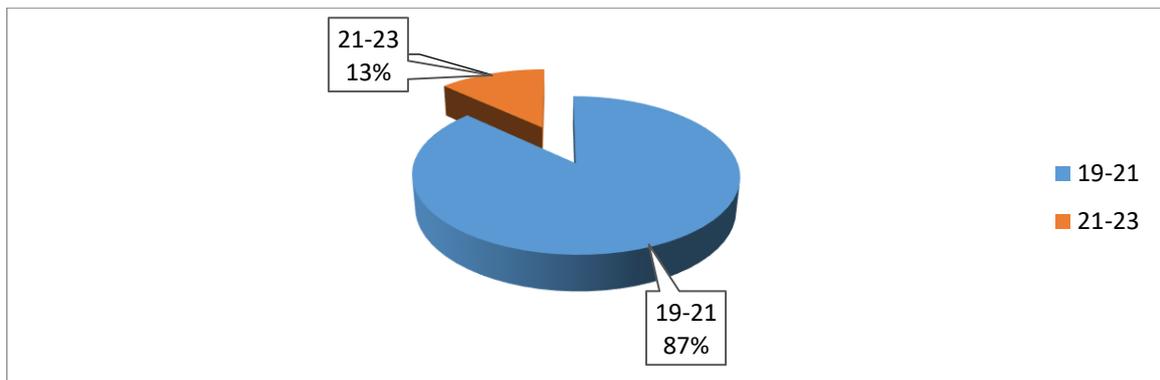


Figure 1: Students' Gender

From the table, we can say that (35) of the sample are females which represents a percentage of (95%). this exceeds the number of males that is 05 (05%). So we notice that females were more involved in answering this questionnaire.

Question 02: How old are you?

Options	Number	Percentage
19-21	24	87%
21-23	16	13%
Total	40	100%

Table 2: students' Age**Figures 2: Students' Age**

The above graph illustrates that the majority of students (24) are aged between 19 and 21, which represents a percentage of 87% and 05 students are between 21 and 23 that presents 13% of the population. This illustrates that the participants are still young and do not have other engagements that will act as intervening factors in our study.

Question 03: Do you have any bilingual or multilingual members in your Family?

Options	Number	Percentage
Yes	10	25%
No	30	75%
Total	40	100%

Table3 : Students’ Linguistic Background

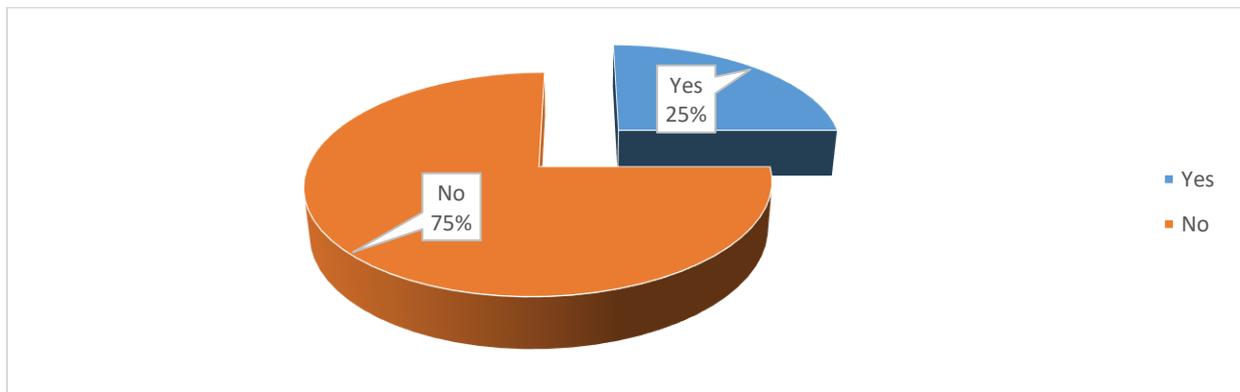


Figure 48: Student's Linguistic Background

This question aims at showing the linguistic background of our participants, and whether there are any members in their families who help or motivate them to learn different languages. (10)Of students answer with yes which presents 25 %). (30) of our participants

answer with no which constitutes 75% of the sample population. We observe that the majority of the students do not have bilingual or multilingual members in their families.

Question 04: Is English important in your life?

Options	Number	Percentage
Very important	06	15%
Important	29	72.5%
not very important	05	12.5%
Not important at all	00	00%
Total	40	100%

Table 4: The importance of English for students

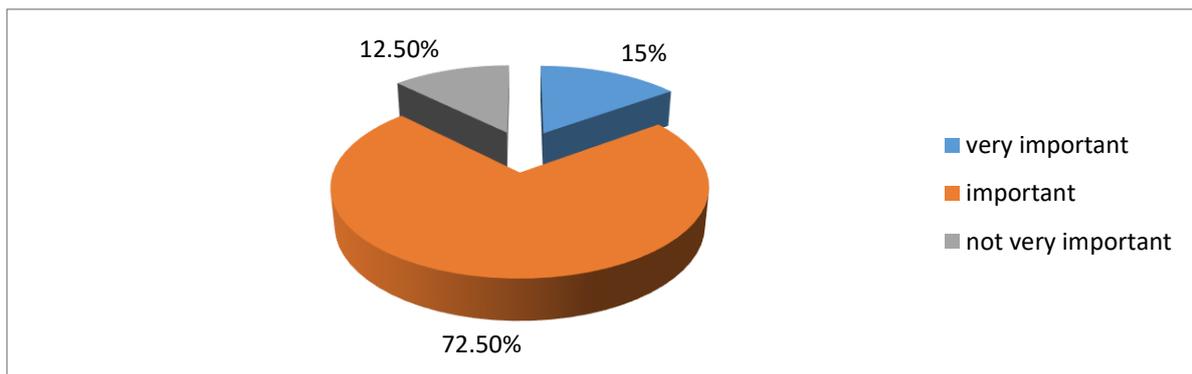


Figure 49: The importance of English for students

The table and the graph above show results about the extent to which English is important for our participants. Some students (06) assume that English is very important this equals a percentage of 15%. Whereas (72.5%) of the sample population find English important. However, (12.5,%) said that English is not important for them, and none of them find English not important at all. Taking these results into account, we can presume that the majority of our participants are interested and caring about learning English.

Question 05: How often do you learn English?

Options	Number	Percentage
Often	15	37.5%
Sometimes	25	62.5%
Rarely	00	00
Total	40	100%

Table 5: The frequency of learning English

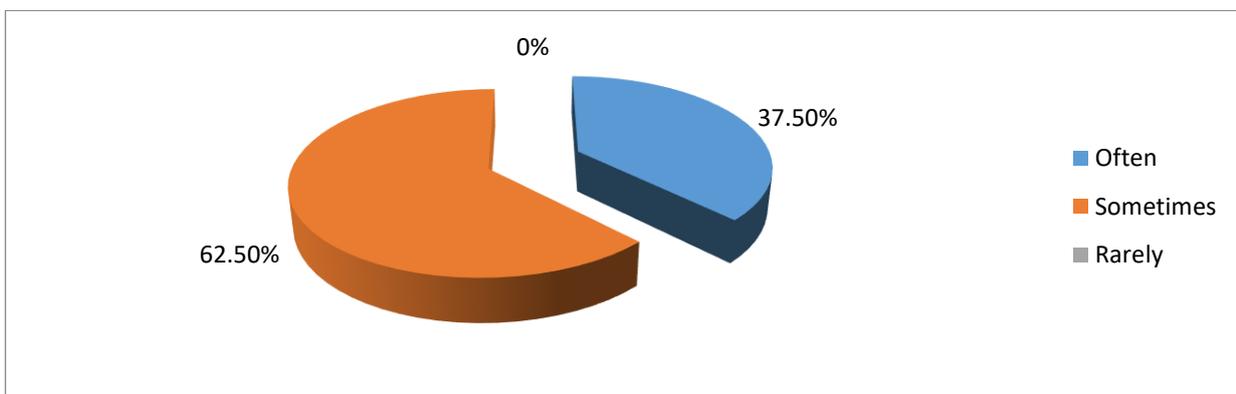


Figure 50: The frequency of learning English

The obtained results demonstrate that only (37.5%) of participants spend a lot of time learning English. 62.5% of the students work on their English from time to time. However, none of them rarely learn English.

Section Two: Listening

Question 01: listening is the most important skill in SLA.

options	Number	Percentage
Strongly agree	08	20%
Agree	30	75%
Neutral	00	00%
Disagree	00	00%
Strongly disagree	02	5%
total	40	100%

Table 6: The importance of Listening in SLA

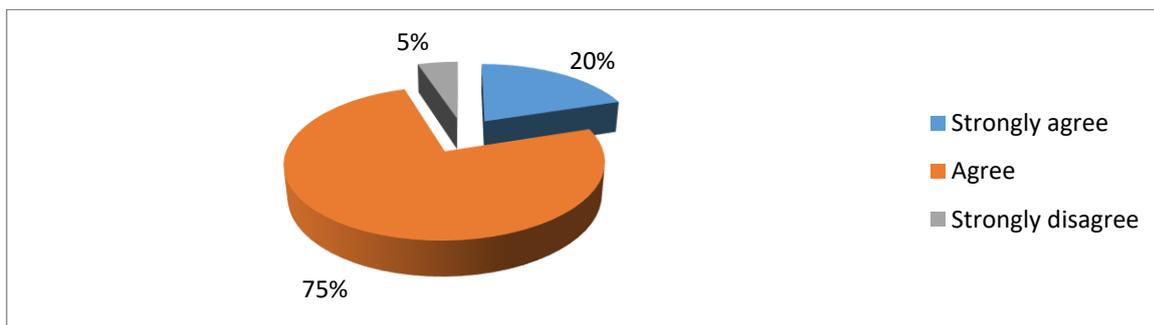


Figure 51: The importance of Listening in SLA

It is clear that a part of students (20%) believe that listening is the most important skill in SLA. A great part (75%) agree with this statement, none of the students is neutral or

disagree and only (5%) strongly disagree. Overall, our participants view listening skill as a crucial element in the process of learning.

Question 02: listening skill helps me enhance my interpretive and analytic capacities.

Options	Number	Percentage
Strongly agree	06	15%
Agree	30	75%
Neutral	00	00%
Disagree	04	10%
Strongly disagree	00	00%
Total	40	100%

Table 7: The Impact of Listening on Students' Interpretive and Analytic Capacities

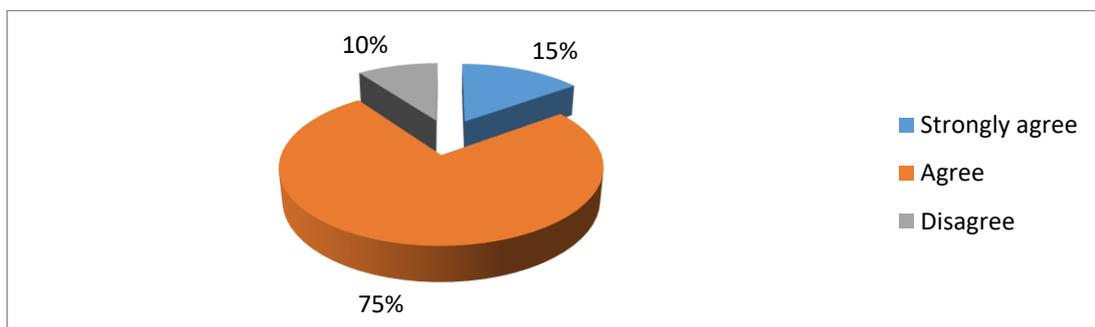


Figure 52: The Impact of Listening on Students' Interpretive and Analytic Capacities

This graph indicates that students are aware of the positive impact of listening skill in increasing their analytic and interpretive capacities. First, (15%) students strongly agree with the influence of listening skill on these types of abilities. Then, (75%) of participants agree. No one is neutral. Whereas a small number of students (10%) do not see any relationship between listening skill and being more analytical. We can say that our participants are conscious about the benefits of listening skill on not only their language but also on other necessary capacities.

Question 03: I think that listening to different registers, accents and dialects makes listening more challenging.

Options	Number	Percentage
Strongly agree	11	27.5%
Agree	28	70%
Neutral	00	00%
Disagree	01	2.5%
Strongly disagree	00	00%
Total	40	100%

Table 8: Influence of Listening to Different Varieties of the Language

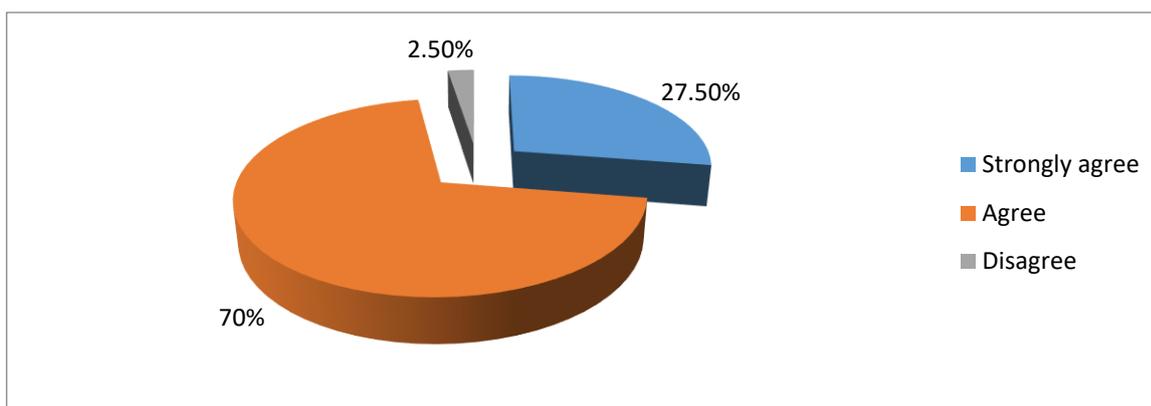
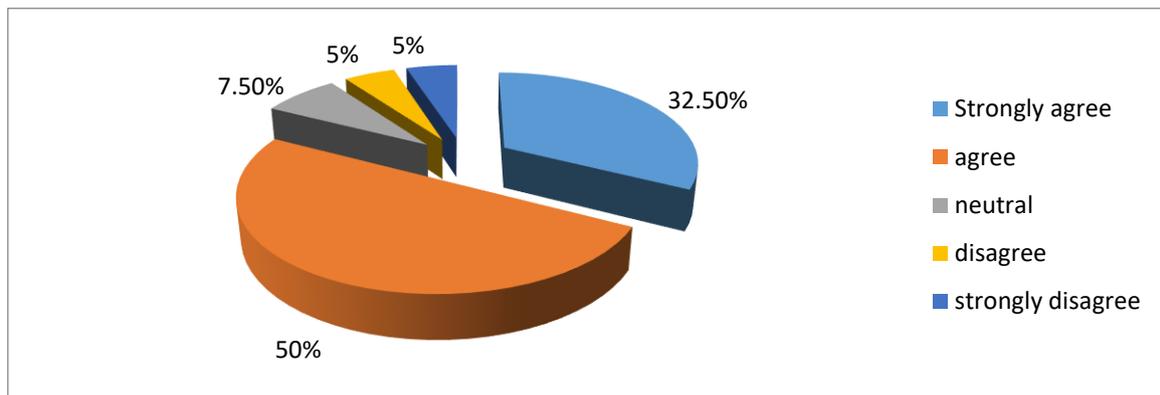


Figure 53: Influence of Listening to Different Varieties of the Language

Roughly many students (28) with the percentage of (70%) find that the different varieties of the language that they exposed to renders listening a kind of difficulty, (27.5%) students strongly agree upon the idea. While few students (2.5%) disagree with that statement and neither is neutral. So, many students find difficulties in listening to different varieties of spoken language. This reflects the lack of exposure to authentic materials during the previous seven years.

Question 04: It is crucial that an audio should be played several times so that I can get both its general ideas and the details.

Options	Number	Percentage
Strongly agree	13	32.5%
Agree	20	50%
Neutral	03	7.5%
Disagree	02	5%
Strongly disagree	02	5%
Total	40	100%

Table 9: Students' Opinions about the Frequency of Playing the Audio**Figure 54: Students' Opinions about the Frequency of Playing the Audio**

The above results show that (13) students strongly agree with the idea that the teacher plays the audio several times this appears in the graph with a percentage of (32.50%). In addition, (20) students agree with it. Next, (7.5%) of the sample population is neutral. However, (5%) and (5%) of our participants both disagree and strongly disagree with this method. We can deduce that it is beneficial for students to listen to audios many times so that they can capture all the details.

Question 05: Outside the classroom I use other resources (television, radio) to listen to English

Options	Number	Percentage
Strongly agree	18	45%
Agree	21	52.5%

Neutral	00	00%
Disagree	01	2.5%
Strongly disagree	00	00%
Total	40	100%

Table 10: Students' Resources to Listen to English

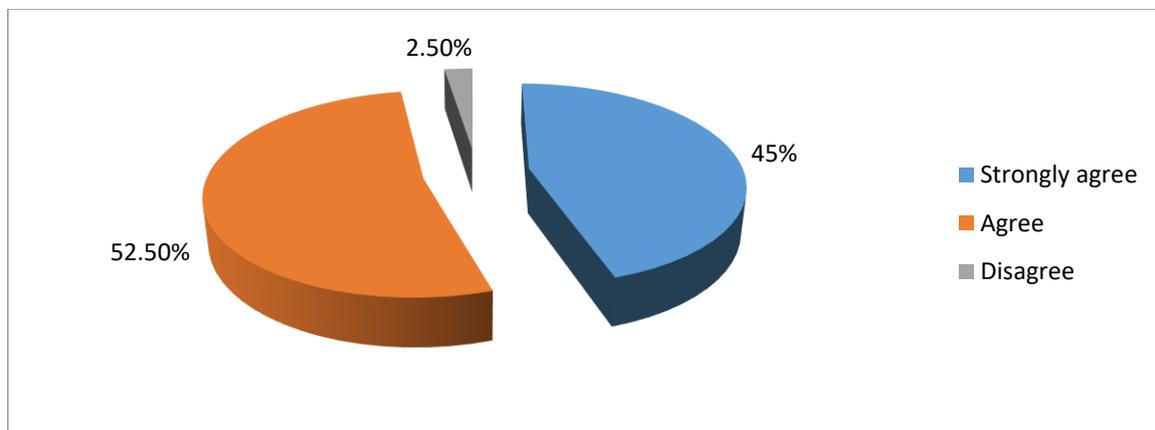


Figure10: Student's Resources to Listen to English

As it is shown above, half of the participants (52.50%) strongly agree with the idea that there are other resources out of the class to listen to English, (45%) agree with the statement. Meanwhile, few students (2.50%) disagree. As a result, we can say that students are exposed and listen to English even outside the classroom, because they are interested and willing to improve their language using various resources.

Question 06: I prefer teacher's choice for listening activities.

Options	Number	Percentage
Strongly agree	00	00%
Agree	20	50%
neutral	18	45%
Disagree	02	05%
Strongly disagree	00	00%
Total	40	100%

Table11: Students’ View about their Teachers’ Choices

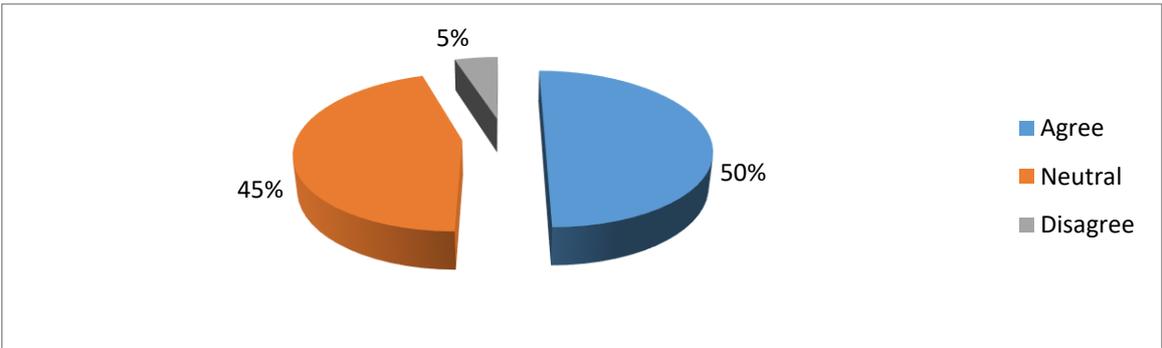


Figure 11: Student's View about their Teachers’ Choices

As it is show in the graph, half of the participants (20) accept the teachers’ choice in the listening class. 18 students that represent (45%) of the sample population remain neutral, while only (5%) representing 2 students disagree with the statement. We deduce that, according to students, teachers’ choice really matters.

Question 07: Before listening, it is hard for me to guess the overall concept of what I will hear.

Options	Number	Percentage
Strongly agree	25	62.5%
Agree	14	35%
Neutral	00	00%
Disagree	01	2.5%
Strongly disagree	00	00%
Total	40	100%

Table 12: Students' Ability to Guess the Overall Idea before Listening

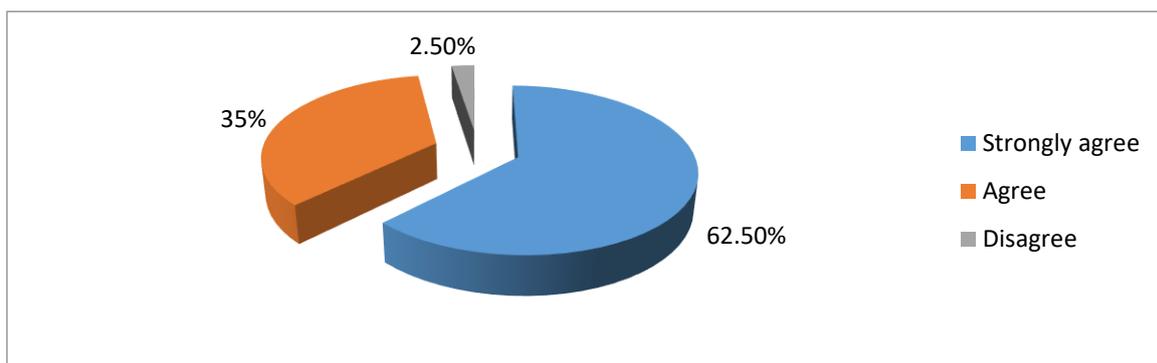


Figure 552: Students' Ability to Guess the Overall Idea before Listening

Students are unable to guess the overall idea of the topic before listening to the audio

(62.50%) of the participants strongly agree, (35%) support that fact. However, (2.50%)

disagree with this idea. This is mainly due to their weak predictive capacities which reflect the drawbacks of teaching listening in traditional classrooms during the previous years.

Question 08: While listening, I relate the meaning of unfamiliar information to my background knowledge for a better understanding.

Options	Number	Percentage
strongly agree	6	15%
Agree	30	75%
Neutral	4	10%
Disagree	00	00%
Strongly disagree	00	00%
Total	40	100%

Table13: Students' Behaviour while Listening

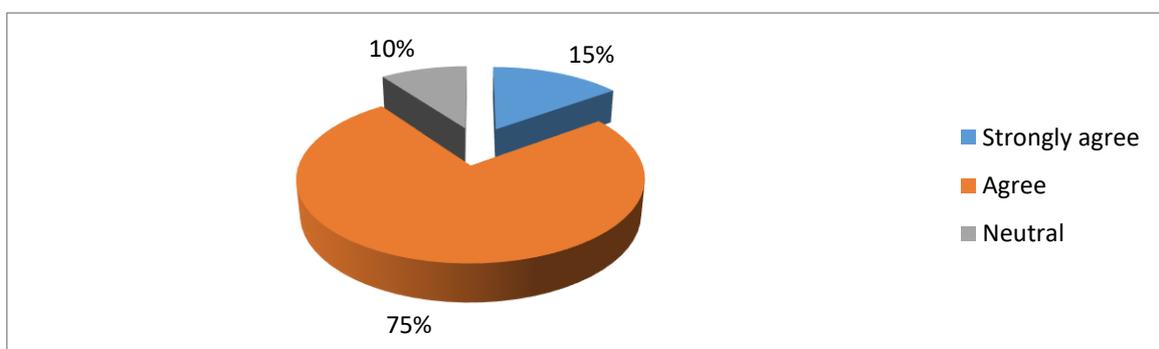


Figure 13: Student's Behaviour while Listening

The graph above indicates that 30, i.e., (75%) out of 40 students relate the new unfamiliar information to the old one, (15%) strongly agree. Whereas, 4 (10%) remain neutral. We can say that students assimilate the old information to the new one in order for them to get a better understanding.

Question 09: After listening, I summarize the whole ideas of the audio and try to assess my overall comprehension.

Options	Number	Percentage
Strongly agree	00	00%
Agree	16	40%
Neutral	12	30%
Disagree	11	27.5%
Strongly disagree	1	2.5%
Total	40	100%

Table 14: Students' Task after Listening

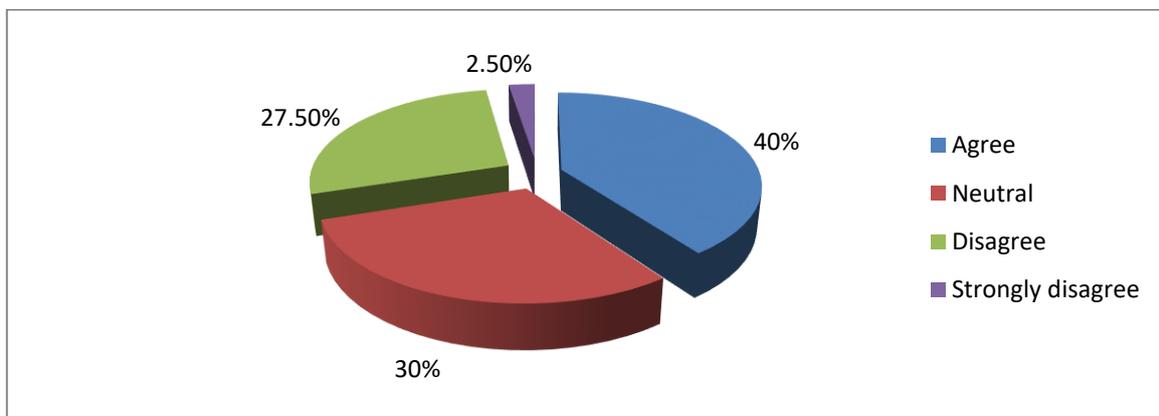


Figure 56: Student's Task after Listening

Table n° 13 shows that 16 (40%) students tend to summarize what they have been listening to and do the self-assessment in order to test their comprehension level, (30%) of them are neutral but 21 students (27.50%) disagree upon making a summary being supported by (2.50%) who also strongly agree. This proves that students do not give much attention to the last stage in the listening process.

Section Three: Language Laboratory Use.

Question 01: Is practicing listening skill in the language laboratory interesting to you?

Options	Number	Percentage
yes	38	95%
No	02	05%
Total	40	100%

Table 15: Students' Opinion about Listening in LL

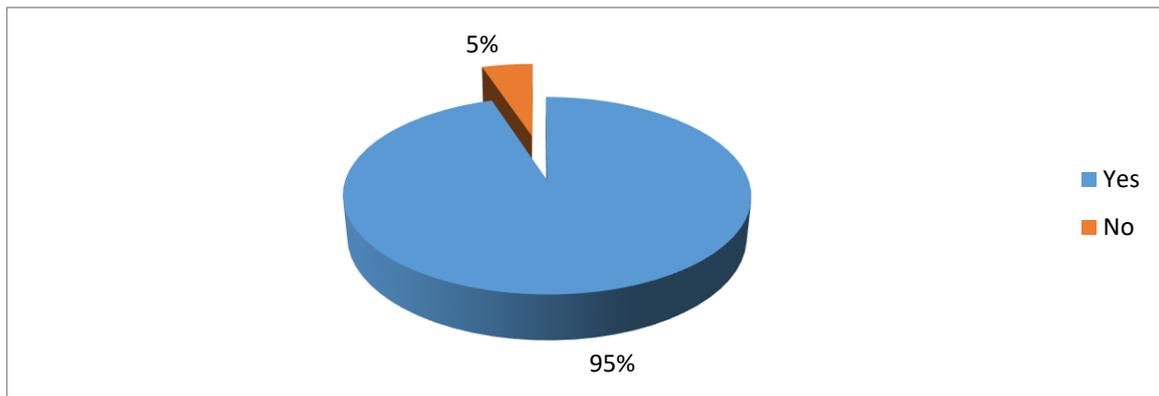


Figure 57: Student's Opinion about Listening in LL

Students of English are likely to say that practising the language they are learning in the LL is interesting, because 38 (95%) answer with yes and only 02(05%) answer with no. We can say that LL is attracting students' attention since they find it interesting because it is a new technological device.

Question02: Does LL add any kind of amusement or happiness to you if it is used in teaching listening?

Options	Number	Percentage
Yes	30	75%
No	10	25%
Total	40	100%

Table 16: LL's Impact on Students

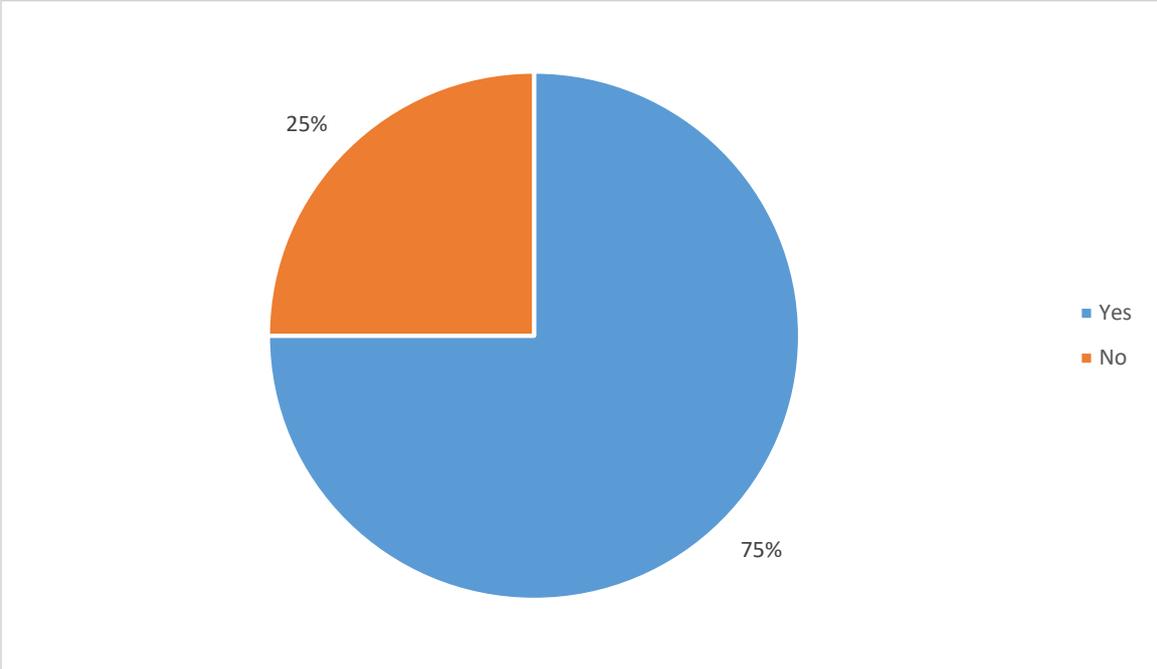


Table 16: LL’s Impact on Students

Justification

Options	Number	Percentage
Because it is a good way to work on your own pace.	19	47.5%
Because you can correct yourself on the spot.	19	47.5%
Because it is something new.	02	05%
Total	40	100%

Table 17: Students’ Justification

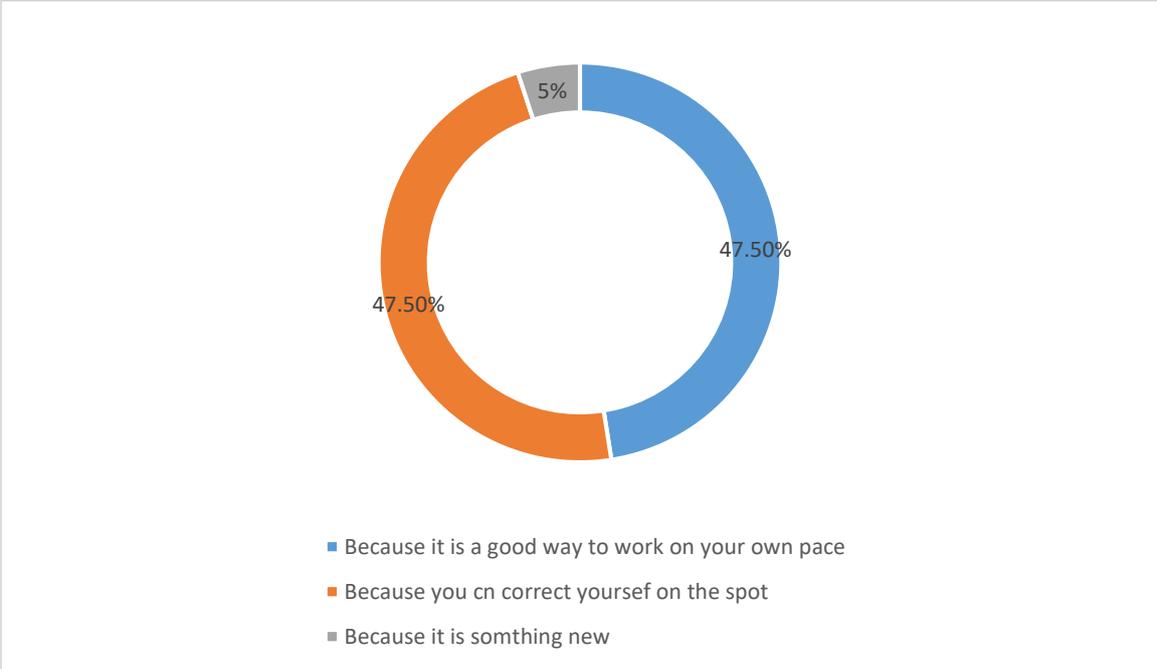


Figure 58: Student's Justification

This question aims at finding out whether the language laboratory brings about some change and fun for our participants. The outcomes show that 30 participants (75%) answer with yes and 10 of them answer with no. 19 Students justify their answers stating that thanks to LL they can work on their own pace (47.5%). While an equal number of students 19 (47.5%) respond saying that they can correct themselves on the spot. Only 2 students believe it is so because LL is something new. This means that LL provides the opportunity for students to work on their own and try to correct themselves on the spot.

Question 03: How many hours per week do you spend practicing English using the LL?

Options	Number	Percentage
1-2 hours	30	75%
1-3 hours	10	25%

Total	40	100%
-------	----	------

Table 18: The Hours Spent in Practicing Listening Using LL

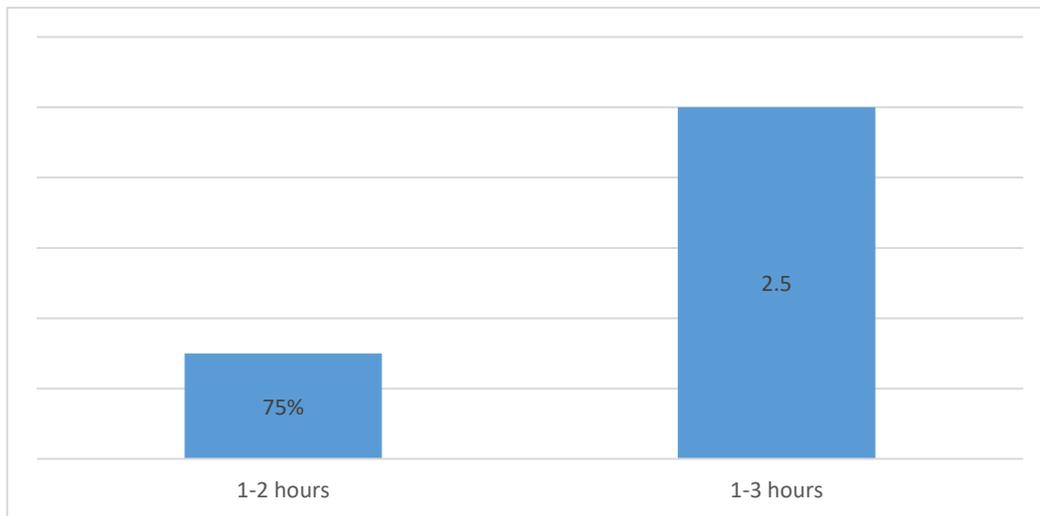


Figure 59: The Hours Spent Practicing Listening Using LL

This question is about the amount of time spent in LL. The majority of students (30) with a percentage of (75%) spend 1-2 hours practicing English in the LL and only 25% of them spend 2-3 hours. It is obvious that students do not spend the same period practicing listening in an LL; it seems to occupy little in students' schedule.

Question 04: In the process of learning English, what is your attitude towards using the LL instruction?

Options	Number	Percentage
An effective tool.	26	65%
Should be added to the language course	09	22.5%

program.		
Helpful to an extent	02	05%
A waste of time.	03	7.5%
Total	40	100%

Table 19: Students' Attitude Towards the Use of LL Instruction

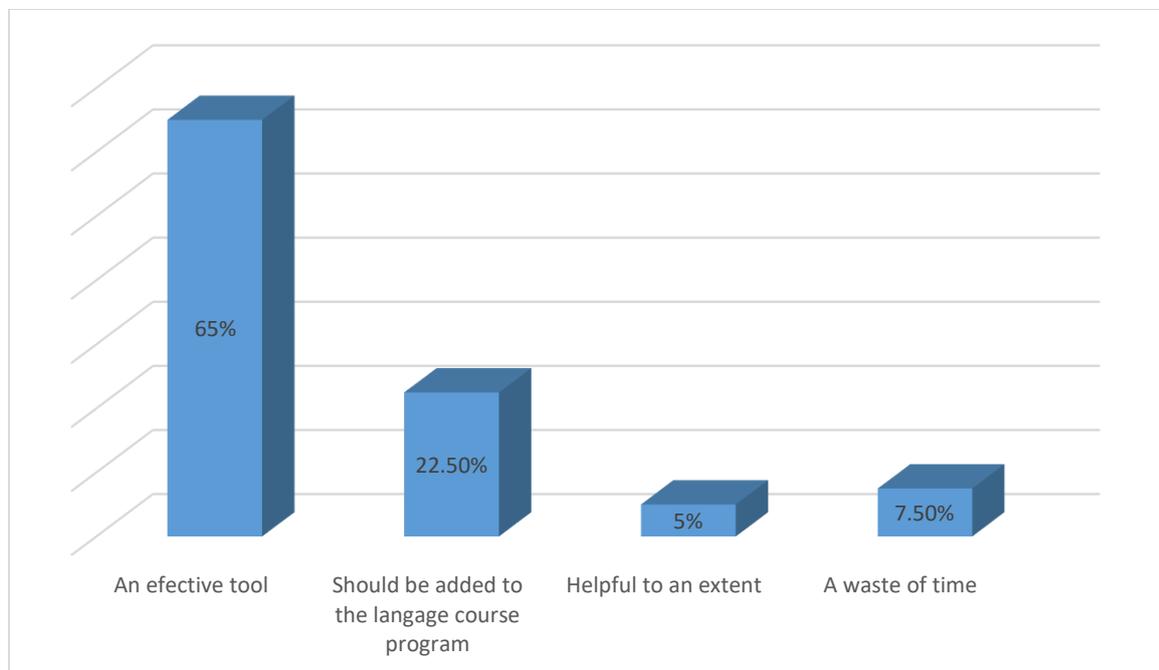


Figure 19: Students' Attitude Towards the Use of LL Instruction

26 students (65%) answer that LL is an effective tool. 09students (22.5%) think that this type of instruction should be added to the language course program. However, 03 (7.5%) see it as a waste of time, and the minority of them (5%) find it helpful to an extent. The results stress the fact that LL is regarded as an important component in English language learning.

It is considered as an interesting tool of learning; in addition to that, students find LL an effective tool when it comes to enhancing their listening comprehension.

Question 05: Do you interact with your teacher based on the advantages of LL sessions?

Options	Number	Percentage
Yes	31	77.5%
No	09	22.5%
Total	40	100%

Table 20: Students' Interaction with Teachers Based on LL's Advantages

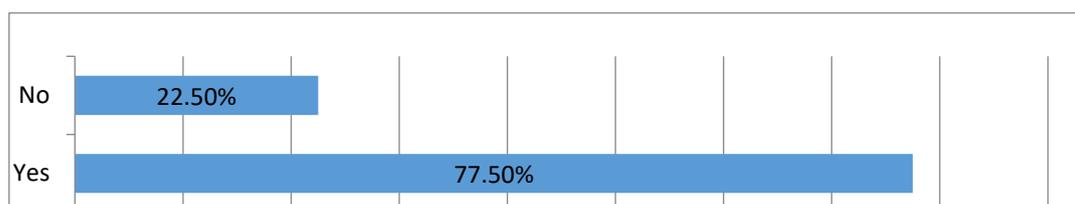


Figure20: Student's Interaction with Teachers Based on LL's Advantages

From the results shown above we notice that a big number of participants (31) that represent a percentage of 77.5% interact more with their teacher in LL session. While only 9 students say that they do not participate during LL sessions. These results indicate that LL is that type of instruction which makes teacher-students interaction and collaboration better.

Question 06: In your opinion, hours spent in LL should be decreased, increased or kept the same?

Options	Number	Percentage
decreased	00	00%
increased	19	47.5%
kept the same	21	52.5%
Total	40	100%

Table 21: Students' Opinion about The Hours spent in LL

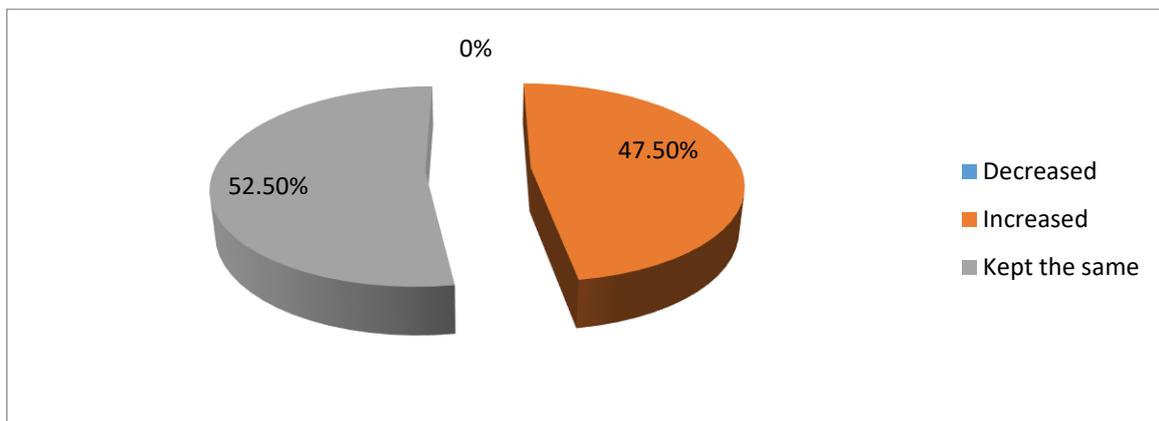


Figure21: Student's Opinion about the Hours Spent in LL

It is noticeable from the graph that the majority of the sample population (52.5%) think that the hours spent in LL should be kept the same; meanwhile (47.5%) wish that these hours would be increased. None of the students want these hours to be decreased. Students enjoy using LL.

Question 07: Do you see any improvement in your listening comprehension thanks to LL instruction?

Options	Number	Percentage
Yes	35	87.5%
No	05	12.5%
Total	40	100%

Table 22: The Effect of LL on Students' Listening Comprehension

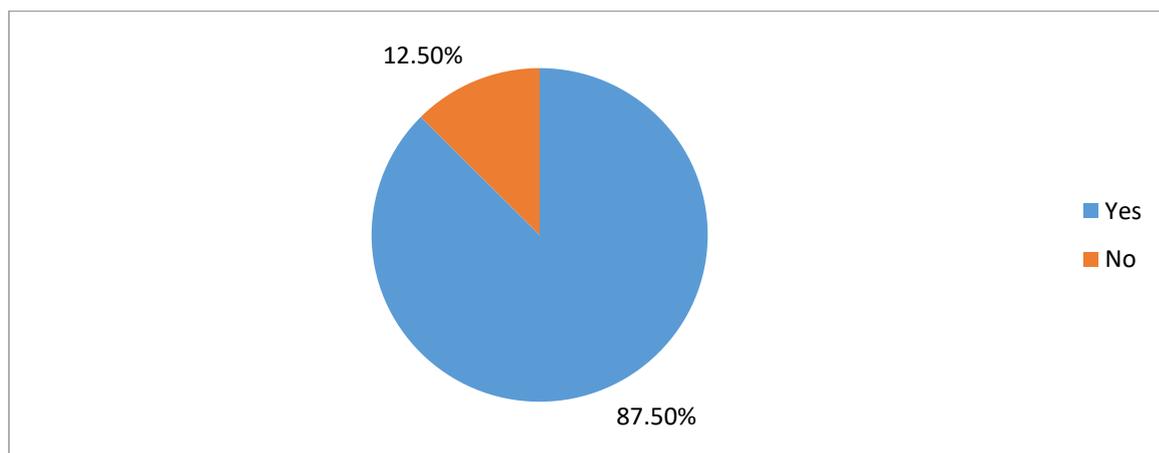


Figure22: The Effect of LL on Students' Listening Comprehension

87.5% (35) of the sample population claim that their listening comprehension is improved thanks to LL, but 12.5% say that they do not notice any improvement in their comprehension. It is wise worth saying that LL affects positively students' listening comprehension.

Section Four: Motivation

Item 01: Authentic materials I would like to use in class are:

Options	Number	Percentage
Printed materials	09	22.5%
Multimedia materials	15	37.5%
Chalkboard	10	25%
All of them	6	15%
Total	40	100%

Table 23: Types of Materials Students Would Like to Use

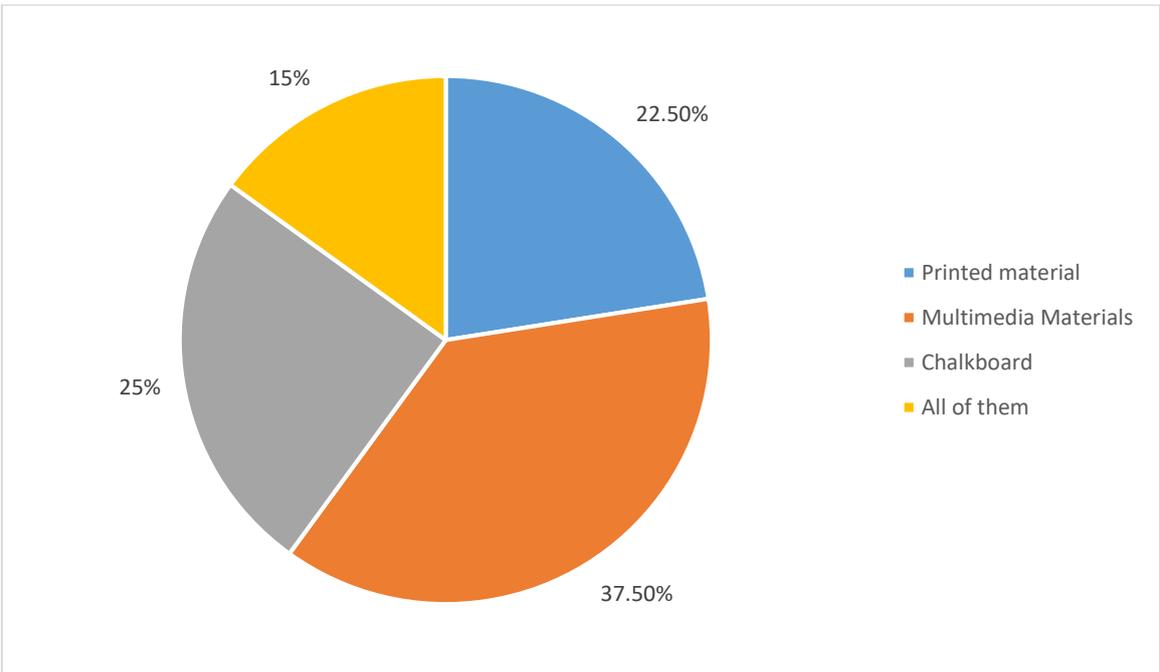


Figure 60: Types of Materials Students Would Like to Use

The majority of the students (37.5%) claim that the use of multimedia materials is more interesting and beneficial for them, (25%) like using the chalkboard. Printed materials are preferred by (22.5%) of the sample population. However, 6students (15%) enjoy varying the materials used in class. This shows nothing but the variation of interests among students of the same class, each one prefers a material that she/he finds suitable for teaching and thus facilitates the learning for them.

Item 02: Materials I think will motivate me more in class are:

Options	Number	Percentage
Video-audio tapes	36	90%
pictures	04	10%
wall charts and posters	00	00%
Total	40	100%

Table 24: Materials that May Motivate Students in Class

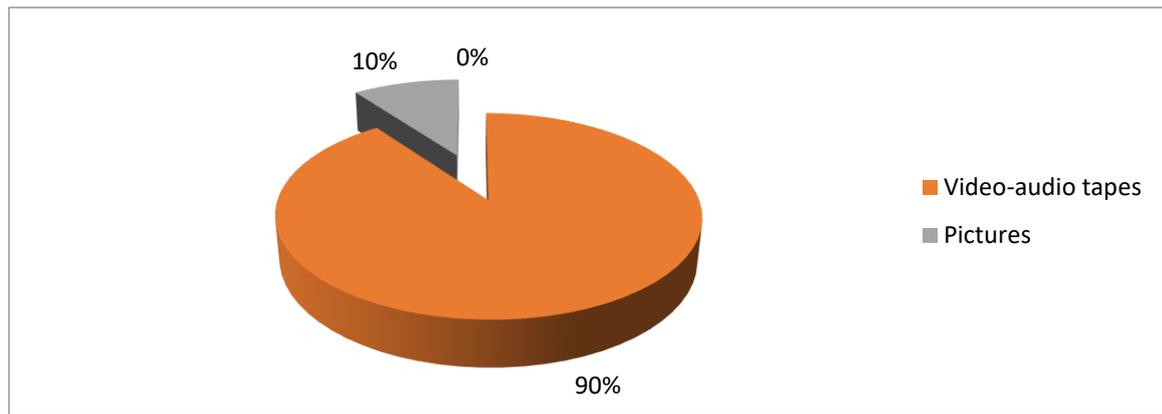


Figure 61: Materials that May Motivate Students in Class

The results shown in the table above suggest that almost the whole sample population (90%) prefers video-audio tapes in class since these materials are interesting to them.

Whereas only 4 students which represent (10%) like the use of pictures in class, and none of them are in favour of the wall charts and posters. All in all, students' motivation is highly related to the materials used in class. If the materials seem to be interesting in the eyes of the students, they will interact and be motivated to learn more.

Item 03: Authentic materials that help me develop my self-confidence are:

Options	Number	Percentage
Yes	33	82.5%
No	07	17.5%
Total	40	100%

Table 25: Authentic Materials and Students' Self-Confidence

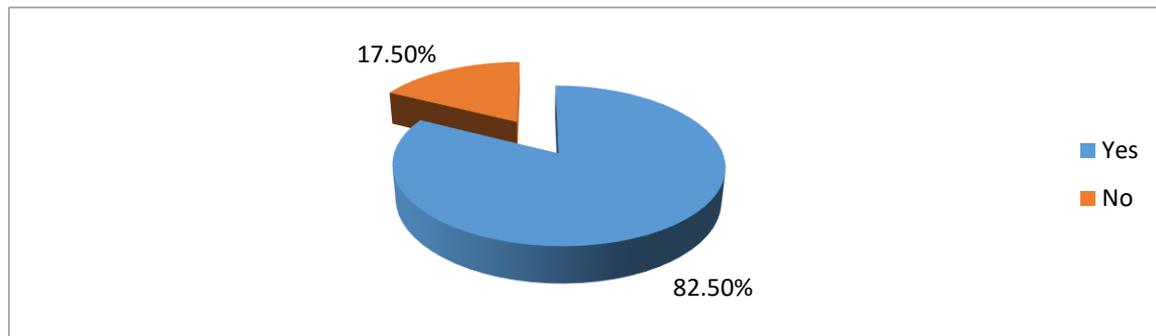


Figure 62: Authentic Materials and Student's Self-Confidence

82.5% of the students (33) believe that authentic materials help them develop their self-confidence. While only 7 students (17.5%) do not relate the use of materials to boosting their self-confidence. It is clear from the results that when the right materials are used, students' are more comfortable and certain capacities are further encouraged.

Item 04: I like listening because it is interesting to learn listening under the LLBI.

Options	Number	Percentage
Never	04	10%
Seldom	00	00%
Sometimes	07	17.5%
Often	10	25%
Always	19	47.5%
Total	40	100%

Table 26: The Reason why Students Like to Learn Listening under the

The results in the table above show that 19 (47.5%) always like learning listening under LLBI, 10 students (25%) find this instruction interesting, while 07(17.5) students think that sometimes they get excited following LLBI. However, only 04 of them (10%) never have this opinion. These findings stress the fact that learning listening under LLBI is interesting for learners and allows them to enjoy the task of listening.

Item 05: I feel very happy when I learn listening under the LLBI.

Options	Number	Percentage
Never	00	00%
Seldom	00	00%
Sometimes	09	22.5%
Often	25	62.5%
Always	06	15%
Total	40	100%

Table 27: Students' Feelings when Learning Listening under the LLBI.

Table n° 27 shows that 09 students (22.5%) think that the use of LLBI to learn listening makes them happy, 25 students (62.5%) assume that they often have this feeling. Whereas only 06 (15%) students always feel happy when using the LL. we can conclude that LLBI brings about feelings of happiness and excitement for learners.

Item 06: I think my listening comprehension is increasing when I learn listening under LLBI.

Options	Number	Percentage
Never	00	00%
Seldom	00	00%
Sometimes	05	12.5%
Often	10	25%
Always	25	62.5%
Total	40	100%

Table 28: The Effect of LLBI on Students' Listening Comprehension

Findings in table n° 28 indicate that the majority of our participants (25 students) think that their listening comprehension is always increasing through LLBI. Another important portion of participants (10) confirm that it is often improved. While 06 studentssometimes notice the improvement of their listening comprehension. As a result LLBI helps students to enhance their comprehension and thus facilitates the listening task.

Item 07: I feel bored when learning listening under LLBI.

Options	Number	Percentage
Never	15	37.5%
Seldom	12	30%
Sometimes	08	20%
Often	03	7.5%

Always	02	5%
Total	40	100%

Table 29: Students' State while Learning Listening under LLBI

15 students never get bored when they learn listening in the LL. 12 of them seldom get bored. Few students (08) think that listening using LLBI sometimes makes them feel bored. While 03 learners often seem to get bored and only 02 of the whole sample admit that they always get bored. We can deduce that LLBI is an amusing tool to learn listening.

Item 08: Under the LLBI, it is not difficult to learn listening.

Options	Number	Percentage
Never	00	00%
Seldom	00	00%
Sometimes	15	37.5%
Often	05	12.5%
Always	20	50%
Total	40	100%

Table 30: The Difficulty of Learning Listening under LLBI

Half of the sample (20) believes that learning listening under the LLBI is not a difficult task. Whereas 15 sometimes find some difficulties, and the remaining students (05) often face obstacles when learning listening under LLBI. These findings demonstrate that LLBI makes learning listening an easy task for most of the students.

2.2. Teachers' Interview

We have conducted a structured interview with 05 teachers at Mila University Centre with the purpose of examining teachers' views about the impact of utilizing the LL in teaching listening on students' motivation. In other words, this interview seeks to determine the connection that exists between this type of instruction and learners' willingness and dedication for learning. Furthermore, nine questions were asked.

2.2.1. Description of Teachers' Interview

Five teachers of oral expression at Mila University Centre were interviewed and asked nine open ended questions about the ways they use to promote their learners motivation through LL. At the beginning, teachers were asked about their experience in teaching listening, whether it is a hard task and the common difficulties that their learners tend to encounter. After that, the interviewees were asked about the importance of integrating the LL when teaching listening and if it offers any advantages for learners. Next, we asked questions on the skills that students seem to develop thanks to LL sessions. Furthermore, we asked the interviewees about how to encourage the learners to be more interactive in LL and how can teachers promote interaction under this type of instruction.

1.2 Analysis of Teachers' Interview

Question 01: How long have you been teaching?

The aim of this question is to get details about the teachers' profiles, their degree and field of speciality for instance. Most of the teachers have a Master Degree, other teachers graduated with a Magister degree that age to the Classical System. Getting a good look at the teachers' profile means knowing more about their teaching experiences and its period of time. Those teachers with the Master Degree, from LMD system, agreed upon the fact that they

lack experience assuming that they have not been oriented or trained to teach listening before coming to our university.

A teacher out of five tackled the idea of proficiency and sufficiency in teaching saying that in order for a teacher to be able to manage the laboratory he should be proficient, i.e. he should be aware and knowledgeable about the technological devices in the LL, and sufficient and precise in order for him to achieve the intended outcomes.

Question 02: Is teaching listening a hard task? And why?

Teachers were asked this question because one out of five admitted that it is his first time to teach in an LL. Two teachers assumed that it is a hard task because its main focus is on two important skills that are speaking and listening. The former is an active process while the latter is a passive one, though it can be an active skill at the same time; and that what makes for teaching listening a bit hard. However, the last two teachers agree that teaching listening skill using LLBI is an easy task for them.

Question 03: Does language laboratory facilitate teaching?

All the teachers say that LLBI supports teaching listening; none of them says the opposite. We can say, and according to the teachers' answers, that LL has a great role in teaching listening skill and enhancing students' comprehension.

When teachers are asked why it facilitates teaching, two teachers claim that the mastery of the English language entails the mastery of the four skills (speaking, listening, reading and writing). Teachers agree upon the idea that the traditional way to teach listening is, somehow, boring for students which causes the lack of attention, focus and technically leads students to lose their interest in enhancing their listening comprehension. In addition to that, the interviewees say that LL also facilitates the students- teachers' interaction, they can be in

touch with a specific student without interrupting the others as well as having the ability to control their activities.

Question 04: In the EFL class, do you rely on language laboratory based-instruction to enhance your students' motivation? Why?

Some teachers say that using LL is not the only way to enhance students' motivation, whereas others believe that it really helps to stimulate students' motivation. The reason for this agreement is first of all it saves time and efforts, the second thing is the combination of new technological teaching aids with the old methods of teaching, which makes learning interesting for the students and thus capture their attention. Two teachers believe that students' are more attracted to modern devices because they are new tools so they are always eager to discover them, their motivation is grown out of their curiosity which in turn makes from them more productive. Only one teacher says that it is all about the students' interests and needs. As a result, we can say that LL is effective when it comes to improving students' motivation.

Question 05: To what extent language laboratory based instruction is beneficial for students' motivation?

When asked about the benefits of the LLBI, all of the interviewees shared the same point of view that is LLBI is beneficial. They assume that LLBI will be a great benefit for students' achievement since it has been newly introduced in EFL classes. It is this new type of instruction and approaching learning that makes from the learners more motivated.

Question 06: Do you think that the time dedicated in teaching listening through a language laboratory is well enough to achieve the pre-set objectives?

Three teachers are not satisfied with the time devoted (one hour and a half per week) to teach listening, saying that it should be given more importance just like any other module in the institute. A teacher says that a good lesson plan lies behind a good partition of time. He suggests to increase the hours spent in teaching listening to three hours per week assuming that it will be quite enough and fair. Another teacher assumes that decision makers neglect LL and focus more on the traditional class, according to him this inattention towards the LL is what makes the hours of teaching listening few when comparing it to the other modules of the EFL program. As we can deduce, teachers agree that the hours are not sufficient to achieve the pre-set objective in a short period of time.

Question 07: Do your students interact effectively via the use of language laboratory while teaching listening?

All teachers agreed that while performing different tasks, students would effectively and enthusiastically interact with us or among each other. In their opinion, this may help in creating an open atmosphere for students to communicate and express their thoughts freely. Teachers may suggest that LL is more helpful when it comes to students' responses and interaction in contrast to the ordinary classroom setting, because they can provide answers privately via the network that connects us with them. As it is mentioned above, LL has been an outstanding tool that enables students to interact freely and helps them to feel secure when expressing themselves.

Question 08: What are the skills that might be developed accordingly while listening through language laboratory based-instruction?

Two out of five teachers harmonize in opinion that is in EFL, there are four main skills that are strongly intertwined as a teacher declares: “it like a chain”, i.e. each skill complete the other one. For instance, if the listening skill is well instructed this may affect positively the oral skill. One teacher asks to take into consideration the autonomy of the learners; he says that the students rely on themselves when they are sitting in front of their computers putting their headphones. They try to answer the question given to them on their own without the fear of being ashamed, this may motivate them to work harder and get involved in the listening task. The other teacher claims that LLBI grow self-esteem and self-confidence in the students’ spirit, she says that these may be considered as skills in addition to the four skills of the English language. Supporting her idea saying that: “self-esteem and self-confidence are skills that not all students possess but they can be developed in one’s self through the LLBI” because the latter pushes students to get involved in discussions and debates and defend their ideas freely. One teacher among the others, refused to provide an answer to this question. It is noticeable that LLBI has a great impact on the learners, it helps them develop their skills and their personalities at the same time.

Question 09: Does language laboratory facilitate teaching listening?

The majority of the teachers agree that it is undoubtedly that has brought a cutting-edge solutions to the EFL classes in order to make the listening path easier for students to master the language. Teachers may suggest that LL attempt to focus more on a detailed delivery of courses, this is a both ways process for students and teachers since they are the only actors in the class. Only one teacher is against the idea that LL works as a facilitator, she thinks that

teaching in an LL is more complicated than teaching in an ordinary classroom, because of all the “devices and cables” which makes from the room, in her eyes, messy.

2.2.3. Discussion of the Findings

The questionnaire above aims at inspecting second year English students’ views on the extent to which practising listening skill in the LL helps them increase their motivation. The majority of our participants agree upon the importance and the sensitive impact of listening skill in SLA regardless of the difficulties that they might face. In addition, we have noticed that students are aware of the ways that would improve this essential skill since they opt for listening to extra resources outside the classroom. Equally important, participants show their interest in LL sessions and they view it as an effective tool in the learning process. LL provides the chance for better interaction and a good way for self-assessment.

Teachers’ interview was the second research means that aims at investigating teachers’ perspectives about the use of LL and its impact on second year LMD students’ motivation. The interviewees provide clear assumptions about the ways that would enable students to benefit the maximum from LL lessons. As a matter of fact, teachers confess that the amount of time of LL sessions is not enough to achieve the intended outcomes. Furthermore, teachers stress LL’s role when it comes to encouraging students’ tendency to interact with both their classmates and the teacher. This is because LL offers learners an opportunity to assess their progress privately without fear of negative feedback. Moreover, the interviewees highlight the possibility of developing other important capacities like autonomy and self- confidence through the LL.

Conclusion

This chapter was dedicated for discussing and interpreting the findings of students' questionnaire and teachers' interview that are directed towards testing the relationship between the variables. We deduce from the positive outcomes of the research instruments that there exist a strong connection between using LL in teaching listening and the improvement of students' motivation. As a result, this validates our hypothesis. Language Laboratory has proved to be one of the most essential teaching aids in EFL listening classes due to the impact that it exerts on learners' motivation.

3. Limitations of the Study

This study is structured to elicit detailed information from both second year LMD students and teachers of listening skill at Mila University Centre. It is evident that collecting such information is time consuming. In fact, this was the first obstacles that we faced and which prevents us from using different research tools to test our hypothesis.

Another obstacle that comes across is the attempt to check students' opinions about the impact that the LL exerts on their motivation using a questionnaire. The results gathered through this means of research are sometimes contradictory and the researcher cannot get satisfactory answers.

Moreover, it is hard to generalize the results since the sample consists on only 40 students in Mila University Centre. This was because of the lack of time. In addition, it was hard to find teachers who accept and have time to be interviewed.

Despite the restrictions of the study, it is hoped that it can offer some guidelines for further research on the subject.

4. Pedagogical Implications and Recommendations

Boosting students' motivation is among the hardest tasks of any language teacher since it requires a great deal of dedication and patience. Based on the results obtained from students' questionnaire and teachers' interview, it is worth stating some suggestions that would enhance learners' motivation. First, teachers should make use of listening activities and, from their part, encourage students to use listening strategies that prepare them for listening experience. In addition, teachers should focus on the use of suitable equipment in LL that intends to add additional practice and foster language learning.

Teachers should make students mindful of the benefits that LL presents while listening, so that to provide the suitable atmosphere to be more productive and stimulate their comprehension. This can be achievable mainly through taking into consideration the amount of time of LL sessions.

Learners should integrate listening strategies that facilitate this process for them. They, also, shouldn't give the other language skills more importance over the listening skill, because language proficiency requires the mastery of the four skills.

General Conclusion

Generally, EFL learners have been taught to be competent in the different language skills; reading, writing, speaking and listening. However, the latter receives less attention as compared to the other language skills. Meanwhile, listening is, sometimes, treated as a passive skill which is a totally wrong idea. In fact, it is of paramount importance to get rid of such stereotypes concerning this skill particularly with the existence of technical advancements like LL that made teaching listening more interesting. This study has been focused on improving students' motivation through practicing listening in LL.

More precisely, this study has been devoted to shed light on students' consciousness about the importance of learning listening through LL on their motivation. That is to say, our purpose from this study is to investigate the extent to which teaching listening in LL is beneficial for second year LMD students at Mila University Centre.

We hypothesized that teaching listening through LL will increase students' motivation. In order to test this hypothesis, we carried out a research that consisted of a students' questionnaire designed to demonstrate students' views about the difficulties they face in listening besides the benefits of LL on their motivation. In addition to a teachers' interview that seeks to clarify the connection between LL and students' motivation. The results of the data analysis confirm our hypothesis that teaching listening through LL plays a vital role in enhancing EFL learners' motivation.

References

- Alam, Z., Sinha, B. (2009). Developing listening skills for tertiary level learners.
Dhaka University Journal, 2 (3), 19-52.
- Ali, M. (2001). Recent trends in integrating listening and speaking. Proceedings of the 20th CDELT in approach (2nded.) (pp.1-20). Lanham, MD: University Press of America.
- American Heritage Dictionary. Retrieved from:
<http://www.answers.com/topics/console>.
- Angelo, T. (1995). Improving Classroom Assessment to Improve Learning.
Assessment Update, 7(6), 1-2, 13-14.
- Attitudes and Motivation*. London: Edward Arnold.
- Azmi, B. M., Celik, B., Yidliz, N., & Tugrul, M. C. (2014). Listening Comprehension
- Beder, M. (20018). *Language Laboratory for Learning Spoken and Written Language*. Retrieved from: <http://www.bederbhashe.blogspot.com>
- Behavior. New York: Plenum.
- Brophy, J. E. (1998). *Motivating students to learn*. Boston, MA: McGraw-Hill
- Brown, G., & Yule, G. (1983). Teaching the spoken language. Cambridge: Cambridge
- Brown, H. (1994). Teaching by principles; An interactive approach to Language Pedagogy.
London:
- Brown, H. (2000). Principles of Language Learning and Teaching. San Francisco State University, Addison Wesley Longman, Inc.
- Brown, M. (2004). Developing positive listening skills. *School Library Journal*, 50(1, 4), 72.

Buck, G. (2001). Assessing listening. In J. C. Anderson & L. F. Bachman (Eds). Cambridge: Cambridge university press.

-Byrne, D. (1984). Teaching Oral English. 9th edition. London: Longman.

CALL.Great Britain: Routledge

Cambridge: Cambridge university press.

Carrell, P. L., & Eisterhold, J. C. (1983). Schema theory and ESL reading pedagogy. TESOL Quarterly, 17, 553-573.

-Celce-Murcia, M. (1995). Teaching English as a second or foreign Language. (2nded).

Boston: Heinle&Heinle.

Cheng, H., & Dörnyei, Z. (2007). The use of motivational strategies in language instruction: The case of EFL teaching in Taiwan. Innovation in Language Learning and Teaching, 1, 153–173

Dakin, J. 1973. The language laboratory and language learning. London:

David – Wilson, D. and Thayalan, V. (2007). Significance of Language Laboratory in Communication. Karen's Linguistic Issues July 2001

Deci, E. L. (1971). Effects of externally mediated rewards on extrinsic motivation. Journal of Personality and Social Psychology, 18, 105-115.

Deci, E. L., & Richard, M. R. (1985). Intrinsic Motivation and Self Determination in Human *definitions and new directions*. University of Rochester.

Department of State, Government Printing Office.

Derry, S. J., & Murphy, D. A. (1986). Designing systems that train learning ability: From

Devine, T. G. (1982). Teaching study Skills. Boston, MA: Allyn and Bacon.

Diekhoff, J.S. (1965). *NDEA and modern foreign languages*. New York: Modern Languages Association. Difficulties Encountered by Students in Second language Learning Class. *Journal of Educational and Instructional Studies in the World*, 4(4), 1-6.

Donaldson, R. P. & Haggstrom, M. A. (2006). Changing language education through

Dornyei, Z. (1989). Motivation in second and foreign language learning. *Language Teaching*.

Dornyei, Z., & Kormos, J. (2000). The role of individual and social variables in oral task

Dornyei, Z., & Otto, I. (1998). Motivation in action: A person model of L2 motivation.

Working Papers in Applied Linguistics (Thames Valley University, London) 4: 43-69.

Dörnyei, Z., & Ottó, I. (1998). Motivation in action: A process model of L2 motivation.

Working Papers in Applied Linguistics.

Ellis, R. (1994). *The study of second language acquisition*. Oxford: Oxford University Press.

Ellis, R. (2003). *Task-based language learning and teaching*. Oxford: Oxford University

Filología y Didáctica, 25, 369-422.

Gardner, R. C. (1985). *Social Psychology and Second Language Learning: The Role of gender gap*. *Literary Research and Instruction*, 49. Doi: 10.1080/19388070902803795

Gardner, R. C. (2010). *Motivation and second language acquisition: The socio-educational model*. New York: Peter Lang.

Harmer, J. (1998). *How to teach English*. Longman.

Harmer, J. (2001). *The Practice of English Language Teaching*. London: Longman.

Harmer, J. (2001). *The practice of English language teaching*. Longman.

Hassan, A. (1998). Ways of improving teaching listening comprehension in the EFL classroom at Damascus University. *Damascus University journal for the human and educational sciences*, 14 (3), 1-38.

Hocking, E. (1967). *Language laboratory and language learning* (2nded.) Washington, DC: Division of Audiovisual Instruction, National Education Association.

In J. A. Malloy, B. A. Marinak, & L. B. Gambrell (Eds.), *Essential readings on Instruction*, 292-293.

Interactive. Washington. ERIC clearing house on languages and linguistics, a web
Journal of Personality and Social Psychology, 28(1),

Keck, M.E.B., & Smith, W.F. (1972). *A selective, annotated bibliography for the language laboratory*,

Krashen, S. & Terrell, D. (1984). *The natural approach: Language acquisition in the classroom* (5thed). New York: Pergamon&Alemany.

Language Lab Software. (2008). May, 20, 2018 From

<http://www.languagelabsoftware.com>.

Learn soft Language Lab features. (2010). May, 20, 2013 From:

<http://www.softwarelanguagelab.com/features.html>

Lepper, M. (1988). Motivational considerations in the study of instruction. *Cognition &*

Lepper, M. R., Greene, D., & Nisbett, R. E. (1973). Listener. *Language learning*, 53, 461-491.

Retrieved from

<http://dx.doi.org/10.1093/applin/19.4.515>

Littlewood, W. (2000). Do Asian students really want to listen and obey? *ELT Journal*, 54(1), 31-35. London: Oxford University Press: Longman

Madrid, D. (2002). The power of the FL teacher's motivational strategies. *Revista de*

Madsa, T. (2012). Motivating Students' Speaking Skill Through Simulation in English for Specific Purposes. 1st Mae FahLuang University International Conference, Thailand, 3-6.

Mambo, B. (2004). evolving views, evolving practices: *Language Laboratory and cha.*

Mambo, B.E (2004). Language Laboratories and the Challenges Supporting of Communicative Approaches in Language Instruction. *Journal of Educational Computing and Design and online Learning*. Vol 5

Marinak, B. A., & Gambrell, L. B. (2010). Reading motivation: Exploring the elementary 52 gender gap. *Literary Research and Instruction*, 49 Doi: 10.1080/19388070902803795

Merriam Webster Online Dictionary. Retrieved from:

<http://www.merriam-webster.com/dictionary/language%20laboratory>

Morley, J. (2001). Aural comprehension instruction: Principles and practices. In M. CelceMurcia (Ed.), *Teaching English as a second language* (3rd Ed.). Boston: Heinle *motivation*(pp. 87-98). Newark, DE: International Reading Association.

Nadig, A. (2013). Listening Comprehension. *Encyclopedia of Autism Spectrum Disorders*, 1743.

Nord, J. (1985). Developing listening fluency before speaking: an alternative paradigm. Retrieved June 16, 2005 from Eric database. No. ED 216251.

O'Mally, J. M., & Chamot, A. U. (1990). *Learning strategies in second language acquisition*.

Oller, J. W. (1979). *Language tests at school: A pragmatic approach*. London: Longman.

Oxford, R. L. (1990). *Language Learning Strategies: what every teacher should know*.
Boston: Heinle & Heinle.

Parker, W. R. (1962). *The national interest and foreign languages* (3rd ed.). Washington D.C:

Parker, W. R. (1961). *The national interest and foreign languages*. (3rd ed.) Washington, DC:
U.S. Department of State.

Peterson, S. (2003). *What? teaching listening without a textbook?* PAC3 at JALT 2001
Conference Proceedings. Prentice Hall Regents Press.

Purdy, M. (1997). What is Listening? In M. Purdy & D. Borisof (eds.), *List in everyday Life:
A Personal reward: A test of the "overjustification" hypothesis*.

Richard, M. R., & Edward L. D. (2000). *Intrinsic and extrinsic motivations: Classical
Definitions and New Directions*.

Richards, J. C. (2008). *Teaching Listening and speaking*. Cambridge, England: Cambridge
University Press.

Rivers, W. (1989). *Teaching foreign Language Skills* (2nd ed.). Chicago: University of Chicago
Press.

Rivers, W. (2001). *Autonomy at all costs: An Ethnography of metacognitive self- assessment
and self- management among experienced language learners*. *The Modern Language
Journal*, 85, 27-290.

Robert Dubin. "Human Relations in Administration". New Delhi, Prentice Hall of India, 1974,
p.53.

- Rost, M. (1991). *Listening in action: Activities for developing listening in language teaching*. New York: Prentice Hall.
- Rost, M. (2002). *Teaching and Researching listening*. London: Longman.
- Rost, M. *Listening in action*. New York: Prentice Hall.
- Ryan Richard M., & Deci, Edward L. (2000). "Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions." *Contemporary Educational Psychology*, 55. PAS SURE
- Ryan, R. M., & Stiller, J. (1991). The social contexts of internalization: Parent and teacher influences on autonomy, motivation and learning. In P. R. Pintrich & M. L. Maehr (Eds.), *Advances in motivation and achievement* (Vol. 7, pp. 115–149). Greenwich, CT: JAI Press.
- Saricoban, A. (1999). The Teaching of Listening. *The Internet TESL Journal*, December, 5 (12).
- Scheidecker, D. & Freeman, W. (1999). *Bringing out the best in Students: How legendary teachers motivate kids*. Thousand Oaks, CA: Corwin Press Schostak
- Seifert, T., & O'Keefe, B. (2001). *The relationship of work avoidance and learning goals to Spolsky, Bernard – Conditions for Second Language Learning*, 1989, Oxford University press.
- Stack, M. E. 1971. *The language laboratory and modern language teaching*.
- Stone, L. A. 1991. Task-based activities: making the language laboratory successful strategies. *ELT Journal*, 53, 168-176. Retrieved from: <http://dx.doi.org/10.1093/elt/53.3.163>

Supporting the Communicative Approaches to Language Instruction. Journal of Education, Computing, Design & Online Learning(Vol5).Retrieved from:

<http://dx.doi.org/10.1111/1467-9922.00232>

Temperly, M. (1978). *A particular guide to the teaching of English as a foreign language*. New York: Oxford University Press.

the third Millennium. Cairo, CDELT, Ain Shamus University, March 21-23.

Theory to Practice. *Review of Educational Research*, 56, 1-39.

Turner, J., & Paris, S. G. (2010). How literacy tasks influence children's motivation for literacy. *Undermining children's intrinsic interest with extrinsic*.

Underwood, M. (1998). *Teaching Listening*. New York: Longman.

Underwood, M. 1991. *Effective class management*. New York: Longman

Vandergrift, L. (1999). *Facilitating second language listening comprehension: Acquiring*

Vandergrift, L. (2003). *Orchestrating Strategy Use: Towards a model of the skilled L2*

Wenden, A. (1998). *Metacognitive Knowledge and Language Learning*. *Applied Linguistics* 19(4), 515-537. Retrieved from:

<http://dx.doi.org/10.3102/00346543056001001>

-Wilga, M, Rivers. (1981). *Teaching foreign language skills*. University of Chicago Press.

Wilson, J.(2008). *How to teach listening*. Harlow: Pearson Education

York: Newbury House

Yun Kul,C.(2010). *The Importance of Teaching Listening in the EFL Classroom*. Retrieved from:

<https://eric.ed.gov/?id=ED512082>

Appendices

Questionnaire:

This questionnaire is designed as part of an investigation carried out for the master degree. Its purpose is to investigate the impact of teaching listening skill through language laboratories on student’s motivation in the department of English of University Centre of Mila.

You are kindly invited to take part in this investigation by completing this questionnaire as accurately as possible. Please take time to answer each statement by marking the appropriate box (es) or filling in the gaps. Your sincere opinion is all what is needed.

Thank you in advance

I. Background information:

What is your gender?

Male Female

How old are you?

.....

Do you have any bilingual or multilingual relatives or friends?

Yes No

- **If yes what languages?**

.....

Is English important in your life?

Very important

Important

Not very important

Not important at all

How often do you learn English?

Often

Sometimes

Rarely

II. Listening Comprehension

Questions	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
Listening is the most important skill in SLA.					
Listening skill helps me to enhance lo					

interpretive and analytic capacities.					
I think listening to different registers, accents and dialects makes listening more challenging.					
It is crucial that an audio should be played several times so that I can get both: its general ideas and details.					
Outside the classroom, I used other resources (television, radio) to listen to English.					
I prefer teacher's choice for listening activities.					
Before listening, it is hard for me to guess the overall concept what I will hear.					
While listening, I relate the meaning of the unfamiliar information to my background knowledge for a better understanding.					
After listening, I summarize the whole ideas of the listening to passage and try to assess my overall comprehension.					

III. Language Laboratory Use

1) Is practicing listening skill in the language laboratory interesting to you?

- Yes No

2) Does language lab add any kind of amusement or happiness to you if it is used the teaching-learning process?

- Yes No

If yes, justify

- Because it is a good way to work on your own pace
- Because you can correct yourself on the spot without others awareness about your mistakes
- Because it is something new

3) How many hours a week do you spend practicing English using the language lab?

- 1 to 2 hours 1 to 3 hours

- 4) In the process of learning English, what is your attitude about using the language lab instruction?
- An effective tool
 - Should be added to the language course program
 - Helpful to an extent
 - A waste of time
- 5) Do you interact with your teacher based on the advantages of LL sessions?
- Yes No
- 6) In your opinion, hour spent in LL should be: decreased, increased or kept the same?
- Decreased
 - Increased
 - Kept the same
- 7) Do you see any improvement in your listening comprehension thanks to LL instruction?
- Yes No

V. Motivation

- 1) What types of materials would you like to use in class?
- Printed materials
 - Multimedia materials
 - Chalk board
 - All of them
- 2) Which of the following materials do you think will motivate you?
- Video/audio tapes
 - Talk board
 - The pictures
 - Wall charts and posters
- 3) Do you think that authentic materials help you develop your self-confidence?
- Yes No

4) I listening because it is interesting under the LBBI

- a. Never
- b. Seldom
- c. Sometimes
- d. Often
- e. Always

5) I feel very happy when I learn listening under the LBBI.

- a. Never
- b. Seldom
- c. Sometimes
- d. Often
- e. Always

6) I think my listening comprehension is increasing when I learn listening under the LLBI.

- a. Never
- b. Seldom
- c. Sometimes
- d. Often
- e. Always

7) I feel bored when learning listening under the LLBI.

- a. Never
- b. Seldom
- c. Sometimes
- d. Often
- e. Always

8) Under the LLBI, it is not difficult to learn listening.

- a. Never
- b. Seldom
- c. Sometimes
- d. Often
- e. Always

Thank you for taking time to respond to this.

Teachers' Interview:

Question 1: How long have you been teaching?

Question 2: Is teaching listening a hard task? And why?

Question 3: Does language laboratory facilitate teaching?

Question 4: In the EFL class, do you rely on language laboratory based-instruction to enhance your students' motivation? Why?

Question 5: To what extent language laboratory based instruction is beneficial for students' motivation?

Question 6: Do you think that the time dedicated to teaching listening through a language laboratory is well enough to achieve the pre-set objectives?

Question 7: Do your students interact effectively via the use of language laboratory while teaching listening?

Question 8: What are the skills that might be developed accordingly while listening through language laboratory based-instruction?

Question 9: Does language laboratory facilitate teaching listening?