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Sommaire

Introducing Audiovisual Aids in EFL Listening Setting; The Case Study of 3rd Year Secondary School Students (Foreign Languages Stream) Sidi Ibrahim Secondary School. Sidi Bel Abbès. Algeria Belhadj Fatiha	135
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**Introducing Audiovisual Aids in EFL Listening Setting;
The Case Study of 3rd Year Secondary School Students
(Foreign Languages Stream)
Sidi Ibrahim Secondary School. Sidi Bel Abbès. Algeria**

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Abstract

EFL teachers are aware that teaching a foreign language as English is not an easy task because it requires from them providing an effective practice that satisfies their learners' needs. Thus, it is necessary to tackle the factors that ensure such effectiveness especially in practising oral skills as well as listening. In this context, thoughts are oriented towards the most useful teaching devices that can be used in order to primarily improve EFL learners' aural abilities and a considerable number of views have supported audio visual means as functional devices for listening practice. Hence, the present study is done in order to examine the usefulness of these technological tools in developing EFL learners' listening abilities.

Keywords: listening skill; listening abilities; audio visual aids; effective listening practice.

**استعمال الوسائل السمعية البصرية في إعداد الاستماع للغة الإنجليزية كلغة أجنبية:
دراسة حالة طلاب المرحلة الثانوية الثالثة (شعبة اللغات الأجنبية)
ثانوية سيدي إبراهيم. سيدي بلعباس. الجزائر.**

المخلص

يدرك مدرسي اللغة الإنجليزية كلغة أجنبية أن تدريس لغة أجنبية مثل الإنجليزية ليست مهمة سهلة لأنها تتطلب منهم تقديم ممارسة فعالة تلبي احتياجات طلابهم. وبالتالي، فمن الضروري معالجة العوامل التي تضمن مثل هذه الفعالية خاصة في ممارسة المهارات الشفهية بالإضافة إلى الاستماع. في هذا السياق، يتم توجيه الأفكار نحو الأجهزة التعليمية الأكثر فائدة والتي يمكن استخدامها من أجل تحسين القدرات السمعية لدى متعلمي اللغة الإنجليزية كلغة أجنبية بشكل أساسي، وقد دعم عدد كبير من الآراء الوسائل السمعية البصرية كأجهزة وظيفية لممارسة الاستماع. ومن ثم، تم إجراء الدراسة الحالية من أجل فحص مدى فائدة هذه الأدوات التكنولوجية في تطوير قدرات الاستماع للمتعلمين في اللغة الإنجليزية كلغة أجنبية.

الكلمات المفتاحية : مهارة الاستماع، قدرات الاستماع، المعينات السمعية والبصرية، ممارسة الاستماع

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1. Introduction

Oral language is the basis of communication. Oral language development in schools means to provide students with skills and relevant opportunities for effective practice. Listening as an active skill in maintaining oral production needs such effectual practice especially in foreign language context. In fact, effective foreign language listening practice that serves learners' aural abilities' improvement can be studied from different perspectives. However, the present study examines effectiveness of EFL (English as a Foreign Language) listening practice associated with audio visual aids as teaching devices; whether this kind of technology has a positive impact on listeners' abilities or not ? Hence, this paper seeks to address the following questions:

-Does the use of audio visual devices in EFL listening setting enhance learners' aural abilities?

-In which way does the utilization of these technological devices improve EFL listeners' abilities?

In an attempt to answer the research questions the following hypotheses are suggested:

➤ Introduction of audio visual devices in EFL listening setting contributes in enhancing learners' aural abilities.

➤ Investing audio visual means in EFL listening setting improves EFL learners' performance and increases their appreciation towards aural practice.

2. Related Literature

2.1. Audio Visual Aids as Language Teaching Devices

By the twentieth century, there has been a revolution in the way language taught; especially in second and foreign learning contexts. This revolution has been made by the integration of technology which involving different types of audio-visual aids arranged simple and modern ones; including pictures , boards ,broadcasts, then computers, projectors, multimedia, internet and more digital technologies as well as mobiles (Wright, 1983). According to Zhao (2003) difficulties and problems faced by learners; mainly foreign language ones when it is tended to improve their target language skills as the oracy ones make the integration of technology a necessity i.e. it is necessary to invest the capacities of technology into solutions to language learning problems.(Zhao, 2003 cited in Parker, 2008:p 168). For instance, in listening settings teacher may use audio visual means (audio recordings and CD- ROMs) as tools to make his/her learners exposed to a wide range of target language input for the purpose of developing their listening abilities (Ibid).

2.2. Key-conditions for Audio visual Aids' Use

It is important stating that the utilization of technology in teaching language skills as well as listening should be systematic ; choice of technological aids devoted to listening practice and selection of language input involved within are submitted to some conditions relevant to learning setting issues: *"There is no*

general to indicate which medium at one time but the choice is affected by; age, interest, intelligence and experiences of the student, the physical or circumstances of the classroom or laboratory, and the convenience of material available." (Wright, 1983:p 01). According to Wright (1983) learners' age, interest, cognitive capacities, experiences and environmental circumstances, in addition to efficiency of the teaching aid itself are the main parameters that indicating which medium and which language input are likely to be invested.

Deeply, these key-conditions are of high significance in listening setting in which individual differences may intervene as obstacles for learners mainly at affective level and hinder their achievement ten learning process (Mwakame, 2006: p 48). In similar context, White (1998) mentions that physical circumstances of the classroom, learners profiles including interest, preferences, needs and background indentifying teaching devices appropriate to a particular setting including listening one (White, 1998: p 17). Later in his study, White (1998) arrives to the result teachers choose materials at different levels for different skills, according to the needs and levels of the learners (Ibid: p 282).

2.3. Audio-visual Recordings for FL Listening Practice

The notion of audio-visuals' utilization in FL listening setting has been examined by several studies (Pratt, Bates and Wickers, 1980, Ur, 1984, Troike, 2006) in which the results highlighting the significance of these aids in improving foreign language learners' aural abilities. Moreover, both types of recording (audio/audio-visual) are largely used to support foreign language teaching and also recommended with some levels (Troike, 2006). This popularity in use can be justified by some factors like availability of these aids everywhere, their low cost, easiness in use and their ability to a great quantity of language input of different sorts such as dialogues, narrative texts, thematic texts...etc.

Deeply, Troike (2006) favours the use of tape recordings for second language and foreign language listeners, either beginners or advanced in order to practise the academic listening. Troike (2006) shows that by the time these learners may acquire a large amount of target language knowledge. He also observes that beginning learners start creating a sense from auditory input easily if they know listening purpose, topic that they are going to listen and the key vocabularies of this topic (Ibid: p 160).

Unlike audio recordings, audio-visual ones provide much comprehensibility and help listeners making their interpretation easily since they present listening input not only aurally but also visually. The study of Pratt et al. (1980) makes a comparison between two groups of foreign language learners aiming to evaluate the adequacy of what they heard. The first group listens to an audio taped interview, however the second group of listeners is exposed to the same language material but with the support of visual clues in the form of pictures (Cited in Troike, 2006).The result shows that the second group of learners performs better than first one. Likewise, Ur (1984) arrives to similar findings and accordingly he

claims that tapes supported by visual items may provide some useful practice comparing to the audio tapes (Ur, 1984: p 23).

Though the studies stated above (Pratt et al., 1980, Ur, 1984) underline the importance of audio-visual aids rather than audio ones in foreign language teaching context, there are other investigations (Wilson, 1978, Richards, Rodgers, 1995) which lay emphasis on audio equipments as starting point in listening practice without introducing visual supports. Justification that can be given at this stage is that introduction of visual items at an early stage or intensively may limit learners' aural abilities and give them the habit of depending on such clues to understand the given listening exposure.

From another perspective, some language researchers (Rost, 1994, Tomslin, 1998, Troike, 2006) relate the effectiveness of both types of equipments to the notion of authenticity i.e. audio-visuals' use effectiveness in academic setting generally and listening setting particularly is widely associated with the idea of authenticity i.e. listening practice involved through activating of aural mode and visual support is also recommended because it makes listeners engaging in authentic setting (Troike, 2006). Moreover, real-life listening input provides receivers with authentic language exposure which attracts their attention, their interest and motivates them to participate in classroom discussion, this on the one hand.

On the other hand, authentic language input assists listeners acquiring the target language accurately and fluently and contributes in developing their communicative competence (Rost, 1994). Deeply, Rost (1994) highlights the significance of authenticity in oral practice and language acquisition and asserts that use of realistic and authentic social language is key-condition for effective aural practice devoted to non-native speakers (Rost, 1994: p 140). Tomslin (1998) agrees with this view and claims that utilization of this type of technology has an important role in improving foreign language learners linguistic and socio-linguistic competence since these equipments offer frequent exposure to authentic input characterized by richness and variation (Tomslin, 1998: 13).

2.4. Online FL Listening Practice

Currently, with the wider popularity and accessibility of Internet-based services, oral language that involving both listening and speaking skills becomes a key-condition for practising the target language in reciprocal communication settings. For instance, foreign language learners have an access to various web sites that provide them with communication opportunities which allowing for additional and motivating practice of the target skill. Accordingly, in their work "*Online Communication*" Lamy and Hampel (2007) state that oral communication practice is important in developing active listening whether the interlocutors (listeners and speakers) are learners, learners and teachers or learners and native speakers of the target language (Lamy, Hampel, 2007: p 06).

With reference to foreign language context, EFL learners may be the most beneficial ones because their target language (English) has become the language of wider communication and the lingua-franca for more than 508 million of people, such advantage enlarges the space of this kind of communication through foundation and establishment of a plenty of Web-sites that offering different types of practice particularly for listeners and speakers (Ibid).

3.4. Audio-visuals and FL Classroom Participation

It is important stating that providing a useful practice of language skills as well as listening is considered as an advantage which partakes in developing learners' aural abilities and increasing their classroom interaction. Among the significant aspects that contribute in creating a successful classroom interaction is participation mode that learners involved within when they perform a given listening task in an equipped setting. In other words, the decision about the appropriate group format (individual work, pair work or group work) is important in order to create effective practice opportunities in which learners' needs are satisfied and teacher's goals are achieved.

At this stage, different studies (Anderson, Lynch, 1988, Dobson, 1992, Lynch, 1996, Crandell, 1999, Young, 1999, Horwitz, Horwitz, Cope, 1996) have been dealt with notion group format and its effect on teaching and learning setting. The major results of these researches support working in grouping rather than individually and several reasons are mentioned including individual variations; such as cognitive and affective ones that are expected to interfere and hinder learners' practice (Horwitz et al., 1996).

The investigations cited above display that there is an agreement among language researchers which enlarges the validity of group work as a good mode of practice when teaching listening skill. Those who support this view of advantageous use are depended on some pedagogical perspectives. They see that group work use in listening setting makes learners working in cooperation and cohesiveness through discussions, and under teacher supervision and guidance. Accordingly, Dobson (1992) states that dividing a learning group into small groups ensures its dynamics but in which positive involvement is expected but under teacher's supervision (Dobson, 1992: p14). Similarly, Lynch (1996) asserts that group work maintains class cohesion in which learners tend to help one another. In his study, Lynch (1996) arrives to the result that students who learn English in a foreign language environment are likely to face difficulties in practising the four skills and thus they rely heavily on the support of their peers both emotionally and academically (Lynch, 1996: p 07).

Using group work in listening setting as major mode of participation does not neglect the importance of individual work. The two modes create opportunities with different proportions for practising and improving listening abilities. Practising aural-oral language is largely depended on the exchange of ideas, thoughts, opinions and comments and these aspects are likely to involve

with grouping settings. This exchange helps in improving critical thinking skills, such as monitoring and analyzing, developing linguistic competence through the learning of new vocabularies, new structures and grammatical rules, and producing meaningful utterances that aide to understand how the target language is constructed in a given socio-cultural context.

3.5. EFL Listening Practice Barriers

In language learning process, facing difficulties is an expected thing. EFL learners usually confront these difficulties as well as that in listening skill. These listening obstacles affect negatively perception and comprehension and may result in failure. They are pertained to lack of linguistic competence in terms of vocabulary grammar, lack of socio-linguistic competence, and inability of listening strategies activation. These obstacles will last to occur if a weak pedagogical basis takes place

3.5.1. Linguistic Barriers

Being linguistically of limited ability (grammar and vocabulary store) creates for FL listeners' difficulties in understanding the given listening exposure and decreases their proficiency. Cook (1973) shows that there are various misinterpretations of syntactic forms that often cause listening difficulties mainly to L2 and FL learners (Cook, 1973, Cited in Anderson, Lynch, 1988: p 37). In addition, lack of lexicon store is widely expressed in listeners' difficulties in which they may perform poorly if there are unfamiliar vocabularies whether this unfamiliarity is caused by lack of perception or comprehension. In this context, Anderson et al. (1988) declares that a good performance of a given listening task in EFL context needs from to activate knowledge of English grammar and vocabulary and best guessing speakers' intended meaning (Anderson, et al., 1988: 23). As a reaction, Anderson et al. (1988) advise language practitioners to take into consideration three main criteria when choosing the listening input, these decisive factors are the level of difficulty of vocabulary, the complexity of syntax, and the duration of the recordings (Ibid: p 83).

3.5.2. Strategic Barriers

Listening difficulties are not limited to lack of linguistic competence, but they may extend to the internalized part of listening skill repertoire i.e. listening strategies' knowledge and use. In other words, there are learners who do not use strategies to deal with listening obstacles they face either because they are unfamiliar with or because they do not activate these tactics in the right way while they are listening. Chamot, O Malley (1999) insist on the importance of listening strategies and show that their use in non-native learning context contributes in achieving accurate perception and better understanding. Simultaneously, Chamot, O'Malley (1999) advise language practitioners to provide listeners with training opportunities for better utilization of these tactics which covering: selective attention for key words, key phrases or word /phrase

boundaries (Chamot, O'Malley, 1999: p 48). Accordingly, these strategies are considered as important facilitator of the learners' efforts and solutions to solve their listening problems.

3. Methodology

3.1. Context and Significance of Study

Being a proficient language user involves the mastery of the four skills; listening, speaking, reading and writing. Listening is important skill regarding to its nature which involves acoustic features for aural-oral practice, and to its role that provides a continuous communication in which the other skills can be better practised through. In this research, the focus is on practising authentic listening through the use of audio-visual aids in ELT setting and positive effects of such utilization on listeners' abilities. The fact of dealing with this topic is strongly justified by the lack of investigations conducted in this research point. The study generally aims at making a kind of theoretical and practical contribution in TEFL research using a systematic language investigation and particularly at arriving to findings which are expected to provide insights into central issues to teaching and learning listening.

3.2. Aims of the Study

The study aims at:

- Restoring and re-establishing Algerian ELT setting by introducing audio-visual aids as teaching materials.
- Achieving a successful listening setting by fulfilling lacks found in Algerian EFL learners' aural then oral abilities.
- Decreasing EFL listeners' difficulties and obstacles and attracting their attention to effective listening practice.
- Arriving to results that leading to modifications at different levels such as: programs' progression, teaching method and techniques mainly those related to teaching EFL oracy skills.

3.3. Target Participants

The target participants who activated the research tools are EFL secondary school permanent teachers and EFL secondary school pupils (Sidi-Bel Abbes, Algeria). The first group consisted of fifteen teachers; nine male teachers and six female teachers, their ages balance between twenty eight (28) and fifty three (53) years old. However the second group consisted of 50 pupils; 21 of them are male and 29 are female, their ages balance between nineteen (19) and twenty one (21) year old. These respondents have been studied English for seven years; four years in middle school and three years in secondary school. This group was divided into two groups during the observational practice since the study involved a comparison between two different listening settings; an equipped setting (a language laboratory) and an unequipped one.

3.4. Instrumentation and Procedure

In order to gather efficient data and arrive to reliable study results, the researcher used a written questionnaire and classroom observation. By using a questionnaire, the researcher had the opportunity to collect a great number of data, and to administrate a large group of informants at the same time, however classroom observation was used because some seeking data cannot be got from the first time, but they need on-going process of observation from which the researcher observed a particular situation more than one time till getting sufficient data.

First, questionnaires that were devoted to teachers and learners included different questions. These questions were arranged in progress from general to specific, from easy to difficult and from personal to motivated ones. They were arranged between closed, open-ended and open ones in order to make the questionnaire easier and quicker to fill in and to restrict the large range of responses respectively. It is important stating that both questionnaires tackled particularly teachers' and learners' experiences in listening practice through the use of audio visual means for the purpose of detecting the effect of such practice on learners' aural abilities. Second, classroom observation took place in two dissimilar listening settings in which learners worked on the same listening language material and instructions differently and separately. While the first group did the intended listening practice in a well equipped language laboratory, the second group did the same thing but in an ordinary and simple setting in which the teacher was the source of listening exposure. As well as questionnaires, observational practice which involved in a comparative way aimed at identifying the impact of teaching listening skill with audio visual aids on learners' abilities.

4. Limitations

There are a number of limitations faced by the researcher when conducting his study, the major limitations are:

- Difficulty in finding language laboratory for conducting the practical part of the study.
- Shortage of significant experiences in teaching listening skill through audio visual aids among secondary school EFL teachers.
- Lack of primary references such as books since the topic has not been widely dealt with.
- The limited experience of the researcher.

4. Data Analysis

After the questionnaires were answered and the observational practice conducted, the data were analyzed as follows:

- Both teachers' and learners' answers were studied and examined in the form of percentages (statistical analysis)
- Classroom observations were classified in the form of grid; this classification was built around particular aspects that the researcher wanted to

observe during his comparative study. The intended aspects were words' perception, pronunciation (stress, intonation) and comprehension, in addition to classroom participation.

5. Results and Discussion

As it is previously mentioned, the purpose of this study is to examine the impact of introducing audio-visual means as teaching materials on EFL listeners' abilities; whether such introduction enhancing their listening abilities and decreasing their difficulties or not.

The statistical analysis involved by the examination of teachers' and learners' responses shows that both partners are not satisfied by the way listening skill taught in the Algerian ELT setting. It also displays an agreement among them about the importance of audio-visual aids as materials for teaching and practising EFL listening and benefits got from. Moreover, little attention given to listening in Algerian ELT setting, being uninterested or unfamiliar with technological means as pedagogical devices for teaching such receptive skill and limitation of authentic practice opportunities in classroom are the main reasons that decrease learners' motivation and influence their target language aural abilities negatively.

Deeply, the results of the study demonstrate that learners have gaps in their aural abilities which create for them difficulties in performing listening tasks given and their inability to cope with makes 1/3 of them show no appreciation towards listening practice. In other words, absence of effective practice generates and enhances learners' hindrances and as a result they show no appreciation towards aural practice. Despite this fact, learners do not ignore the crucial role of effective practice in facilitating their difficulties differently and they consider practising oracy skills through audio-visual means as an aspect of constructive practice which gives it a new taste that motivates and encourages them doing their best.

Similarly, teachers justify learners' negative attitude or reticence towards listening by two reasons; first absence of motivating factors as technological tools which Algerian ELT setting lacking especially in basic education levels; including middle school education and secondary school education. Second, lack of native-like environment in which authentic opportunities for practising the target language oracy skills are generally not provided, practitioners are aware that what is exposed as listening input and the way it is presented is not sufficient and not effective respectively. In other words, depending on ordinary and simple teaching materials as textbook and white boards when addressing learners in listening setting seems boring and demotivated "*blind listening setting*".

Though there are several causes that contribute in producing EFL listeners' handicaps, lack of authentic practice opportunities remains the major one as the findings shown. According to instructors' responses, the main hindrances faced by listeners are related to pronunciation, language input perception and comprehension. Moreover, statistics denote that 54% percent of these learners

have difficulties in language perception, 48% percent of them have pronunciation difficulties and 60 % percent have comprehension difficulties when listening to native speakers. In spite of this fact, learners' responses display that they are aware about this situation and the majority of them show readiness to make efforts so as to fulfill gaps found in their aural abilities. It can be deduced that if these learners had practised listening at an early stage by being exposed to native speakers in authentic programmes and shows, these difficulties and anxieties would have reduced.

As a reaction, teachers state that they make efforts to change the situation but most of the time these efforts bring no results due to administrative and financial encounters. This reason drives them to encourage their learners practising this oracy skill outside classroom by listening to music, watching movies and joining web sites that offer opportunities for effective listening practice and in a motivating ways as games. It is clear that the fact of ineffectual EFL listening practice involved in Algerian ELT setting is well recognized by teachers and learners but ignored by decision-makers.

The observational practice which takes place in this study involves a comparison between an equipped listening setting (language laboratory) and unequipped one. Moreover, the comparison indicates that practising listening through audiovisual aids motivates learners and attracts their interest because they find pleasure in learning the target language through different techniques.

Working with audio visual materials (computers) facilitates listening practice because these equipments have playback properties that offer learners with many opportunities to practise different listening aspects such as pronunciation, stress and intonation.

Additionally, though the two groups involved in the comparative study are exposed to the same listening input and instructional materials, their performance of comprehension tasks as true/ false exercise and comprehension questions are dissimilar. Broadly, the first group that is involved in an ordinary listening setting finds difficulties in performing the given comprehension tasks and this situation obliges the teacher to read the passage more than one time and use some physical presentations and give clarifications and examples to make things clear. In such setting, these interventions are important in order to decrease listeners' anxieties, avoid their fatigue undesirable attitudes as boredom and loss which are likely related to unequipped listening setting.

Unlike the first group, the second one performs the comprehension tasks positively; learners do not take much time for answering the given questions and the majority of them arriving to the correct answers. Justification that can be given is that visual supports associated with the exposed input facilitates understanding and enables listeners to utilize some strategies as activating their prior knowledge and guessing meaning from the visual context.

At interactional level, the way the second group participates in classroom discussion is more enthusiastic than that of the first one; 65 % of learners take turns differently in performing the given tasks with comfort and easiness and most of them give the right answers. Besides, the teacher makes no great efforts when he addresses and interacts with his learners because circumstances in which the practice involved is considered as a motivating factor for them.

As well as the statistical analysis, the observational practice highlights the significance of investing different types of technological tools in academic settings especially in listening and speaking ones which are widely associated with anxieties that affect learners' abilities negatively and contribute in decreasing their learning achievement.

6. Suggestions and Recommendations

The present investigation attempts to present some suggestions that can improve EFL secondary school learners' aural abilities with the focus on maintaining effective practice through the introduction of audio visual aids in listening setting. *"Learners become more aware not only of their own preferred ways of learning but also of the fact that there are choices ...in how to learn."* (Nunan, 1991: p 181)

Depending on the study results the researcher arrives to the following suggestions and recommendations:

1. Trying to insert audio visual aids as teaching materials at an early stage (middle school education) in EFL listening settings and even in speaking ones since the two skills are interrelate. This procedure will enhance learners' motivation and make them expose to a large quantity and high quality of listening input.
2. Providing secondary schools with language laboratories and introducing grouping system in teaching EFL oracy skills to large classes.
3. Increasing the number of listening sessions in the curriculum because the larger space of EFL practice is commonly devoted to literacy skills; reading and writing.
4. Introducing listening practice in the final official secondary school education exam (Baccalaureate exam) as a motivating factor for involving much effective practice.
5. Encouraging learners to use technology in practising listening outside classroom as a technique to increase authentic practice opportunities.
6. Offering training cycles and organizing conferences and seminars for EFL teachers so as to show them the importance of introducing technology in pedagogy and its positive effect on their teaching quality.

7. Conclusion

In the current study, the findings statistical analysis and observational practice support the significance of introducing audio visual aids in listening setting. Moreover, the findings reveal that investing audio visual aids in EFL listening gives it vitality which motivates learners and makes them active listeners instead of being less motivated or passive as it is expected to be in blind listening

setting. Under this motivating circumstance learning group becomes dynamic in which a remarkable interest takes place among its members and results in increasing classroom interaction. In addition, due to audio visual properties as playback ,visual supports and authentic input learners have the opportunity to practise different listening aspects as words' pronunciation , perception and comprehension which helping them in applying some strategies like activating their prior knowledge and guessing meaning from the visual context, thus performing the given tasks positively. In short, the strengths involved by the use of this sort of technological tools contribute in motivating listeners and creating effective practice opportunities that will gradually enhance their aural abilities and reduce their difficulties.

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الدراغات باللغة الأجنبية

كلمة العدد

بسم الله الرحمن الرحيم

الحمد لله والصلاة والسلام على رسول الله محمد خاتم النبيين صلى الله عليه وسلم: هاهي ذي مجلتنا (فصل الخطاب) تختتم عامها السادس في عددها الرابع والعشرين، مواصلة إشعاعها المعرفي المبني على أسس علمية ذات كفاءة أكاديمية، محافظة على نهجها، متوشحة في هذا الإصدار - فضلا وإضافة عن الإصدارات السابقة التقليدية - بحلة إلكترونية من حيث استقبال المقالات وتحكيمها؛ فهي تصدر اليوم عن طريق البوابة الوطنية للمجلات الجزائرية خاضعة لشروطها بعد أن مرت بجميع المراحل من استقبال للمقالات وقبولها وإسنادها للمراجعين والأخذ بملاحظاتهم العلمية.

وهاي ذي مقالات العدد التي رشحت للنشر بعدما وافقت ولفقت تطلعات فريق التحرير حيث تم إعطاء الأولوية للباحثين الناشئين إيدانا بأن الإقصاء لا حظ له في مجلتنا، وقد بدت الأبحاث متنوعة الإشكالات، ثرية المضامين، متناولة الحجاج في عمومها، مركزة على الخطاب الجزائري، شعرا وسردا، وذلك في مجموعة من المقالات كان مبتدأها بحث "في حجاجية المنجز الكلامي في لامية الأمير عبد القادر الجزائري" الذي رُصدت فيه الأفعال الكلامية من خلال خطاب الأمير عبد القادر الجزائري الشعري، وما تؤديه هذه الأفعال من وظيفة حجاجية؟، أما مقال "الحجاج في الخطاب الشعري الجزائري المعاصر في ضوء المنهج التداولي، قراءة في قصيدة: "مهد البطولة" للشاعر الجزائري "جيلالي حلام" فقد كشف القناع عن ثراء الخطاب الشعري الجزائري في بعده التعبيري الغني بالمقاصد الخفية للمتكلم، التي يروم من ورائها التأثير في متلقيه والعمل على إقناعه بتغيير وجهة نظره أو تعديل سلوكه، وإن كان تركيزنا واهتمامنا على المقاربة الحجاجية فذلك لم يمنعنا من المقاربات الجمالية كما هي الحال في المقال الذي جال "بين الفني والواقعي في رواية "الصدمة" للروائي ياسمين خضرا"، ليسلط الضوء على قضية بناء الشخصية ومدى أهميتها في روايات ياسمين خضرا الذي جعل شخصياته المبدعة تنبض بالحياة مصورة بشكل فني دقيق، لا يحس القارئ بأنها شخصيات فنية ليس لها وجود حقيقي.

لنعود إلى ما عودنا قراءنا عليه في كل الأعداد السابقة وهو التركيز على الدرس الحجاجي في مختلف الخطابات فضلا عن الجانب التنظيري وقد كان الحضور في هذا العدد للخطابين القرآني والقانوني، وقد تبدى كل ذلك في بحث "الخطاب الحجاجي ودلالته في الفكر النقدي العربي المعاصر" الذي قارب الشق النظري للحجاج، وأما ما اختص بالتطبيق فقد تجلّى في مقال "القرائن اللغوية والعقلية في القراءة المعاصرة للقرآن الكريم، دراسة نقدية" لتخلص الباحثة إلى العور الذي شاب بعض القراءات الحداثية للقرآن

الكريم نتيجة افتقارها إلى المنهج في التعامل مع اللغة بما يتناسب مع طبيعة النص القرآني، وأما مقال "الأفعال اللغوية في اللغة القانونية، مرافعة جنائية أنموذجاً" فكشف عما في لغة القانون من تعدد للخطابات، التي تختلف من مقام لآخر، لكن الجامع فيها أن الفعل القانوني فيها يتمتع بقوته الإنجازية التي يتميز بها عن باقي أفعال الكلام في سائر الخطابات. هذا، ومما زاد ثراء مواضيع العدد تضمنه مقالات آخر كالشعرية قراءة في المصطلح والمفهوم، ومقال "ابن المرآة الأندلسي وجهوده في التصوف وعلم الكلام" والمقال الأجنبي الذي تعلق باستعمال الوسائل السمعية البصرية في إعداد الاستماع للغة الإنجليزية كلغة أجنبية، وقد كانت دراسة ميدانية لحالة تعلقت بطلاب المرحلة الثانوية الثالثة شعبة اللغات الأجنبية.

لنُثَبِتَ بذلك أن مجلة (فصل الخطاب) تعنى بنشر كل البحوث الجادة والمتميزة، وتنتقي ما يخضع للشروط العلمية ولا تحابي أحداً، وترفض بل تعادي كل ما يتجأنف والبحث العلمي، لذا فالأبحاث تخضع للتحكيم الموضوعي بفضل إغفال أسماء الباحثين ورتبهم، مما يضيف على كل عدد من أعداد المجلة تنوعاً في الرؤى بفضل تنوع الباحثين من جامعات مختلفة ورتب علمية متعددة خاصة الطلبة الباحثين الذين نشجع فيهم روح الاجتهاد، لذا فالمجلة ترحب ببحوثهم ومقالاتهم، من داخل الوطن وخارجه إيماناً منها بأنه لا وطن للمعرفة ولا حدود لها، وتعدهم بنشر ما يستحق النشر منها دون إقصاء.

والله من وراء القصد والموفق إلى ما فيه صلاح السبيل

رئيس المجلة

الأستاذ الدكتور: داود امحمد

الفهرس

- 05..... كلمة رئيس التحرير.....
- 07..... حجاجية المنجز الكلامي في لامية الأمير عبد القادر الجزائري (عفاف بورزق).....
- الحجاج في الخطاب الشعري الجزائري المعاصر في ضوء المنهج التداولي
- 19..... قراءة في قصيدة: "مهد البطولة" للشاعر الجزائري "جيلالي حلام" (بن يمينة فاطمة).....
- 33..... الخطاب الحجاجي ودلالته في الفكر النقدي العربي المعاصر (عبد القادر قعموسي).....
- القرائن اللغوية والعقلية في القراءة المعاصرة للقرآن الكريم
- 49..... (دراسة نقدية) (فاطمة بوغاري).....
- 71..... الأفعال اللغوية في اللغة القانونية، مرافعة جنائية أنموذجا (هالة فغور).....
- 85..... الشعرية قراءة في المصطلح والمفهوم (لعرشي سهام).....
- 109..... بين الفني والواقعي في رواية "الصدمة" للروائي ياسمين خضرا (رفيقة سماحي).....
- 119..... ابن المرأة الأندلسي وجهوده في التصوف وعلم الكلام (زوهري وليد).....

المادة غير العربية

- Introducing Audiovisual Aids in EFL Listening Setting: The Case Study of 3rd Year
Secondary School Students (Foreign Languages Stream) Sidi Brahim Secondary School.
Sidi Bel Abbès. Algeria. (Belhadj Fatiha).....135

الرئيس الشرفي للمجلة

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أ.د. بلفضل شيخ

أ.د. داود احمد

مدير جامعة ابن خلدون - تيارت

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قواعد النشر بالمجلة

1. تهتم المجلة بنشر كل الأبحاث التي تعالج قضايا في حقل الحجاج والنقد الأدبي والبلاغيتين القديمة والجديدة وما يدور في حقل اللغويات وله علاقة بهذه المواضيع . كما يمكن أن تنشر المجلة نقدا متخصصا أو مراجعة أو ترجمة لأحدى المدونات العلمية الصادرة باللغة العربية أو اللسان الأعجمي.
2. لغة النشر عربية، فرنسية، إنجليزية، على أن يصحب البحث بملخصين مجتمعين في صفحة، أحدهما باللغة العربية والآخر إما باللغة الفرنسية أو الإنجليزية.
3. ألا يكون المقال قد سبق نشره أو قدم للنشر في أي إصدار آخر .
4. يقدم المقال المكتوب بالعربية بخط (Traditional Arabic) قياس 14 في المتن و11 في الهامش، أما المكتوب بالأجنبية بخط Times New Roman قياس 12 في المتن و10 في الهامش وكلاهما بمسافة 1 سم بين الأسطر وهوامش 4 سم (من الجهات أربع)، وألا يتجاوز البحث عشرين (20) صفحة بما في ذلك الإحالات، التي يشترط أن تكون إلكترونية، أما الجداول والترسييات والأشكال فتكون صوراً IMAGE .
5. بعد موافقة اللجنة الاستشارية المؤهلة للخبرة العلمية على الأعمال والبحوث، تعرض على محكمين اثنين من ذوي الاختصاص يتم اختيارهما بسرية مطلقة. وتحتفظ المجلة بحقوقها في أن تطلب من صاحب المقال التعديل بما يتناسب ووجهة نظرها في النشر .
6. لا تعبر البحوث المنشورة بالضرورة عن رأي المخبر، والمجلة غير مسؤولة عما ينتج عن أي بحث، والدراسات والبحوث التي ترد المجلة لا تُردّ إلى لأصحابها سواء نشرت أم لم تنشر .
7. ترتيب المقالات في المجلة يخضع للتصنيف الفني وليس لاعتبارات أخرى كمكانة الكاتب أو شهرته أو غير ذلك.

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ملف العدد:

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