



**Bridging the gap between students'
receptive and productive skills at Omar Al-
Mokhtar University**

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for the degree of Master of Arts in Applied Linguistics**

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at Omar Al-Mokhtar University**

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Agknowledgement

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List of abbreviations

The abbreviation	The vocabulary	Page .no
L1	The first language	21
L2	The second language	21
C L	Competent listeners	23
Pre-comm	Pre-communicative activity	38
St .no	Student number	46

Abstract

This study aims at finding out the causes of the gap between students' receptive and productive competence, and how to bridge this gap. Furthermore, the main idea of this study is to prove that students are more competent at receptive than productive skills.

To achieve the aim of this work, the study is divided into three chapters. Chapter one shows statement of problems that were raised by the study, methodology, the aim of the study and the limitation of the study. Chapter two deals with the literature and works related to this study by defining receptive and productive skills, then defining each skill separately and talking about student's competence, followed by the teaching of each skill in details. Finally, comes the integration of skills, starting with the definition of integration of skills followed by integration tasks.

Chapter three talks about the methodology used in this study that is to check the students' level at receptive and productive skills, with limited sample of ten students from the fourth year of English department at Omar Elmokhtar University. However, data were collected through tests, a questionnaire for students, and interviews with the teachers of the four skills.

Based on the results of these data, that have been analyzed statistically, one can conclude that students are more competent at receptive than productive skills.

Finally, the current study provides recommendations that may help in developing teaching/learning the for skills.

Chapter one

Back ground to the study

1.1 Introduction

This study discusses students' receptive and productive competence. The main idea is to prove that students are more competent at receptive than productive skills. In order to get the demanded conclusion, written and oral tests were conducted to check students' level in the four skills, with limited number of ten students from the fourth year of English department at Omar Almokhtar University. However, a questionnaire was administered for the students to find out the problems that they encounter. As well as interviews were held with the teachers of the four skills to get an overview about the problems that their students encounter as well as to figure out the possible solutions for these problems. In data analysis, both qualitative and quantitative approaches were implemented. In language teaching chapter two dealt with teaching receptive and productive skills. In receptive skills teaching two tasks were adopted, the first task is to get students to read or listen for general understanding, while the second task is to make them look at the text for more details. In other words moving on from the general to the more specific. In productive skills teaching, it is about how a teacher organizes tasks and how he/she responds to the students' work.

Regarding language competence, it is not only about knowledge (grammar, pronunciation, and vocabulary), but it is about how students use this knowledge. In other words how to encode and decode knowledge. Generally, teaching the four skills involves the integration of skills, as when the lesson involves activities that relate listening and speaking to reading and writing, which emphasizes real meaningful communication. Therefore, this research attempts to identify the problems and try to figure out the possible solutions. Furthermore, the researcher attempts to identify the reasons and the causes of these problems that is why there is a gap between the students' receptive and productive skills and how to bridge it.

1.2 Statement of problems

- a. The gap between receptive and productive skills.
- b. The causes of this gap.
- c. Bridge the gap between receptive and productive skills.

1.3 Aims of the study

This research aims at investigating the reasons for the gap between the receptive and productive skills, also aims to find out the problems in learning and teaching those skills to Libyan students at Omar Al Mokhtar University.

1.4 Methodology

The researcher intends to investigate the reasons for this gap theoretically and practically. Theoretically, this study will discuss and define the receptive and productive skills, while practically it is concerned with the procedures that would be used in collecting data, by conducting tests for the students to check their productive and receptive competence with written and oral tests. Furthermore, there will be a questionnaire for the students to find out the reasons for this gap, as well as interviews with the teachers of the four skills to identify the techniques and strategies that should be used by teachers in order to bridge this gap.

1.5 The limitation of the study

This study is limited to a sample of fourth year students of English department (2015) at Omar Al Mokhtar University.

Chapter two

Literature review

2.1 Introduction

This chapter deals with literature related to productive and receptive skills, starting with the receptive skills (reading and listening), then the productive skills (speaking and writing). After that the chapter presents the integration of the skills and the problems related to receptive and productive skills.

2.2 Receptive skills and productive skills

2.2.1 Receptive skills

Harmer defines receptive skills (cited in Elshatshat.2014:15) as "the ways in which people extract meaning from discourse they see or hear".

In receptive skills, learners do not need to produce language, they receive and understand it. These skills are sometimes known as passive skills physically, but mentally listening and reading are active skills.

(British Council)

"Receptive skills include understanding when you listen or read". you receive the language and decode the meaning to understand that message

(Mount Royal University) (2012)

2.2.1.1 Teaching receptive skills

A basic methodological model for teaching receptive skills. However, two types of tasks were suggested by (Harmer,2007). Type 1 task is that to get students to read or to listen is to get them to read or to listen for general understanding. While type2 task is to make them look at the text for more details. By startingwithtype1 task and moving on to type2, teachers are moving from the general to the specific, which is the more difficult. And it was claimed that the procedure for teaching receptive skills generally starts with a lead in, and the aim is to activate the student's schema (Harmer,2007:270,271).

2.2.1.2 The difference between listening and reading process

It has been argued by (Harmer,2007) that the pair/group work motivates the students to be engaged fully with the text, and that the comprehensibility of the text plays different parts in reading and listening. While in listening, when students encounter unknown words or grammar, that makes them stop and think, and thus miss the next part. In reading they have the opportunity to go back, stop and think without missing any part in the text. For listeners this might disengage them from the receptive task. However, in both reading and listening, if the text is beyond their understanding, this will demotivate them. Nevertheless, students must be, at some stage, exposed to new, unfamiliar, and difficult lexicon and patterns in order to learn more about the second language. So, we need specific ways to help students cope with the problem of language difficulty such as: pre-teaching vocabulary, using extensive reading and listening, and considering alternatives to authentic language. (ibid:273)

2.2.1.3 Ways to help students with language difficulty

1. Pre-teaching vocabulary

Teaching them the vocabulary that occurs in the reading/listening text. Yet, an alternative procedure is something preferable, where they should be able to understand the whole meaning of text despite some

unknown words, and later we can explain the unknown words individually, once they tried to understand the general meaning.

2. Extensive reading and listening

To make them read or listen for pleasure in order to achieve study goal by using materials with a proper level for the students. Generally, this will improve their comprehension skills, improve their English reading and writing as well. They will gradually acquire more words which would motivate them to learn more.

3. Authenticity

Authentic texts are important because in real life students will get contact with the real target language. "Language where no concessions are made for the foreign speaker"(Harmer,2007:273). Authentic materials as been claimed, is demotivating for the students, because it is the real life language that they are not accustomed to in the classroom. Teachers should give their students listening texts that approximate to authentic language use (ibid: 272-274).

2.2.2 Productive skills

"Productive skills involve using speech to express other meanings to other people. The purpose of producing language is to communicate". In speaking we need to have fluency and accuracy, while in writing we need to have the ability to form letters and words and join them together to communicate the message (Unknown).

productive skills is when you use language that you acquired and produce a message through speech or written text.

(Mount Royal University) (2012)

2.2.2.1 Teaching productive skills

A basic methodological model for teaching productive skills as well as for teaching receptive skills has been suggested by (Harmer,2007), claiming that in teaching productive skills the successful way for tasks is when the teacher organizes them and how he responds to the student work in the lead in stage, teachers ask the students about a certain topic and give them opportunity to speak or write about their experience. Also, they might use the role-play technique. (Harmer,2007: 275).

2.2.2.2 The difference between writing and speaking

Once the students start, teachers will monitor the task by going round the class listening to them working with and helping them. In writing, teachers can get involved with students by responding to the content of their tasks in the language as well. But never concentrate on their failure, then we move on to a task-related- follow up. It has been assumed that for successful communication in writing and speaking generally, we need to follow linguistic as well as socio-cultural rules. But in specific for successful communication in writing it has to be coherent and cohesive. While in speaking we need to know how to take turns, how to use some devices to buy time, and how to use proper expressions, for both we need to know in what style we must talk or write according to our addressee (ibid:275)

2.3 READING

Wallace (1992: 4) considered reading as a reaction of a written text, as a piece of communication between the writer and the reader for a specific purpose.

It has been stated that" reading is the process of looking at a series of written symbols and getting meaning from them", in other words, when people read they use their eyes to receive written symbols (letters, punctuation marks and spaces), and then comes our brain to convert

them into words, sentences and paragraphs, that communicate something to us.

(English Club) (1997)

Reading is defined as a receptive skill through which we receive information. But the process of reading requires the skill of speaking, so that we can pronounce the words that we read. In this sense, reading is considered a productive skill in the way that we receive information, and at the same time transmitting it (even if only to ourselves) (English Club) (1997).

Cook (cited in Elfaitoury.2015:8) defines reading as follows:

"Reading is cognitive process that is restricted in the L2. Reading, like speaking, occurs in a context rather than in isolation. The meaning of a text is not found just in the sentences themselves, but is derived from the previous knowledge stored in the reader's mind and the processes through which the reader tackles".

"Reading is the receptive skill in the written mode" (Elshatshat,2014). It can be developed independently without being integrated with speaking and listening. Reading helps students to gain and build vocabulary (Elshatshat.2014:16).

Nuttal as cited in (ibid: 16), defines reading as "the transfer of meaning from mind to mind". Which means from the writer to the reader's mind.

Harmer as cited in (ibid: 17) stated that:

"Reading provides good models for English writing, and it gives opportunities to study language vocabulary, grammar, pronunciation and lastly, reading can introduce interesting topics which may make the acquisition of language being more successful".

2.3.1 Views of reading process

Reading is viewed as dynamic, and emphasizes the readers' progression through the text itself. According to this view, it has been investigated how readers arrive at a particular interpretation through this process (Wallace,1992: 39).

2.3.1.1 Reading as a psycholinguistic process

Smith (1971) as cited in (ibid:40) described reading as "*the reduction of certainty*" as we progress through a text, but also certainty is reduced by our knowledge ,as well.

Kenneth Good Man(1967) as cited in (ibid:40,41) viewed reading as a psycholinguistic guessing game, and assumed that the reader makes use of three cue systems represented by three levels of language as follows:

- a. Spelling
- b. Syntactic
- c. Semantic

Cited in(ibid ;40,41)

2.3.1.2 Reading as a unitary and selective process

Lunzer and Grdner (1979) as cited in (ibid:42) found that there is no correlation between generally affective reading and performance in other sub skills of language. What chiefly characterize effective reading was an ability and willingness to reflect what they were reading, and it is best to describe reading comprehension as "*a unitary abtitude*", as cited in (ibid:42).

2.3.1.3 Reading as a sociolinguistic process

It is argued that there are effective social factors that influence our interpretation of a text. It might be questioned that the interpretation of a text as a personal option is socially constructed.

Fish(1980) considered readers as members of " *interpretative communities* " , that is we interpret a text according to our schemas which is constructed by our social class, cited in (ibid:43).

2.3.2 Concepts of reading

Wallace (ibid:30) has introduced two concepts regarding reading, which are socially constructed . genre and schema.

2.3.2.1 Genre

Genre is a term used to describe the different types of the written texts, for example (novel, medical examination, joke, essay, recipe, or thesis....etc). However, the genre of a text is recognized by the characteristic lexis and structures that is used in a specific type, therefore, two types of genre can be identified: genre as a social event and genre as discourse (ibid:30).

1. Genres as a social events

The genre theory emphasizes the social nature of genres as communicative events that are recognized as socio cultural, generally genres are social events in terms of its social roles and purposes that belong to a particular community (ibid:30).

2. Genre and discourse

The genre of a text can be typified according to its discourse, and both carry social meaning, a sit has been stated that "genre carries meaning about the conventional social occasions" .While discourse carries meaning "about the nature of the institution from which it derives"(ibid:31,32). In other words for example medical discourse can go for different genres such as medical report or doctor-patient consultation.

2.3.2.2 Schemas

The cognitive ability that allows the readers to relate the new information of the text to the existing knowledge they already have. There are three types of schemas:

1. Genre schemas

Our schema as readers allow us to predict the text. In other words, the readers can predict the type of genre they are confronted with according to their background knowledge. (ibid:34)

2. Topic schemas

In order to use our schematic knowledge , we have to know first what is being talked about in the text, and it is helpful for readers to be given titles or headlines to have an access to their schematic knowledge. As it has been stated "we relate lexical items from the text to our schematic framework" (ibid;34).

3. The social-cultural nature of schemas

Although schema theorists are concerned with cognitive aspects of texts , but also schematic knowledge has socio cultural aspects. However, in general there are universal schemas for example about the nature of rain, snow and guns, but also other are cultural specific schemas in return. It is worthwhile to say that for schemas beside being cognitive constructs they are also social psychological constructs.(ibid:35,36)

2.3.3 levels of context

Three levels of context in the interpretation of any text were identified as follows:

2.3.3.1 The immediate context of situation

"The immediate physical context in which the message is embedded" (ibid:24). For example the environmental print that we encounter in the

street.

2.3.3.2 The institutional context

Printed messages that tell us what public decency is. They come in public advertisements related to the government. "The existence of particular notices, signs, and documents demonstrate the power" (ibid:26,27)

2.3.3.3 The wider social context

The author's cultural knowledge, values, and beliefs which are represented through his\her written work. "A complex set of values, beliefs, knowledge and expected behaviors which are part of the shared culture of its author". (ibid :27)

2.3.4 Reading competence

A competent reader must have some reading strategies such as phonetics, contextual cues, word attack skills , and sense of grammar to tackle new and unfamiliar texts with confidence. Of course, he may still read hesitantly on occasions, but he has self-help strategies to hear his errors and self correction when necessary (Teachfind).

Also a competent reader is able to look beyond the sentence, and he can read between the lines .He deduce the hidden and implied meanings, so generally he can make sense, and moreover he can make simple comments about the writer's use of language and organizational features (ibid).

As cited in (Alfairy.2015:11), Abbott and Wingard suggested that the cognitive skills that are needed for reading include the following abilities:

1. To anticipate both the content and the form.
2. To identify the main ideas.
3. To recognize and recall specific details.

4. To recognize the relationship between the main ideas and their expansion.
5. To follow a sequence, e.g. events, instructions.
6. To draw conclusion.
7. To recognize the writer's purpose and attitude.

2.3.5 Teaching reading

2.3.5.1 Approaches to learning to read

Approaches were identified by (Wallace1992:54,57,58))

1. A skills approach to learning to read

It was mainly adopted with early stages of learning reading , by building up particular skills such as" pronouncing the letters ,the ability to discriminate shapes , patterns ,phonic and words recognition skills and does not necessarily involve the ability to make sense of a written message. (ibid,54)

2. Strategy based approach to learning to read

It views reading as a unitary process . The emphasis is on developing reading strategies in several ways of processing according to the nature of the text, the reader's purpose and the context of the situation.(ibid,57)

3. Break through approach

It allows learners to try out their strategies for making sense of English written that is offered by the break through literacy material. "Learners are given sets of words and blank cords on to add new words of their own , then create their own sentences". (ibid,57)

4. The environmental print approach

It implies exposure to a wide range of written English outside the school context. This approach obviously is directed to early stage readers. But for advanced readers the strategy based approach views reading as a process by which the meaning is not simply interpreted from the text. It is associated with the use of the linguistic and schematic knowledge of the reader. Also , the activities adopted in this approach are pre-reading , while reading, and post reading activities (ibid,57,58).

5. The socio-psycholinguistic approach

This approach emphasizes meaning constructing, "comprehending texts and considering the reader's prior experiences". The reading texts must be:

- a. At comprehensible level of complexity.
- b. Interesting to the reader.

The role of the teacher here is to help students to overcome problems of language reading instruction (Elfaitury.2015:18,19).

6. The communicative approach

This approach was first introduced by Hymes in1972. He was against Chomsky's view that "learning a language means knowing a set of lexical, grammatical and phonological rules", i.e. grammatical competence. Instead, Hymes suggested that language learning requires knowing how to use the language in a social context, i.e. communicative competence, by giving the opportunity for the students to communicate in the classroom. (Koller, As cited in ibid: 24)

According to Moss and Foldman(2003) as cited in (ibid:24,25),"CLT should be based on integration of the four language skills". That is students must interact with each other through listening and speaking. Their productive outcome help them to find information, learn about culture, and talking about one's self.

2.3.5.2 Levels of activities

Activities that give the learners access to content and to help students draw on appropriate schematic knowledge to reach a satisfactory interpretation of the text

a. Pre-reading activities

By giving them questions that they have to find the answers from the text and these questions function as a scanning task. They also use brain storming

After giving them a key concept. Pre-reading activities are considered to prepare readers for linguistic features, prepare readers for cultural difficulties and to draw on their existing knowledge (Wallce,1992:86).

b. While-reading activities

Activities such as guessing the missing word, predicting what would happen, and interactional activities between students, for example problem solving exercise and information gap task. These activities encourage learners to be more active and reflective readers (ibid,93).

c. Post-reading activities

These are co-questions which follow the text. The questions might be multiple-choice questions or any other type of questions to make sure that students have the most satisfactory interpretation (ibid,100).

2.3.5.3 The criteria for selecting materials

There are a wide range of potential material available. So, teachers must have criteria for selecting texts for their students.

a. Choosing texts for teaching specific language features.

b. Choosing texts with interesting content.

c. Choosing texts at an appropriate language level.

d. Choosing texts that lead to a range of class activities (ibid,71).

2.3.5.4 Critical approaches to text selection such as follows:

1. Problem-posing approach

It was proposed by Freirean as cited in (ibid,103) who suggested that learners must encounter problems in the reading process, and they must identify those problems which may lie within the genre, topic, or the discourse of the text, then try to deal with them (ibid,103).

2. Literature texts as codes

It is known also by "*language experience approach*" and the obvious source of material is literature (ibid,106).

3. Cross- cultural material

It involves reading authentic texts that certainly express the cultural background of the writers, and will be loaded with cultural lifestyles and attitudes (ibid,107).

2.4 Writing

A study about writing was conducted which assumed that the importance of teaching writing is to provide away of checking on the students understanding of what has been taught, giving opportunity to the students to practice grammar and vocabulary and to meet the professional needs of students for business or academic purposes (Tribble ,1996:7).

Writing is the use of graphic symbols which we call letters, the combination of these letters makes what we know as words, those words should be arranged properly to form sentences. Moreover, writing is one of the ways that allow us to communicate our ideas and thoughts. Also, the writer stated that "writing is a learned skill that can be taught in a school setting in which the emphasis is on the process of

writing". Accordingly, as the writing skill must be practiced and learned through experience ,as it is not naturally acquired (Amer, 2013:9).

Sperling as cited in (ibid:12), states that "writing like language in general, is a meaning making activity that is socially and culturally shaped, and individually and socially purposeful". Therefore, students can express themselves by writing, generating new knowledge, and transforming the social settings in which they live.

"Writing is the productive skill in the written mode" (Elshatshat,2014:17). It requires, beside the graphic representation of speech, the development and presentation of thoughts in a structured way.

According to Imssalem "writing involves the encoding of a message or the translating of our thoughts" (Imssalem,2000:119).

2.4.1 Types of writing

2.4.1.1 Descriptive writing

In this type students describe a person, place, concept, object, or event. It is easier for them in personal experience, because they can create the mental images for their memories. Examples of this type: character analysis, play, script, poetic, descriptions, and comparisons/ contrasts (ibid:14).

2.4.1.2 Expository writing

"The writer is writing for an audience and needs to argue, explain, summarize, or answer questions" (ibid:14). The key words that are used in this type include first, second, next, and finally. Examples of this type: book report, directions, research paper, how to guide, news story, recounting an event, information text, training manual, procedure, factual response, and scientific (ibid:14).

2.4.1.3 Persuasive writing

" is the writer's attempt to change the beliefs or behaviors of an

individual or group of people ". The writer here tries to use words and phrases to persuade the reader to adopt new ideas. Examples of this type: book review, brochure, commercial, business letter, editorial, movie review, position statement, campaign speech, critique and advertisement (ibid:14).

2.4.1.4 Narrative writing

It is the act of telling. It deals with the artistic or literary aspects of language. Beside, that it may be about the past, the present, or the future. Examples of this type: biography, mystery, diary, fantasy, fable, historical fiction, legend, myth, novel, current event, tall tale, play, story, and science fiction (Amer, 2013:14,15).

A distinction between writing and speaking suggested that people use different language forms in speaking from writing when talking about the same topics. And the language of speaking is less formal than language of writing, because the communication in speaking is two ways process where both speakers are necessarily engaged in some kind of personal interaction (Tribble ,1996:9).

Besides, a distinction between writing and reading assumed that reading is like writing, in the sense that both skills are not readily picked up by exposure but they require some form of instruction. However, reading is considered more important than writing, because it is more needed socially as it enables you to react to a range of social demands. Writing, in contrast, is a less necessary skill (ibid:11).

The writer also identified a way that distinguishes written language which is (lexical density), that is " the number of the content words", He assumes that written language uses a higher proportion of lexical words than spoken language (ibid:18).

2.4.2 Bridging the gap between writers and readers

By (Harmer,2007:277), some strategies can be used by both writers and readers to resolve any difficulty (Harmer,2007:277)

1 Improvising is when trying a word and hoping that it is the right one.

2 Foreignising is when they cannot find a word, they use a word in a language they know well.

3 Discarding is to abandon the thought that they cannot put into one

4 Paraphrasing by using lexical substitution, like when they say "cleaning the teeth", if they do not know the word "tooth brush".

(ibid:277)

2.4.3 Writing competence

" It is the ability to write appropriately and effectively", where the individual is able to express ideas, thoughts , and arguments, so that the written text conveys its own message (Tribble, 1996: 13).

Recently, some professors were asked about a good student essay "clear, unified, organized, structured, focused" were the most frequent responses. Competent college writing has to do besides the former adjectives it has to do with unity: his/her idea must be supported through several paragraphs linked by logic.

Writing as an activity depends on what is to be written .Writing short messages, letters, dairies, articles ,short stories ,or a book is different levels of difficulty (Hartwiki).

To be competent in writing there are different requirements such as:

- a. Mastering writing techniques ,that is how to start ,discuss, and end the idea ,and how to produce sentences.

b. Being knowledgeable, is the need to have extensive knowledge on the subject that will be written.

c. Talent and training. It is difficult to measure a talent, but the focus should be more on the exercise. The more students practice the more they increase their ability

(ibid)

2.4.4 Teaching writing

2.4.4.1 Approaches to teaching writing

1. fluency and content approaches

a. the free writing approach

The emphasis is on the quantity rather than quality. "the focus in this approach is on content and fluency rather than on accuracy and form" (Amer, 2013). Teachers give a great attention to the ideas that the students express rather than the grammar, the spelling, or the organization with only minimal correction.

b. the content based approach

the emphasis in this approach is on writing from sources (interpretations of information). It focuses on what is said more than how it is said. furthermore, students in this approach experiment the integration of skills through listening , discussing, and reading about a topic before writing about it (ibid).

2. accuracy approaches

a. product-based approach

"writing in product based approach has served to reinforce writing in terms of grammatical and syntactical forms" (ibid). So, the emphasis here is on accuracy rather than fluency.

b. The paragraph pattern approach.

"students copy paragraphs and imitate model passage". By putting scrambled sentences into paragraph order (ibid).

c. the grammar-syntax-organization approach

" students should pay attention to organization while they work on the necessary grammar and syntax" (Raimes as cited in ibid).

3. purpose approaches

a. Communicative approaches

This approach focuses on the purpose of writing and the audience for it. Students should think like writers and ask themselves:

Why am I writing ?

Who will read it ?

Most of times, the teacher is the only audience. "but, some feel like writers do better when writing is truly a communicative act, with a writer writing for a real reader". (ibid)

b. A genre based approach

It comprises a class of communicative events that share some set of communicative purposes. The communicative event comprises not only the discourse itself and its participants, but also the role of that discourse and the environment of its production and reception including its historical and cultural association. It is also assumed that each activity has its own objective. There is no confidence to say what a good writing activity is. (Tribble,1996:45, 46,47))

According to Wang and Odell as cited in(Amer,2013) " genre-based approach focuses on the functions of texts in social settings and the ways in which texts realize their social functions in writing instruction".

4. the process approach

It considers writing as a social activity and focuses on the stages of writing. Which means that the emphasis is on the process of writing rather than the written product itself. (Tribble,ibid:37)

2.5 Listening

It is assumed that listening in our (L1) is the process which we take for granted, unlike the case in (L2) that the listening skill is as important as speaking skill. Needless to say, that the major difference is that in speaking rehearsal would be affective, while in listening would be pointless (Anderson and Lynch.1988,3) .

Others consider listening as "receiving language through the ears and involves identifying the sounds of speech and processing them into words and sentences " .When we listen we use our ears to receive individual sounds (letters, stress, rhythm, and pauses), then we use our brain to convert them (English Club) (1997).

"In our first language we have all skills and background knowledge we need to understand what we hear. So we probably are not even aware of how complex a process it is". (Alshatshat.2014:13)

According to Harmer as cited in (ibid:13), "listening is one of the means of language communication". In addition, the International Listening Association (1996) defines listening as "the process of receiving, constructing meaning form, and responding to spoken and/or nonverbal messages" Cited in (ibid:13).

It is important for anyone who wants to learn a language to get the exposed to this language. Such exposure must be by listening to appropriate tapes that provide vital model, not only about grammar and vocabulary, but also about pronunciation, rhythm, intonation, pitch, and stress (ibid:13).

Listening is actually working to understand the speaker .The highest level of listening occurs when one tries to understand the thoughts and feelings of the speaker by paying attention to non-verbal clues, such as facial expressions and tone of the voice to understand the spoken message. (ibid).

2.5.1 Skills of listening

Listening is a reciprocal skill and it involves multiplicity of skills in the process of listening in face-to-face conversation such as:

- a. The spoken signal has to be identified from the midst of surrounding sounds.
- b. Recognizing the words of the stream of the speech.
- c. interpreting the intended meaning and having the awareness of the syntax of the utterance.
- d. The ability to respond in an appropriate way.

(Anderson and Lynch,1988 :4)

2.5.2 Views of listening

2.5.2.1 The listener as a taperecorder.

It is a type of testing the learner by making him reproduce what he was listening to assess his comprehension. So here they consider the listener as a taperecorder. The problem of this view is that the listener can understand for more than he can recall, because he might have understood what he listened to at the time he was listening to it, but then after few minutes he forgot and he could not remember all what he had listened to (ibid :9,10).

2.5.2.2 The listener as an active model builder

It refers to the listener that has the ability to combine the new information with the previous knowledge that he had ,then he is considered as an active person that makes a coherent interpretation (ibid ,11).

2.5.3 The relation between listening and speaking

The relation between listening and speaking has been discussed, that is both involve at least two participants, in which both need to be skilled as a speaker and listener, and the integration of the two skills would be in conversation. Nevertheless, they can be taught separately when the

listener is allowed to interact and this leads to two types of listening activities, which are: listen without speaking and listen with speaking (ibid ,15,16).

2.5.4 The relation between listening and reading

Both listening and reading are receptive skills, and a good listener is a good reader. It has been found that similar kinds of errors are made by both listeners and readers , such as the failure to keep the overall context of text in mind (ibid ,17,18).

2.5.5 Listening competence

It is the process of receiving ,constructing meaning from, and responding to spoken and or non-verbal message. People listen in order to comprehend information, evaluate the message, show empathy for the feelings expressed by others, or appropriate performance. However, effective listening includes both literal and critical comprehension of ideas and information transmitted in oral language.

A competent listener must be able to listen with literal comprehension. Specifically, the (C L) should be able to exhibit the following competencies:

- a. Recognize main ideas.
- b. Identify supporting details that support the main ideas.
- c. Distinguish between the details that support the main ideas and those that do not.
- d. Recognize the logical relationships among ideas.
- e. Recall basic ideas and details.
- f. Try to attend with an open mind, by being aware that each person has a unique perspective, and being aware of the verbal and non-verbal behavior.
- g. Identify the speaker's purpose.
- h. Distinguish between statements of fact and statements of opinions.

- i. Recognize the speaker's attitude.
- j. Draw the relationship between the prior knowledge and the information provided by the speaker.

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2.5.5.1 The information sources of the process of comprehension

(Anderson and Lynch,1988) suggest two sources of information that we can consult in the process of comprehension

1. The systemic or linguistic knowledge
2. Schematic or non-linguistic information

Here arise the question of what is schema? A schema was defined as :

"a mental structure consisting of relevant individual knowledge, memory and experience which allows us to incorporate what we learn into what we know " (ibid:13)

Furthermore, they suggest another term coined by Schank and Abelson (1977) as cited in(ibid:14), which is (script). Script is a description of probable sequences of events in familiar situations, and this term is not designed for only the listening process, but also the reading process, as cited in (ibid :14).

2.5.6 Teaching listening

Two main characteristics of the L1 acquisition that have had an impact on two areas of the L2 learning/teaching research were recognized which are:

- a. It led to the development of various teaching methods known collectively as "*the comprehension approach*". It concentrates on the activities that develop the learners comprehension without requiring them to produce in L2.
- b. It led to the focus on the language environment that the L2 learner is exposed to inside/outside the classroom and his own

developing language competence (ibid :33).

2.5.6.1 The ease or the difficulty of a comprehension process

The following are four features of language input that affect the ease or the difficulty of the comprehension process

1. The information organization
2. The sequencing of the information
3. Familiarity of topic
4. Explicitness of information
 - a. If the text contains beside the information redundant facts as well.
 - b. If the speaker provides only the necessary information.
 - c. Whether the hearer is recognizing all the expressions (ibid:47,53).

2.5.6.2 The criteria for grading the listening

Three main criteria were identified for grading listening comprehension materials have been graded according to the level of difficulty.

- a. Vocabulary : if they are usual or unusual.
- b. Grammar : the complexity of syntax.
- c. Length of the text : the duration of recordings.

Although these criteria have been criticized by being debatable and the level of difficulty can be misleading, but also it has been claimed that there are noticeably some advantages, such as providing the teacher the tools to adjust classroom activities to the appropriate level for his students, and enabling him to design his own activities (ibid:81,85).

2.5.6.3 The grading approach

As a successful way of teaching listening, grading the spoken language that the learner is exposed to from the more straight forward to the more complex. This grading activity is based on two options which are either to grade the text (input), or to grade the task (process/ output)

(Lynch,1996:93,94).

1. Grading the text

Grading the text is done by adjusting to make a modified version of the record, or adjusting the support materials, for example accompanying the listening text with a list of vocabulary for learners to work through before listening (ibid:96).

2. Grading the task

Grading the task is done by simplifying the process of listening in several ways, for example to give them questions as they listen which enable them to notice some potential clues, or names according to the type of the listening text. And the output can be adjusted by allowing them to answer in their first language (ibid:96).

2.5.6.4 Interaction based grading approach

A subtype of the grading approach, that focuses on interactive listening strategies which encourage the listeners to negotiate the meaning by two ways (ibid:97).

1. The second hand negotiation of meaning, in which the students listen to a conversation between two people, and then negotiate the meaning that has been already negotiated by the speakers of the conversation in the text (ibid:97).

2. The indirect negotiation, in which the learners listen to a record, and then ask for a clarification from the teacher (ibid :98).

2.5.6.5 Learners strategies in listening

It is claimed that, there are some listeners who may assume that their listening problems come always from the speaker. But competent listeners would be aware of their listening problems which may be due to a gap in the input, to the listener distraction, or to a gap in their knowledge. So they become able to adopt the appropriate strategy to overcome such problems. In regarding, two types of listening strategies were identified (ibid:88).

1. Psycho linguistic (internal) strategies

When the listener tries to exploit the contextual clues and background

knowledge, or guess the meaning.

2. The behavioral (interactive) strategies; ask for a clarification

The use of (paused listening tasks) is recommended by (Lynch,1996) in which the teacher stops the tape in the middle and ask the listeners about their interpretations of what the text is about. It is found that L2 learners exploit this task to form an initial interpretation, and for those who made a mistake about the topic, to reform a new interpretation (ibid:89).

2.5.6.6 The role of teachers inside the classroom

The role of teachers inside the classroom very important to motivate students during the listening task as follows:

1. Reassure the students that they do not need to understand every word they hear.
2. To make listening easier is to present the activity within the context of the topic of a teaching unit.
3. During the listening, students must concentrate on understanding the message. So, teachers should make sure that they are not distracted by drawing, reading, or writing something else at the same time.
4. Finally, encourage the students to listen to the text once more and check their answers, even if they all have completed the task. (Elshatshat, 2014:16)

2.6 Speaking

Speaking skill is the art of communication, and one of the productive skills that must be mastered in learning a foreign language. "good speaking skills is the act of generating words that can be understood by listeners". "A good speaker is clear and informative". (wiki answers) (2017)

Speaking is interaction between two or more people exchanging ideas and urging something related to the human lives and movement of the world (wiki answers) (2017).

"It is necessary to know a certain amount of grammar and vocabulary, in order to be able to speak" (Bygate 1987,3). However, also there is a distinction made between knowledge and skill, to explain an analogy with drivers by saying that a driver might know the function of all the parts of the car but might not know to drive it, So we do not need only the knowledge appropriately and skill needs practice.

"Speaking is a skill which deserves attention every bit as much as literary skills, in both first and second languages. Our learners often need to be able to speak with confidence in order to carry out many of their most basic transactions".

(Bygate as cited in Eshatshat,2014:19)

Mcdonough and Shaw as cited in (Alshatshat,2014:20) has defined speaking as " linguistic knowledge that creates an oral message for communication and self expression".

In Oxford advanced dictionary (1995:13), the function of speaking is to express or communicate opinions, feeling, and ideas.

Also, Brown & Yule as cited in (ibid) state that "speaking is to express the needs, requests, information, service,,etc". they consider fluency as the ability to communicate with others. Furthermore, they assume that the speaking skill is the most important skill students acquire , as cited in.

2.6.1 What is a skill?

It was claimed that there are two ways to consider what someone is doing as a skill :

2.6.1.1.Motors-perceptive skills . these skills involve perceiving, recalling and articulating in the correct order sounds and structures of language, like learning how to drive a car on deserted road" *the context free skill*", which had been recognized in the audio-lingual approach to language teaching .

2.6.1.2.Interaction skills. They involve making decisions about communication, such as what to say, and how to say it in accordance with one's intention(Bygate,1987:56).

2.6.2 Kinds of skills on which the communication of meaning depends

2.6.2.1 Routines :

Speakers try to organize what they have to communicate in typical patterns, which deal with recurring cognitive problems called routines (ibid:23,24).

Routines includes storytelling, or joke telling, description or comparison, and instruction, All of the previous terms need to be presented in conventional ways and there are two kinds of routines:

1. Information routines, that is "*frequently recurring types of information structures*" including : narration, description and instruction (ibid:23).
2. Interaction routines are based on sequences of kinds of terms occurring in typical kinds of interaction rather than on information content (ibid:25,26).

2.6.2.2 Negotiation skills :

Skill that are developed by the speaker to enable him to solve all kinds of expected communication problems in spoken exchanges (ibid:27,28,29).

(Bygate,1987) also suggested two aspects of the negotiation skills, which are: negotiation of meaning and management of Interaction .

1. Negotiation of meaning is the skill of communicating ideas which includes how the Participants signal understanding during an exchange, this skill that the reader and the writer do not have, because there is no direct negotiation of meaning.

In order to ensure understanding there are two important factors :

- a. Level of explicitness, in other words simplify the talk .
- b. Procedures of negotiation refer to the procedures that speakers follow to ensure understanding , This involves many strategies of communication by using Paraphrase, metaphor, and the use of vocabulary (ibid:29,32).

2. Management of Meaning is when the two participants have an informal conversation and distinguishes a conversation from a meeting, that is both can intervene as and when they want. Interaction management has two aspects :

a. Agenda management is when the speakers have the right to choose the topic and the way the topic is developed .

b. Turn – taking, that is the speaker should know the right moment to get a turn to talk and when to let the other has his turn, too (ibid:35,36,39).

It requires five abilities:

1. The ability to recognize the other's signal when he wants to speak.
2. The ability to recognize when to get a turn.
3. The ability to use your turn appropriately.
4. The speaker needs to know the signal when the other wants to speak.
5. To know how to let the other have a turn (ibid :39).

2.6.3 Speaking competence:

"It is the process of transmitting ideas and information orally in a variety of situations", which involves generating messages and delivering them with a good pronunciation and not forgetting the non-verbal signals.

A competent speaker must be able to compose a message and provide ideas and information, suitable to the topic, purpose, and audience. Specifically, the competent speaker should exhibit the following competencies by demonstrating the abilities included under each statement.

a. Determine the purpose of oral discourse.

Generate a specific purpose relevant to the context.

b. The topic must be according to the audience and the audience.

Adapting the topic to the purpose and time constraints.

c. The topic should be relevant to the speaker's role, knowledge concerns and interests.

d. Fulfill the purpose of oral discourse by:

1. Knowing how to start and end a topic.
2. Summarizing the central message in a manner consistent with the purpose.
3. Selecting appropriate support material according to the topic, audience, setting and purpose
4. Being able to use speaking techniques, such as:
 - i. Clarification of information.
 - ii. Facilitation of listener comprehension.
 - iii. Attitude change.
 - iv. Relation interaction.
 - v. Considering the choice of words.
 - vi. Establish connectedness.

- vii. Signal movement from an idea to another.
- viii. Keep and clarify the relationships among the ideas.
- ix. Employ vocal variety in rate, pitch, and intensity.
- x. Articulate clearly.

(National Communication Association. 2016)

2.6.3.1 Communicative competence

According to Hymes as cited in Alshatshat(.2014,78) communicative competence means the ability to use language knowledge communicatively.in other words, it is the ability to put that knowledge into use in communication.

Also, Savignon as cited in (Alshatshat,2014:78) in the early 1970s has provided the following definition for communicative competence:

"The ability to function in a truly communicative setting, that is, in a dynamic exchange in which linguistic competence must adjust itself to the total information Input. Both linguistic and paralinguistic, of one or more interlocutors". cited in (ibid:78)

Communicative competence consists of:

- a. knowledge of grammar and vocabulary of the language.
- b. knowledge of how to begin and end conversation.
- c. knowing how to use and respond to different types of speech acts.
- . knowing how to use language appropriately.

Richards, Platt, &Weber(1985) cited in (ibid:78)

Four major competences that have emerged from communicative competence:

1. linguistic competence which is concerned with the knowledge of

language itself. " linguistic competence is the ability to use grammar, syntax, and vocabulary of a particular language".

2. Pragmatic competence which Involves two kinds of ability:

a. Illocutionary competence, as stated "A message must be appropriate to the social context within which it is produced" (ibid:79).

b. Sociolinguistic competence, as stated "It means that one is able to select the language form to use in different settings with different people and with different status" (ibid :79).

3. Discourse competence is the ability to understand the context and to collect long stretches of language to make a coherent whole .

4. Strategic competence is the ability to use communication strategies, in order to manage the difficulties that may arise in communication.

(ibid:80)

2.6.3.2 Devices that the speaker uses to facilitate production

1. Facilitating

Speakers use devices in order to facilitate production.

Four ways of facilitation:

a. Simplifying structure, by using less complex syntax.

b. Ellipsis, abbreviate the message by producing incomplete sentences or clauses, omitting unnecessary element when possible.

c. Using formulaic expression by using sets of conventional colloquial or idiomatic expressions.

d. The use of fillers or hesitation devices to gain time.

2. Compensation:

Speakers often have to compensate for the difficulties

- a. Self correction is when the speaker substitutes a noun group, adjective, or adverb with additional elements in order to alter some aspects of what he/she said.
- b. Repetition is when the speaker repeats his/her idea to make it clearer
- c. Rephrasing is when the speaker tend to rephrase and reformulate what he/she said

(Bygate.1987 ,18,19)

2.6.3.3 Main types of "*communication strategies*"

Strategies that are adopted by speakers

1. Achievement strategies :

- a. Guessing strategies is when speakers use words that they are not sure of their meanings.
- b. Paraphrase strategies is when speakers try to find alternative to the expression that they need. By using some synonym or more general words.
- c. Co-operative strategies is when speakers try to get help by asking for translation of their mother-tongue word, physically indicating the object that they mean, or by miming.

2. Reduction strategies :

Avoidance strategies, by avoiding structures, words, or expressions that they are not sure of , or do not know (ibid ,44,47).

2.6.4 Teaching speaking:

Two important views were identified by (Bygate,1987) regarding the methodology that should be applied in the classroom .

2.6.4.1. Rivers and temperly's views :

They made a distinction between skill using and skill getting, and they argued that both skills using and skill getting "do not represent successive stages in language learning" (ibid:55), also there is a gap to be bridged between the two processes, therefore they recommended using "*pseudo-communicative skill getting activities*" which might lead to natural spontaneous communication, and they provided a diagram that represents the process (ibid:55).

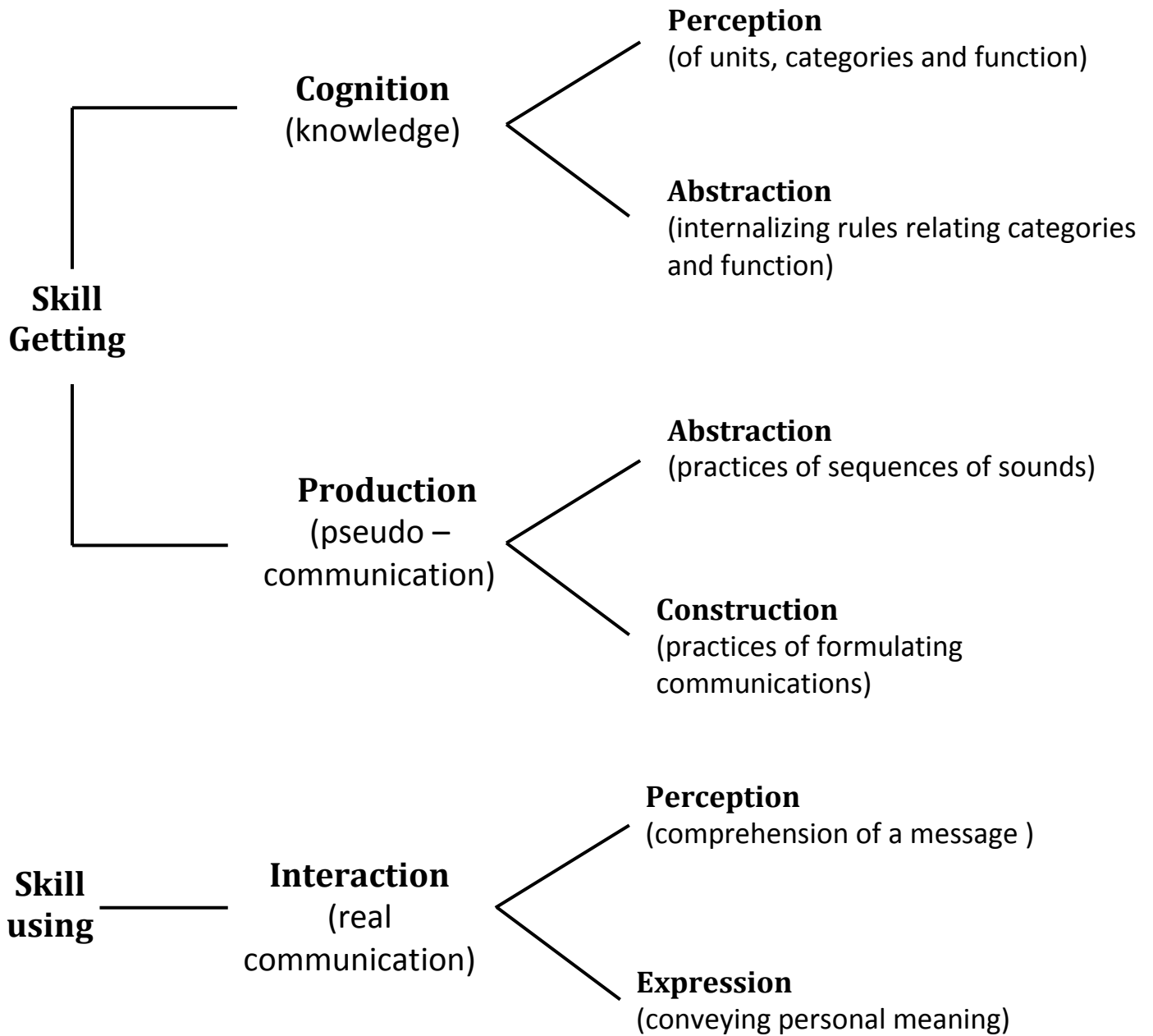


Figure1:(Bygate,1987:55)

River and Temperley as cited in (ibid:55) also gave two contrasted views of learning which are:

1. The progressive development view

The systematic study of grammar, phonology, and lexicon leads to the ability to speak the language.

2. The immediate communication view

Speaking skill is developed by the earliest exposure of language.

Also they distinguished between three types of activities:

a. Oral practice:

for the learning of grammar to help the students to practice grammatical structures .

b. Structured interaction:

To bridge between knowledge of the rules and student's ability to express meaning

c. Autonomous interaction :

students must learn how to translate their intentions into language to show that language have many other purposes than only instructional.

(ibid:55-59)

2.6.4.2 Little wood's view

Suggested in (1981) as cited in (ibid:61), that we need four major types of language –learning exercise

1. pre - communicative activities :

a. Structural activities .

b. Ouaza – communicative activities

2. Communicative activities

a. Functional communication activities

b. Social interaction activities

The pre-comm is a preparing activity for the communicative activities. In the pre-comm activities the teacher teaches each skill in isolation. While in communicative activities it requires the integration of skills (ibid: 64).

an other way of categorizing oral activities is identified

2.6.5 Interaction criteria

It was suggested that where there is only one learner with information to give, then the tasks is called "*one way - tasks*", and listeners simply have to understand. While in "*two way - tasks*" more than one participants have information to give , cited in(ibid :65).

2.6.5.1 There are a set of activities suggested for oral practice

1. Information - gap activities which include instructions (giving directions), descriptions, comparisons, and narrations, and in these activities the speaker has the information and the partner needs to ask about it (ibid :76)

2. Communication games include tasks such as :

- a. describe and draw
- b. describe and arrange
- c. find the difference d. ask the right question

d. ask the right question (ibid:78)

3. Simulation involves decision making in which the students act as themselves or as any other role on a certain imaginary set, with each set requiring its own constraints.

Simulation is divided into three phases:

- a. A stage for giving the participants necessary information
- b. The problem solving decision
- c. Follow up work (ibid :80).

4. Project-based interaction activities are generally, the oral work in the classroom is based on units in the main course book (**ibid :83**).

5. Discussion as stated in (Elshstshat, 2014:115) " Discussion activities involves students in talking about a range of topics which engage their interests, opinions, histories, and experiences" .

6. Interviews with different people give the students a chance to practice their speaking ability and help them to become socialized.

(ibid:115)

7. Prepared talks, Harmer stated that, "they represent a defined and useful speaking genre, and if properly organized, can be extremely interesting for both speaking and listening".

(ibid:116)

8. Role-play activity, where students act out in different social context.

(Ellawaj2009:26)

9. Story telling is when Students briefly summarize a story that they heard or read. In order to tell their classmates their summary (ibid:27).

2.6.5.2 Approaches to learning speaking

A distinction, borrowed by (bygate,1987:93) from Barnes (1976), between two approaches to learning. The first is "*exploratory learning*", where the learners are expected to experiment with the elements being learnt. Also, learners are not expected to understand or remember all what they have learned. The second approach is "*the final draft learning*", which expects the learner to produce a perfect performance without making errors from beginning and to master all the variable tasks simultaneously, cited in (Bygate,1987: 93).

As methodologists tend to find out how accuracy and interaction skills can be integrated, a suggestion provided, made by Brumfit(1979), as cited in (ibid:94), contrasts two ways of organizing the stages of language in the class room as follows :

1. Start by representing language to the learners then after a period of drills and exercises give them some practice.

Disadvantages :

- a. Learners do not practice normal conversation skills .
- b . The teacher monitor everything they say .

2. Letting the learners communicate as far as they can about topics interesting to them, and the teacher only teaches new items, thus what is taught is defined by the learners needs.

Disadvantages :

Since, the teacher cannot hear what learners say, their work is not expected to be rewarded (ibid :94,95).

2.6.5.3 The relation between the classroom organization and the oral skills

Two distinctive ways of grouping learners are suggested as follows:

- 1. Teacher-front-sinteraction .
- 2. small-group interaction .

It has been suggested that small groups interaction allows more talk for each learner and greater variety of talk . However, both ways make use of the same activities (ibid :96,97).

2.7 Integration of skills

Marrow (1981) cited in (ibid:56), states:

" One of the most significant features of communication is that it is a dynamic and developing phenomenon. In other words, it cannot easily be analyzed into component features without its nature being destroyed in the process. It is of course possible to identify various formal features of the way language is used communicatively, and these can be studied individually. But, the ability to handle these elements in isolation is no indication of ability to communicate".

"It is the teacher responsibility to see that all the skills are practiced"(Harmer,1991:52). However, it is impossible for students to concentrate only on one skill for two reasons. Firstly, one skill cannot be performed without another, It is impossible to speak in a conversation without the need for listening or to write something without reading it. Secondly, sometimes people use different skills when dealing with one topic, for example, a student might listen to a lecture and take notes, then write a report, and also he/she may discuss this lecture with a friend and follow it up by reading an article that the lecturer suggested. In such case, the same experience or topic may lead to the use of many different skills. So in teaching teachers must try to reflect this. Where students practice reading, reading will be the basis for practicing other skills, or where students are involved in an oral activity, they may have to do some writing or reading to accomplish their task. However, the concentrate on one skill can later shift to one or more of the other skills (ibid :52).

According to Richards, Platt, & Webber (1985) as cited in (Elshatshat,2014:56), the integration of skills means:

" The teaching of the language skills of reading, writing, listening, and speaking in conclusion with each other as when the lesson involves activities that relate listening and speaking to reading and writing".

Imssalem (2001) as cited in (ibid:57), finds out that:

"To emphasize real meaningful communication, communicative learning entails integration of language skills. Such integration requires a body of information that can be used for comprehension and production".

To provide maximum learning opportunities for the students in our classes, it would make sense to integrate different skills. And there are different ways of integration (Harmer, 2007: 266). Such as:

2.7.1 Speaking as preparation and stimulus

It has been stated that "speaking is a part of a longer planning sequence" (ibid:267). By asking the students to discuss a topic, to engage them in a topic that they are going to read or listen to, which allow them to investigate their thoughts and feelings about that topic.

2.7.2 Texts as models

It deals especially with genre-focused tasks, "written and spoken texts are a vital way of providing models for students to follow" (ibid:267). By showing them actual reports and making them analyze their structure and style, they will learn how to write many kinds of reports. The other example with speaking is by getting students to give spoken directions after listening to other people doing it first.

2.7.3 Texts as preparation and stimulus

"A controversial reading passage may be the springboard for discussion or written reports in letter form" (ibid:267). For example, listening to a recording in which the speaker tells a story, may be a good stimulus for students to tell their own stories, or to write about it. Speaking and writing here are used to stimulate our students into some other kinds of work.

2.7.4 Integrated tasks

"It is usually impossible to complete a task successfully in one skill area without involving some other skill, too" (ibid:267). As it has been mentioned that almost every speaking activity is bound to involve listening, of course. And sometimes when students are in the middle of co-operative writing, they will be speaking, listening, writing, and reading almost simultaneously. Teachers frequently ask their students to listen to something, and take some notes or they may ask them to prepare a spoken summary of something they have read, or prepare it as a role-play. Although skill integration is a major factor in lesson planning, it is also essential when students are involved in project work,

which requires researching through reading or listening, speaking, like when giving a presentation or discussions, and writing when submitting a report.

2.7.5 Top-down and bottom-up

A distinction made between top-down and bottom-up processing is that, in top-down processing, "the reader or the listener gets a general view of the reading or listening passage" (ibid:270), while in bottom-up processing the reader or the listener focuses on the individual details to build up a whole. Given this, it is important to see acts of reading and listening as well as speaking and writing as interactions between top-down and bottom-up processing. "Sometimes, it is the individual details that help us to understand the whole: sometimes it is our overview that allows us to process the details" (ibid :270).

2.7.6 The input-transition-output model

According to Imssalem(2000), this model ensures the integration of the language skills reflecting real communicative behavior. This model includes three stages which are:

1. The input

A body of information is provided through listening and/or reading texts.

2. Transition

Consists of two parts which are notes and visuals.

(Imssalem,2000:39) notes that:

"The transition notes can be used for adequate oral drilling. Thus, providing the basis for correct as well as organized writing. Then labeled visuals can be used for further less controlled oral practice and controlled writing. In this way, visuals allow learners to formulate rather than remember the sentences they are to write".

3. The output

"Should be a piece of discourse not only a mere parroting of what the learner has heard or read but production which represents the learner's own reformulation of input"(ibid:40)

+CHAPTER THREE

Data collection and analysis

3.1 Research design

In chapter one the main questions that will be raised by the study addresses the causes of the gap between receptive and productive skills and how to bridge this gap. In this study, the researcher attempts to describe the level of fourth year students' competence at the four skills, by conducting tests in the four skills to measure the level of students' competence, a questionnaire for the students to investigate the difficulties that they encounter at the four skills, and the reasons of these difficulties, and interviews with the teachers of the four skills, in order to investigate the reasons and solutions of this gap. So the study adopted a descriptive design through the description of the problems that both teachers and students encounter, and the possible solutions for these problems. Both the qualitative and quantitative approaches were implemented. The quantitative approach represented in the data collection of which the results in numerical data which is then analyzed by statistical methods. And the qualitative approach represented in the descriptive analysis of the participants outcomes, and shows the differences in the levels of the students at the four skills.

3.2 Participants

The sample participating in this research was made of ten female students from the fourth year of the English department at Omar Elmokhtar University. Their ages are between 21-23, and they were all females. male students might have been not interested in participating, because only females agreed to participate.

3.3 Tools of Data collection

3.3.1 The subject

The data collection was done by conducting tests in the four skills (reading, writing, listening , speaking), in order to assess students'

performance in the four skills and check their productive competence by written and oral tests, as well as their receptive competence with listening and reading tests. Also a questionnaire was administered for those students to find out the problems that they encounter, as well as interviews with the teachers of the four skills.

3.3.2 The interview

A random sample of teachers of the four skills at Omar Elmokhtar University were interviewed to get an over view about the students' performance at the four skills, and the problems that they mostly encounter, and how to overcome these problems. Both structured questions and open questions were implemented in the interviews.

3.3.3 The tests

The tests were given to the students to assess their competence at the receptive and productive skills, and to check if they are more competent at the receptive than productive skills.

3.3.3.1 The results of the tests

Reading test results

Table (1)

St.no	1	2	3	4	5	6	7	8	9	10
m	6	7	7	6	6	6	7	7	5	8

Table (2)

St.no	1	2	3	4	5	6	7	8	9	10
m	6	6	8	7	5	8	8	6	7	/

Writing test results

table (3)

St.no	1	2	3	4	5	6	7	8	9	10
m	15	16	16	11	8	15	12	11	8	19

Listening test results

Table (4)

St.no	1	2	3	4	5	6	7	8	9	10
m	10	16	18	12	11	16	14	15	8	8

Speaking test results

Table (5)

St.no	1	2	3	4	5	6	7	8	9	10
m	13	14	17	12	6	17	10	14	7	9

3.3.4 The questionnaire

The questionnaire was administered to the students to elicit what problems they encounter in the four skills, and the causes of these problems. The types of the questions that were used are closed-ended and open-ended questions. The questionnaire was under the supervision of an expert.

3.4 Data analysis

3.4.1 The interviews

The interviews were held with four teachers from Omar Almokhtar University in Al Bayda city. An interview sheet was used with 16 questions as shown in Appendix (1), where the first 6 questions are general for the teachers of the four skills, and the last 10 questions are divided between the teachers ,where each teacher has two – four questions regarding his/her specialization.

Question 1. What skill do you teach?

Table (6)

The teachers	The skills
1	reading
2	writing
3	listening
4	speaking

Question 2. What other skill have you taught ?

Table (7)

The teachers	The other skill
1	speaking
2	speaking
3	speaking
4	Writing/listening/reading

Q 3. How long have you been teaching?

Table (8)

The teacher	Period of teaching
1	A year and a half
2	Five years
3	3 months
4	Ten years

In this question, the period of teaching is important to the researcher, because it reflects the experience of the teacher, and the more experience he/she has the more reliable his/her answer would be.

Q 4. Arrange the four skills from the easiest to the most difficult in teaching?

Table (9)

The teacher	The order of the skills
1	Reading / writing / speaking / listening
2	Writing / reading / speaking / listening
3	Reading/listening/writing/speaking
4	Listening/reading/writing/speaking

Q 5. Do you think as a teacher of English language that there is a gap between the receptive and productive skills ?

Table (10)

The teacher	Is there a gap ?
1	yes
2	yes
3	yes
4	yes

Q 6. Are students more competent at receptive or productive skills?

Table (11)

The teacher	More competent at.....
1	Receptive skills
2	Receptive skills
3	Receptive skills
4	Receptive skills

Q 7. How to bridge this gap?

Teacher 1.

- a. Labs are very important.
- b. Encourage the students to speak in English as long as they are at the university.

Teacher 2.

- a. Teachers should give them instructions.
- b. Show our students the strategies that can help them to produce language.
- c. Concentrate on grammar and practice it.
- d. Feedback is very important; by focusing on the most common mistakes.

Students have to work and practice what they have been given.

Teacher 3.

May be by integrating these skills in the same class.

Teacher 4.

By keeping practicing.

Questions for reading teacher:

Q 8. As a teacher of reading, what are the difficulties that you think most students encounter?

The meaning and the pronunciation of the unknown words.

Q 9. Arrange the types of reading texts from the easiest to the most difficult in teaching.

Short story

Novel

Play

Poem

Scientific

Authentic texts: depends on the subject

The researcher asked this question, because what is the difficult in teaching reflects what is difficult in learning. In other words, what is easy learnt easy taught.

Questions for writing teacher:

Q 10. As a teacher of writing, what are the difficulties that you think most students encounter?

Sentence structures

Punctuations

Grammar

Cohesion

Spelling

Q 11. Arrange the types of writing texts from the easiest to the most difficult in teaching

Paragraph

Informal letters

Formal letters

Essay : specially " cause and effect" type

Q 12. When you ask your students to write, do you think that personal topics which are relevant to their life motivate them to produce language more than general topics?

Yes, personal topics motivate them more, because they give them the chance to express themselves.

Questions for listening teacher:

Q 13. As a teacher of listening, what is the difficulty that you think most students encounter?

May be when the speaker speaks quickly, they could not catch every word.

Q 14. Do you prefer using taperecorder or speaking in front of the students? And why?

I prefer the use of taperecorder. Because students can hear clearly.

Questions for speaking teacher:

Q 15. What are the difficulties that you think most students encounter in speaking?

The most difficulty that they encounter is how to connect their thoughts to express themselves properly.

Q 16. Do you think that students prefer personal or general topics?

They are more interested in the topics that are related to their life.

3.4.2 The students questionnaire :

Q1. Arrange the four skills from the easiest to the most difficult.

Table (12)

Degree of difficulty \ The skills	easiet	easy	difficult	Most difficult
Reading	6	/	2	2
Writing	1	4	1	4
Listening	3	1	4	2
Speaking	/	5	3	2
total	10	10	10	10

It can be seen that 9 students out of 10, divided into 6 for reading and 9 for listening as being considered the receptive skills as the easiest skills. Only 1 student considered writing as the easiest skill, and no one for speaking. On the other hand, 6 students divided into 4 in writing and 2 in speaking as considered the productive skills as the most difficult skills.

This result was expected, from the results of the tests and after discussing this issue with the students, it can be noticed that speaking is not a priority in the educational process. Teachers focus and interact with fluent students, and do not bother to motivate or encourage the other students to practice speaking.

Q2. When you write a text, what are the difficulties that you encounter the most?

Table (13)

The difficulty	frequency	percentage
Spelling	/	0%
The ability to arrange your thoughts	6	60%
Unfamiliarity of topic	2	20%
Grammar	/	0%
All the above	2	20%

total	10	100%
-------	----	------

The results show that 60% of students consider the ability to arrange their thoughts as the difficulty they mostly encounter in writing, whereas 40% of them divided into 20% for unfamiliar topic and 20% for all the items mentioned above as being the difficulty that they mostly encounter in writing.

This result explains why students find it hard for them to produce language.

Q3. What is the difficulty in reading that you mostly encounter?

Table (14)

The difficulty	frequency	percentage
Pronunciation	1	10%
Unknown words	8	80%
Make sense of the written message	1	10%
The type of the text	/	0%
All	/	0%
Total	10	100%

80% of students consider unknown words as the most challenging difficulty that they encounter in reading, while 20% of them divided into 10% for making sense of the written message and 10% for pronunciation.

As the researcher talked with the students, it is obvious that students find reading as an easy skill, because even if they have a problem with the unknown words, but they can overcome this problem by the use of the strategy of (guessing the meaning from the context).

Q4. What is the difficulty that you encounter in speaking?

Table (15)

The difficulty	frequency	percentage
Grammar	/	0%
Lack of vocabulary	1	10%
Unfamiliarity of topic	3	30%
Arranging of thoughts	3	30%
Being shy	2	20%
All	1	10%
Total	10	100%

It can be seen that the points of ,arranging their thoughts and familiarity with the topic have the highest percentage with 30% for each, then comes the point of being shy with 20%. While only 10% for both lack of vocabulary and all the items mentioned above.

As being discussed with the students, being shy has two points of views, either being shy because a student cannot speak fluently and accurately, so he/she is afraid of making mistakes, or the student can speak fluently and accurately but being shy prevents him/her from speaking before students. The familiarity of topic and not having a proper amount of vocabulary to speak about that topic can affect the ability of speaking.

Q5. What is the difficulty that you mostly encounter in listening?

Table (16)

The difficulty	frequency	Percentage
Unknown words	3	30%
The ability to make a coherent interpretation	3	30%
Familiarity with the topic	/	0%
the type of the topic	1	10%
The length of the topic	/	0%
Problems with the tape record	2	20%
All	1	1%
total	10	100%

The results show that unknown words and the ability to make a coherent interpretation have the highest percentage with 30% of students for each, and then comes the problems with the taperecorder with 20%. After that comes the type of the topic and the point of all items mentioned above with 10% for each.

Unlike reading, unknown words in listening can be a real problem. Because such words can distract students from listening and miss parts from the listening text, which affect the ability of making sense of the oral message.

Q6. Arrange the types of the writing texts from the easiest to the most difficult.

Table (17)

Degree of difficulty Type of texts	easier	easy	difficult	Most difficult
Formal letter	1	6	/	3
Informal letter	3	2	3	2
Essay	3	2	2	3
Paragraph	3	/	5	2
total	10	10	10	10

The researcher noticed that 9 students out of 10 consider informal letter, essay, and paragraph as the easiest types of writing texts with 3 in each, while formal letter is considered as the easiest type with only 1 student. On the other hand, 6 students with 3 in formal letter and 3 in essay to be considered as the most difficult.

Formal letters is the most difficult for students, because in teaching writing, formal letters is not a priority to be taught, and most of times it is neglected or given with no adequate practice.

Q7. Arrange the types of reading texts from the easiest to the most difficult.

Table (18)

Degree of difficulty Text types	easiest	easier	easy	difficult	More difficult	Most difficult
Scientific	/	/	8	1	1	/
Poetry	4	/	/	1	2	3
Short story	2	2	/	2	1	3
Authentic text	/	/	/	3	3	4
Play	1	6	/	2	1	/
novel	3	2	2	1	2	/
total	10	10	10	10	10	10

The table shows an unexpected result that is, 4 students out of 10 consider poetry as the easiest, while 3 students in novel, then 2 students in short story and only 1 student in play. No one of the students consider authentic texts as the easiest type of writing texts. On the other hand, 4 students consider authentic texts as the most difficult type of writing texts, whereas 6 of them divided between poetry and short story with 3 students in each, as being the most difficult.

Q8. When you are asked to write or speak, do you prefer personal topics relevant to your life or general topics? Why?

Table (19)

St. no Type of the topic	1	2	3	4	5	6	7	8	9	10	total	Percentage
Personal topic	✓		✓			✓		✓	✓		5	50%
General topic		✓		✓	✓		✓			✓	5	50%

It can be seen that 50% of students prefer personal topics to express themselves and produce language, while 50% of them prefer general topics.

Why:

Personal topics

St no.1. because I can write the things that happened with me, which makes the writing very easy.

St no.3. it is easy for me to talk about my experience.

St no.6. to be realistic, and talk about my experience.

St no.8 to be able to express my thoughts.

St no.9. it is easy for me.

General topics

St no. 2. It is easier than to talk about your own life.

St no.4. I do not like to talk about my personal life.

St no.5. I like to speak about general issues.

St no.7. general topics are more interesting.

St no.10. to express about every thing.

Q9. In listening, do you prefer the use of a taperecorder or someone who speaks in front of you? Why?

Table (20)

St . no	1	2	3	4	5	6	7	8	9	10	total	percentage
The use of Tape recorder				✓				✓			2	20%
Some one speaks in front of you	✓	✓	✓		✓	✓	✓		✓	✓	8	80%

Why

a. The use of taperecorder

St no.4. because the taperecorder has clear pronunciation.

St no.8. to be involved in the situation.

b. some one speaks in front of you

st no.1. I will hear well, and understand. Because, have difficulties with taperecord.

St no.2. the gestures that the speaker uses help me to receive the message more clearly.

St no.3. if there is someone in front of me, her/his existence forces me to pay attention.

St no.5. the taperecord is not clear.

St no.6. it is easier than the taperecord, because I can understand his message not only from his talk, but also from his body language.

St no.7. because of the taperecorder problems.

St no.9. it is clearer.

St no.10. the sound of the speaker is clearer.

The information in the table shows that 80% of students prefer to listen to the taperecorder, in order to practice the correct pronunciation and the perfect accent, while 20% of them prefer someone speaks in front of them to avoid the problems of the tape record.

Most of the students prefer to be exposed to English by native speakers.

Q10. In most listening texts, do you think that you have the ability to recognize the topic even if there are unknown word

Table (21)

St . no Yes/no	1	2	3	4	5	6	7	8	9	10	total	percentage
yes	✓	✓	✓	✓	✓	✓	✓	✓			8	80%
no									✓	✓	2	20%

It is supposed to be as it is where students in the fourth year, got to the extent that they have the ability and the strategy to overcome the problem of unknown words in the text and be able to recognize the topic.

3.4.3 The tests

Tables (22), (23), (24)and (25) display the mean scores for the four skills tests

READING TEST

Two tests of reading were given to the students. Each test consists of a text with multiple choices questions. Students were given two tests, because reading is kind of tricky, because teachers cannot tell if students can make sense of any written text no matter how many vague words are there in the text. In other words a teacher sometimes wonder that students with the highest scores, are they familiar with the vocabulary in the text or do they adopt the strategy of guessing meaning from the context. In this case two texts with two different topics to some extent may assure that students evaluation is precise. The aim of this test is to evaluate their reading competence.

Table (22):

no	mean
10	12.6

As indicated in the table(21) , the mean score of the samples of the two reading tests is 12.6 .

WRITING TEST

Students were given a writing test. The test contains one question that consists of different topics from which the students choose one topic and write about it. The aim of this test is to evaluate students' writing competence. And this evaluation is based on five features which are:

1. spelling
2. punctuation marks

3. grammar

4. content

5. cohesion

Table (23):

no	mean
10	12.2

As indicated in the table(22), the mean score of the sample of the writing test is 12.2.

LISTENING TEST

The students were given a listening test. The test consists of 4 questions and each question consists of more than 5 points , either multiple choices , completing the sentences, choosing from a set of pictures. The aim of this test is to evaluate the students listening competence.

Table (24):

no	mean
10	12.8

As indicated in the table(23), the mean score of the sample of the listening test is 12.8

SPEAKING TEST

The students were given a speaking test which contains one question that consists of different topics from which the students choose one topic to speak about it, at least for 3 minutes. The aim of this test is to evaluate students' speaking competence. The evaluation was based on four features as follows:

1. pronunciation

2. grammar

3. content

4. cohesion

Table(25):

no	mean
10	11.9

As indicated in the table (24) , the mean score of the sample of the speaking test is 11.9.

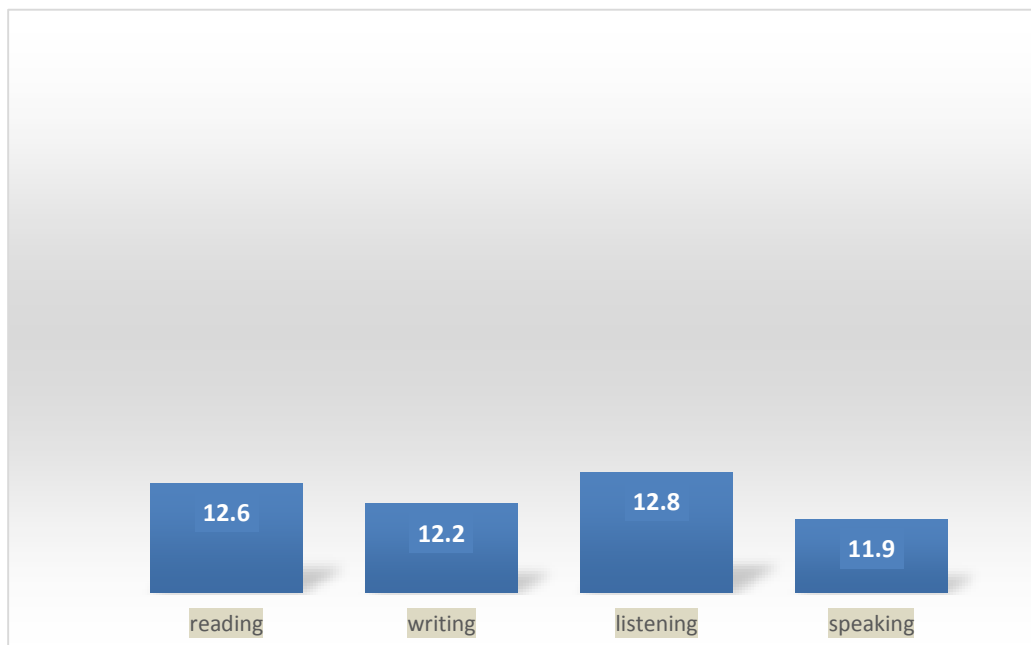


Figure (2)

The graph provides information about the difference in the level of competence of students at the four skills. It shows that the highest mean scores are at the receptive skills (reading, listening), while the lowest mean scores are at the productive skills (writing, speaking).

3.5 summary of the results

As shown in the study, the researcher concluded that there is a real gap between the receptive and productive skills. This was high lighted from the tests and the interviews more than the questionnaire, because the questionnaire reflected the personal opinions of students which might be misleading, since, they do not think that they are making mistakes. In other words they are not aware of their mistakes.

Chapter four

Conclusion

The researcher concluded and proved that students in the case of Omar Almkhtar University- fourth year (2015), are more competent at receptive than productive skills.

According to the results of the tests and after what have been elicited from the questionnaire, and the interview, seemingly, the causes of this gap are that, students do not practice language properly, that is the labs are un activated, and most of times the focus is not on the productive skills. Furthermore, the students do not have enough exposure to English language outside the classroom setting.

The essential difficulties that most students encounter in receptive skills are the problem of unknown words and making a coherent interpretation of the written or the oral message. On the other hand, the difficulties that students encounter in productive skills are familiarity of the topic and arranging their thoughts in both writing and speaking, While sentence structure and spelling are considered the most common difficulties in writing.

This gap between students' performance in receptive and productive skills need to be bridged. Therefore, a set of recommendations as possible solutions are suggested as follows:

1. Activating labs in order to enable students to get exposed to a proper amount of language.
2. Teachers must show their students the strategies that may help them to produce language.
3. Feedback is very important by focusing on the most common mistakes.
4. The integration of skills is very important.
5. keeping practicing is the best way for students to be more competent
6. the role of teachers is as much important as the role of students in the educational process. That is, teachers must try their best to motivate their students. Whereas students must work hard and try to get more exposure outside classroom settings.

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Appendix A

INTERVIEW

Q1. What skill do you teach?

Q2. What other skill have you taught?

Q3. How long have you been teaching?

Q4. As a teacher of English language, do you think that there is a gap between students' competencies at receptive and productive skills?

Q5. Are they more competent at receptive or productive skills?

Q6. In your opinion, how to bridge this gap?

Q7. Arrange the four skills from the easiest to the most difficult in teaching.

Reading

Writing

Listening

Speaking

Q8. When you ask the students to write a text, what are the difficulty that you think they encounter? (weaknesses)

Q9. As a teacher of reading, what are the difficulties that you think most students encounter?

Q10. As a teacher of writing , what are the difficulties that you think most students encounter?

Q11. As a teacher of speaking, what are the difficulties that you think most students encounter?

Q12. As a teacher of listening, what are the difficulties that you think most students encounter?

13. Arrange the types of writing texts from the easiest to the most difficult in teaching.

Q14. Arrange the types of reading texts from the easiest to the most difficult in teaching.

Q15. When you ask your students to speak or write, do you think that personal topics that are relevant to their life motivate them to produce language more than general topics?

Q16. In listening do you prefer using taperecord or speaking in front of the students? And why?

Appendix B

Questionnaire

The fourth year of English department

Omar Almokhtar university

- i. Arrange the four skills from the easiest to the most difficult.**
 - 1. Reading**
 - 2. Writing**
 - 3. Listening**
 - 4. Speaking**

- ii. When you write a text what are the difficulties that you encounter? Tick your answer.**
 - 1. Spelling problems**
 - 2. The ability to arrange your thoughts**
 - 3. Dealing with the topic itself**
 - 4. Grammar problems**
 - 5. All**

- iii. What are the difficulties in reading that you encounter? Tick your answer.**
 - 1. Pronunciation**
 - 2. Unknown words**
 - 3. The ability to make sense of the written message**
 - 4. The type of the text**
 - 5. All**

iv. What are the difficulties that you encounter in speaking?

Tick your answer.

- 1. Grammar problems**
- 2. Lack of vocabulary**
- 3. The topic itself**
- 4. Arranging your thoughts**
- 5. Being shy in front of the students**
- 6. All**

v. What are the difficulties that you encounter in listening?

Tick your answer.

- 1. Unknown words**
- 2. The ability to make a coherent interpretation**
- 3. Familiarity with the topic**
- 4. The length of the topic**
- 5. The type of the topic**
- 6. Problems with the taperecord**
- 7. All**

vi. Arrange the types of the writing texts from the easiest to the most difficult

- 1. Formal letter**
- 2. Informal letter**
- 3. Essay**
- 4. Paragraph**

vii. Arrange the types of the reading texts from the easiest to the most difficult

- 1. Scientific**
- 2. Poetry**
- 3. Short story**
- 4. Authentic texts**
- 5. Play**

6.Novel

viii. When you are asked to speak or to write, do you prefer personal topics relevant to your life or general topics. And why? Tick your answer.

1. Personal topic

2. General topic

.....
.....
.....
.....

ix. Tick your answer.

In listening , do you prefer the use of :

1. Taperecord

2. Some one speaks in front of you

And why?

.....
.....
.....
.....

x. Tickle your answer.

In most listening texts, do you think that you have the ability to recognize the topic even if there are unknown words?

1. Yes

2. No

Appendix c (1)

Reading exam

Read the text and answer the question

All these activities may have damaging environmental impacts. For example, land clearing for agriculture is the largest single cause of deforestation: chemical fertilisers and pesticides may contaminate water supplies: more intensive farming and the abandonment of fallow periods tend to exacerbate soil erosion : and the spread of monoculture and use of high-yielding varieties of crops have been accompanied by the disappearance of old varieties of food plants which might have provided some insurance against pests or diseases in future. Soil erosion threatens the productivity of land in both rich and poor countries. The United States, where the most careful measurements have been done, discovered in 1982 that about one-fifth of its farmland was losing topsoil at a rate likely to diminish the soil's productivity. The country subsequently embarked upon a program to convert 11 per cent of its cropped land to meadow or forest. Topsoil in India and China is vanishing much faster than in America.

Government policies have frequently compounded the environmental damage that farming can cause. In the rich countries , subsidies for growing crops and price supports for farm output drive up the price of land. The annual value of these subsidies is immense: about \$250 billion, or more than all world bank lending in the 1980s. To increase the output of crops per acre, a farmer's easiest option is to use more of the most readily available inputs: fertilisers and pesticides. Fertiliser use doubled in Denmark in the period 1960 -1985 and increased in the Netherlands by 150 per cent. The quantity of pesticides applied has risen too: by 69 per cent in 1975 -1984 in Denmark, for example, with a rise of 115 per cent in the frequency of application in the three years from 1981.

In the late 1980s and early 1990s some efforts were made to reduce farm subsidies. The most dramatic example was that of New Zealand, which scrapped most farm support in 1994. A study of the environmental effects, conducted in 1993, found that the end of fertiliser subsidies had been followed by a fall in fertiliser use (a fall compounded by the decline in world commodity prices, which cut farm incomes). The removal of subsidies also stopped land clearing and over-stocking, which in the past had been the principal causes of erosion. Farms began to diversify. The one kind of subsidy whose removal appeared to have been bad for the environment was the subsidy to manage soil erosion.

In less enlightened countries, and in the European Union, the trend has been to reduce rather than eliminate subsidies, and to introduce new payments to encourage farmers to treat their land in environmentally friendlier ways, or to leave it fallow. It may sound strange but such payments need to be higher than the existing incentives for farmers to grow food crops. Farmers, however, dislike being paid to do nothing. In several countries they have become interested in the possibility of using fuel produced from crop residues either as a replacement for petrol (as ethanol) or as fuel for power situations (as biomass). Such fuels produce far less carbon dioxide than coal or oil, and absorb carbon dioxide as they grow. They are therefore less likely to contribute to the greenhouse effect. But they are rarely competitive with fossil fuels unless subsidized-and growing them does no less environmental harm than other crops.

1. Research completed in 1982 found that in the United States soil erosion
 - a. reduced the productivity of farmland by 20 per cent.
 - b. was almost as severe as in India and China.
 - c. was causing significant damage to 20 per cent of farmland.
 - d. could be reduced by converting cultivated land to meadow or forest.

2. By the mid-1980s, farmers in Denmark
 - a. used 50 per cent less fertiliser than Dutch farmers.
 - b. used twice as much fertiliser as they had in 1960.
 - c. applied fertiliser much more frequently than in 1960.
 - d. more than doubled the amount of pesticide they used in just 3 years.

3. Which one of the following increased in New Zealand after 1984?
 - a. farm incomes
 - b. use of fertiliser
 - c. over-stocking
 - d. farm diversification

4. Threatens the productivity of land.
- a. pesticides
 - b. soil erosion
 - c. chemical fertilisers
 - d. land clearing
5. The European Union reduced
- a. fuel .
 - b. crops.
 - c. subsidies.
 - d. pesticides.
6. The farmers usually use fertilisers and pesticides to increase.....
- a.output of crops
 - b. the land prices.
 - c. commodity prices.
 - d. crop residues.
7. The meaning of subsidies is
- a.helping poor people.
 - b. increasing farms incomes.
 - c. money, paid by the government.
 - d. reducing the commodity.
8. The meaning of deforestation is.....
- a.the disappearance of water supplies.
 - b. cutting down trees over a large area.
 - c. increasing greenhouses.
 - d. losing the top soil.

9. The only subsidy that should have never been removed was.....

- a. subsidy to manage soil erosion.
- b. fertilisers subsidies.
- c. pesticides subsidies.
- d. crops subsidies.

10. The meaning of pesticides is.....

- a. natural substances that are used for killing insects that eat food crops.
- b. chemical substances that are used for killing insects that eat food crops.
- c. organic substances that are used for killing insects that eat food crops.
- d. toxic substances that are used for killing insects that eat food crops.

Appendix c (2)

Reading exam

Read the text and answer the questions

Greenhouse gases arise from a wide range of sources and their increasing concentration is largely related to the compound effects of increased population, improved living standards and changes in life style. From a current base of 5 billion, the United Nations predicts that the global population may stabilize in the twenty-first century between 8 and 14 billion, with more than 90 per cent of the projected increase taking place in the world's developing nations. The associated activities to support that growth, particularly to produce the required energy and food, will cause further increases in greenhouse gas emissions. The challenge, therefore, is to attain a sustainable balance between population, economic growth and the environment.

The major greenhouse gas emissions from human activities are carbon dioxide (CO₂), methane and nitrous oxide. Chlorofluorocarbons (CFCs) are the only major contributor to the greenhouse effect that does not occur naturally, coming from such sources as refrigeration, plastics and manufacture. Coal's total contribution to greenhouse gas emissions is thought to be about 18 per cent, with about half of this coming from electricity generation.

The worldwide coal industry allocates extensive resources to researching and developing new technologies and ways of capturing greenhouse gases. Efficiencies are likely to be improved dramatically, and hence CO₂ emissions reduced, through combustion and gasification techniques which are now at pilot and demonstration stages.

Clean coal is another avenue for improving fuel conversion efficiency. Investigations are under way into super-clean coal (35 per cent ash) and ultraclean coal (less than 1 per cent ash). Super-clean coal has the potential to enhance the combustion efficiency of conventional pulverized fuel power plants. Ultraclean coal will enable coal to be used in advanced power systems such as coal-fired gas turbines which, when operated in combined cycle, have the potential to achieve much greater efficiencies.

Defendants of mining points out that, environmentally, coal mining has two important factors in its favour. It makes only temporary use of the land and produces no toxic chemical wastes. By carefully preplanning projects, implementing pollution control measures, monitoring the effects of mining and

rehabilitating mined areas, the coal industry minimizes the impact on the neighbouring community, the immediate environment and long-term land capability.

1. The global increase in greenhouse gases has been attributed to
 - a. industrial pollution in developing countries.
 - b. coal mining and electricity generation.
 - c. reduced rainfall in many parts of the world.
 - d. trends in population and lifestyle.

2. The proportion of all greenhouse gases created by coal approximately
 - a. 14 per cent .
 - b. 18 per cent.
 - c. 27 per cent.
 - d. 90 per cent.

3. Current research aims to increase the energy-producing efficiency of coal by
 - a. burning it at a lower temperature.
 - b. developing new gasification techniques.
 - c. extracting CO₂ from it.
 - d. recycling greenhouse gases.

4. Compared with ordinary coal, new, clean coals may generate power
 - a. more cleanly and more efficiently.
 - b. more cleanly but less efficiently.
 - c. more cleanly but at higher cost.
 - d. more cleanly but much more slowly.

5. To control dust at mine sites, mining companies often use
 - a. chemicals which may be toxic.
 - b. topsoil taking from the site before mining.
 - c. fresh water from nearby dams.

d. runoff water containing sediments.

6. About half of coal's total contribution to greenhouse gas emissions is coming from.....

- a. coal industry.
- b. electricity generation.
- c. plastics.
- d. refrigeration.

7. The proportion of ash in ultraclean coal is.....

- a. 2 per cent
- b. 15 per cent.
- c. 35 per cent.
- d. less than 1 per cent.

8. It has been predicted that 90 per cent of the increasing global population would take a place in

- a. the developing nations.
- b. Europe.
- c. North Africa.
- d. Australia.

9. The meaning of global population is.....

- a. the number of the people in the whole world.
- b. the numbers of pupils in the world.
- c. the number of working people in the world .
- d. the number of un employed people in the world.

10.are the only major contributor to greenhouse effects that come from refrigeration, plastics and manufacture.

- a. Methane
- b. Chlorofluorocarbons.
- c. Nitrous.
- d. Carbon dioxide.

Appendix c (3)
Writing test
Fourth year of
English department
Omar Almokhtar University

Q. choose one of the following topics and write about it:

Formal or informal letter

Fashion

The impact of internet on our life

Smoking

Learning English

Education in Libya

Appendix c (4)
SPEAKING TEST
FOURTH YEAR OF
ENGLISH DEPARTMENT
OMAR ALMOKHTAR UNIVERSITY

Q1. Students choose one of the following topics to talk about :

- a. Education in Libya
- b. Smoking
- c. Learning English
- d. The impact of the internet on our life
- e. Fashion

ملخص الدراسة

تهدف هذه الدراسة الى التحقق من الفجوة الموجودة بين مهارات الطلاب الإستيعابية والإنتاجية أسبابها وكيفية علاجها.

الفكرة الرئيسية لهذه الدراسة هي إثبات أن مستوى الطلبة أعلى في المهارات الإستيعابية عنها في المهارات الإنتاجية. و قد نظمت هذه الدراسة لإثبات هذه النظرية.

المنهجية التي اتبعت في هذه الدراسة هي للتحقق من قدرات الطلبة في المهارات الإستيعابية و الإنتاجية، بعينة صغيرة تتكون من عشرة طلاب من السنة الدراسية الرابعة بقسم اللغة الإنجليزية بجامعة عمر المختار.

تم جمع المعلومات عن طريق عمل امتحانات في المهارات الأربعة و استبيان للطلبة ومقابلات مع أساتذة يعلمون هذه المهارات.

و بناء على نتائج البيانات التي تم تحليلها إحصائياً، يمكن للمرء أن يستنتج بأن مستوى الطلبة في المهارات الإستيعابية أعلى منه في المهارات الإنتاجية.

وأخيراً فإن الدراسة الحالية تزودكم ببعض التوصيات التي من الممكن أن تساعد في تطوير تعليم و تعلم المهارات اللإستيعابية والإنتاجية في اللغة الإنجليزية.



الفرق بين مهارات الطلاب الاستيعابية والإنتاجية

اعداد الطالبة

تريزا عبدالقادر الحاسي

اشراف الدكتورة

نوار امسلم

قدمت الدراسة استكمالاً لمتطلبات درجة الإجازة العالية "الماجستير"
بكلية الآداب: قسم اللغة الإنجليزية وآدابها

جامعة بنغازي

كلية الآداب

قسم اللغة الإنجليزية

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