



UNLOCKING RECEPTIVE SKILLS: INSIGHTS FROM LEARNERS AND TEACHING CHALLENGES IN FIRST-YEAR TERTIARY EDUCATION

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First-Year Tertiary Education**

Acknowledgements

First and foremost, we extend our heartfelt gratitude to the students and educators who participated in this study. Their insights, experiences, and willingness to share their perspectives have been invaluable to this research.

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Lastly, we acknowledge the contribution of all the authors and researchers whose works have laid the foundation for this study. We would greatly thank teachers and students for accepting to complete the questionnaires and answer the interview.

This book is a testament to the collective effort of all-teachers and doctorate students and the community that surrounds them. Thank you all for making this possible.

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Preface to the Book

In the rapidly evolving landscape of education, understanding the perceptions of learners and the challenges faced by educators is crucial for developing effective teaching strategies. This book, "Exploring Learners' Perceptions and Teaching Challenges to Receptive Skills: The Case of First-Year Tertiary Level," aims to provide a comprehensive exploration of these critical aspects, focusing specifically on the receptive skills of listening and reading.

The research began with a fundamental question: How do first-year tertiary level students perceive their experiences with receptive skills, and what challenges do educators encounter in teaching these skills? This inquiry is essential, given the increasing importance of effective communication skills in our globalized world. Receptive skills form the foundation of language acquisition, and understanding the intricacies of teaching and learning these skills can significantly enhance the educational experience.

The book is divided into several chapters, each addressing different facets of the research. We start by providing a theoretical framework, delving into the definitions and significance of receptive skills in language learning. Following this, we present a detailed review of existing literature, highlighting previous studies and their findings, which have informed and guided our research.

A key component of this book is the empirical research conducted with first-year tertiary level students. Through surveys, interviews, and classroom observations, we gathered data on students' perceptions, experiences, and

challenges related to receptive skills. The insights gained from this research are meticulously analyzed and presented, shedding light on the diverse experiences of learners and the common themes that emerge.

In addition to exploring learners' perspectives, this book also addresses the challenges faced by educators in teaching receptive skills. By examining the strategies used by teachers and the obstacles they encounter, we aim to provide practical recommendations for enhancing the teaching and learning of receptive skills. These recommendations are grounded in the data collected and are intended to be both actionable and sustainable.

The findings and insights presented in this book are intended to inform educators, policymakers, and researchers. By understanding the perceptions of learners and the challenges faced by teachers, we can develop more effective educational practices that cater to the needs of all students. Moreover, this book aims to contribute to the ongoing discourse on language education, providing a valuable resource for those dedicated to improving the quality of teaching and learning.

Through a perusal to the pages of this book, we hope that the findings and discussions resonate with your experiences and provide you with new perspectives and ideas. Our ultimate goal is to contribute to the enhancement of language education, fostering an environment where both learners and educators can thrive.

We would like to extend our gratitude to all the students and teachers who participated in this research, sharing their insights and experiences. Their contributions have been invaluable in shaping this book. We also thank our

colleagues for their guidance and support throughout this research .

We invite you to delve into this exploration of learners' perceptions and teaching challenges, and we hope that it inspires you to continue seeking ways to improve the educational experiences of all students. This is just the first part of the work that extends to the other productive skills in its part two.

Dr Bouazid Tayeb

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