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**THE ROLE OF AUDIO AUTHENTIC MATERIALS IN
DEVELOPING EFL STUDENTS' LISTENING SKILL**

**The Case of First Year EFL Students of Sciences of the Language at
Biskra University**

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Dedication

I dedicate this work to:

My beloved father Haricha Messaoud, my beloved mother Haricha Fatma and my beloved grandmother Khachai Mabrouka; they were and stay the source of my strength, happiness and success. They supported me all the way since the beginning of my studies. I just can say thank you, I love you so much, God bless you.

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My beloved family

All my colleagues throughout the five years

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Abstract

This study is attempted to highlight the role of audio authentic materials as strategy to develop students' listening skill. Thus, we hypothesized that if students use audio authentic materials; their listening skill will be developed. To test the validity of our hypothesis, a descriptive method is conducted beside to qualitative method to gather, analyze data and discuss the findings. These latter were collected through two tools. A questionnaire was designed and administrated to six (n°=6) EFL teachers at Biskra University and a questionnaire administrated to fifty (n°=50) EFL first year students at Biskra University. As a result, the study findings proved that teachers and students agreed upon the importance of using audio authentic materials in developing EFL students' listening skill. So, the finding confirmed the validity of our hypothesis. At the end, some recommendations were suggested based on the research finding for teachers to use audio authentic materials and to be aware of selecting them in order to develop their students' listening skill.

Key words: Audio Authentic Materials, Listening Skill.

List of Abbreviations and Acronyms

BBC: British Broadcasting Corporation

CD: Compact Disk

DVD: Digital Video Disk equipment

EFL: English as Foreign Language

Etc: et cetera (and so on and so forth)

i.e.: id est in other words

LMD: License, Master, Doctorate

N: Number

Pod-Cast: Play On Demand cast

TV: Television

T: Teachers

UCLA: University of California, Los Angeles

VOA: Voice of America

VS: Versus

%: Percentage

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General Introduction

Introduction

The use of technology has become an essential part of learning process especially in education. Nowadays, students have a chance to learn foreign languages and enhance language skills. Listening is one of the most important skills in learning English language; it has come to be recognized as the most immensely integrative skill that can be developed through various ways.

Audio authentic materials present new opportunities for teachers to incorporate audio materials like songs, films and new broadcast into classroom situations, allowing both learning and teaching to become meaningful and interesting. These kinds of materials provide EFL students with original and authentic input as they are produced originally for native speakers and acquire a great amount of cultural background information; furthermore, they help students to develop their listening skill. Hence, audio authentic materials are considered as an effective educational strategy for improving the students' listening skill and giving them the opportunity to practice English language easily.

Therefore, the main focus of this current research is proving and investigating the stated hypothesis that based on the idea of the role of using audio authentic materials as strategy in order to develop students' listening skill.

1. Statement of the Problem

Being a good listener is very important in learning languages; especially, in learning English as foreign language, but this is not an easy task. EFL first year students at Biskra University usually find difficulties in listening and these difficulties can be in term of unfamiliarity with words, speed of delivery in addition to various accents and voices.

The problems of students' listening skill may occur due to the lack of using audio authentic materials in their University educational career. For that, the researcher proposed that if teachers use audio authentic materials as a teaching strategy, their students' listening

skill will be developed.

2. Research Questions

This research seeks to answer the following research questions:

- **RQ1:** How do EFL teachers and students perceive the use of audio authentic materials as teaching strategy?.
- **RQ2:** To what extent does the use of audio authentic materials contribute in the development of EFL students listening skill?.

3. Research Hypotheses

Based on the above research questions, the following hypotheses are suggested:

- **RH1:** We suppose that EFL teachers and students have positive attitudes towards the use of audio authentic materials as a teaching strategy.
- **RH2:** We hypothesize that audio authentic materials have a great contribution to the development of EFL students' listening skill.

4. Aim of the Study

The main aims of this study are:

- a. Determine the importance of audio authentic materials to develop listening skill.
- b. Raise EFL students' awareness about the importance of using audio authentic materials in order to be a good listener in learning foreign language.
- c. Seek to show the effectiveness of audio authentic materials as a teaching strategy.

5. Significance of the Study

This study may have a significant contribution in our domain of teaching and learning English as foreign language. We will shed light on EFL students' difficulties in listening. Also, we will explore the reasons behind the use of audio authentic materials in EFL classes and we will demonstrate the effects of using audio authentic materials as

teaching strategy to develop students' listening skill.

6. Research Methodology

In this research, we will proceed through the descriptive method to know the importance of using audio authentic materials to develop EFL students' listening skill and to seek the connection between our two variables: audio authentic materials as independent variable and listening skill as a dependent variable. Furthermore, the study is based on qualitative method to get more reliable answers for this investigation.

6.1. Population and Sample

For this study, the population is EFL first year students at Mohamed Kheider University of Biskra, because of the unfamiliarity with the use of audio authentic materials and they need a good strategy to develop their listening skill. Among the aforementioned population, the researcher worked with fifty ($n^{\circ}= 50$) students to get their opinion about the use of audio authentic materials in EFL classroom in addition to six ($n^{\circ}= 06$) EFL teachers who teach oral expression to enrich this study with various points of views towards the importance of audio authentic materials in developing students' listening skill.

6.2. Data Collection Tools

In order to accept or refuse our research hypothesis, we relied on both teachers and students' questionnaire. These questionnaires will provide us with different points of views about the use of audio authentic materials in listening context and these questionnaires will be semi-structured and multiple choice questions in order to facilitate the answers for both participants (teachers and students).

7. Limitation of the study

The present research attempted to highlight the role of audio authentic materials in developing EFL students' listening skill. Nevertheless, we encountered some difficulties that obstructed the research process progress. Initially, unavailability of references in the local library that are in relation to the second variable, which is "audio authentic materials"; in addition, due to the Covid-19 pandemic, we faced obstacles in making direct meetings with the supervisor to correct our research. Also, students' feedback was limited in answering the questionnaire maybe because of unfamiliarity with the second variable. Consequently, even the study has been affected by the above mentioned obstacles; we have completed our research.

8. Structure of the Study

The current research is divided into two main parts. The first part is devoted to be theoretical background of this study. It constitutes of two main chapters; while, the second part is devoted to the field work and data analysis. This study contains three chapters; the first chapter presents an overview about listening skill; in addition, the second chapter states an overview about audio authentic materials; while, the third chapter is devoted to data collection, analysis and discussion. The classification of this study is as follows:

- **Chapter One**

The first chapter deals with listening skill; we tackle its various definitions, the differences between learning and listening, its importance, process, difficulties, types; in addition to the main stages of listening skill. Moreover, this chapter shed the light on the principal factors that affect listening skill and strategies to develop it.

- **Chapter Two**

This chapter deals with audio authentic materials. First, we start with definitions of

both authentic materials and authenticity with its types, then we make comparison with authentic and non-authentic language. Also, we tackle about categories of authentic and to be more precisely, we define audio authentic materials. Furthermore, we represent its sources and criteria for selecting audio authentic materials. Also, we tackle about advantages, disadvantages, types and levels of using audio authentic materials.

- **Chapter Three**

In this chapter, we deal with data collection analysis and discussion of the results through two data collection tools which are: teachers' and students' questionnaires. Moreover, the current chapter proposes various pedagogical recommendations that may help in evolving teaching and learning process.

Chapter One

Listening Skill

Chapter One: Listening Skill

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Introduction

In language learning, the four skills are essential to be categorized into productive skill (speaking and writing) and receptive skill (reading and listening). Listening skill has a significant role in students' language development and it is the most frequent activity used among human beings. In spite of its importance, listening has been ignored for long time and it is considered as a passive skill, but it comes into light in the virtue of various developing theories that appraise the importance of this skill.

The entire chapter will attempt to provide insights about listening skill. It will introduce listening from different definitions and makes the differences between hearing and listening. Also, it will highlight its importance. Moreover, it will provide the reader with types, stages and factors affecting listening. In addition, it will present difficulties and the process of listening skill. Furthermore, it will present the process of listening in addition to bottom-up and top-down processing. The chapter will also address different stages and teachers' role in listening activities. In the final, we will deal with ways to improve listening skill.

1.1. Definition of Listening

Listening skill is the ability to understand the spoken language. It is also the process of interpreting the message by the listener in order to comprehend the intended meaning of the speech. In addition, listening is an active and cognitive process which requires efforts to accomplish it.

Researchers and scholars tried to define listening from different points of view for instance:

According to Hornby (1995), "Listening comes from a verb to listen which means to make an effort to hear somebody or something" (p. 687). In other words, listening is the ability to understand what other said. In addition, Rost (1994) defined it "listening is a

word that we use every day without giving it much thought. Yet listening is a vital mental capacity one of the principle means by which we understand and take part in the world around us” (p.1); that is to say, listening is mental ability that we used in or daily life to comprehend the spoken language. Furthermore, Purdy (1997, p. 8) defined listening as “the active and dynamic process of attending, perceiving, interpreting, remembering and responding to the expressed (verbal and non verbal) needs concerns and information offered by the human beings”.

In contrast, Rost (2002, p. 2-3) suggested that listening is different from the Purdy point of view, he has divided listening into four bearings: firstly, from a receptive bearing, it is the elective process in which the listener acknowledge the audio symbols, secondly, from constructive and representing meaning, it is interpretation of the speaker’s message by the listener to make sense of what the speaker said, thirdly, from a collaborative meaning, it is the differentiation of ideas which is related and acceptable to the listener and finally, from transformative meaning; it is creation of meaning through envisioning.

In addition, Buck (2001) expressed that listening happens in factual time without chance of repetition, put differently, that no need to repeat what said only if the listener demands from the speaker to repeat it again. Also, David Nunan (2001) defined listening as “a matter of decoding the individual sound to derive the meaning of word and chance utterance” (p. 63). Put it in another way, listening is way of interpreting the sound in order to get meaning and change term.

We can conclude that listening is a receptive skill that is defined through different point of views which is an active process and it has not perfect definition to identify it.

1.2. Differences between Hearing and Listening

Hearing and listening are two different activities that involve the use of ears. As an appropriate point for dealing with listening skill in foreign language is to take into

consideration the following question: “what are the differences between hearing and listening?”

According to Stephen and Lucas, listening is guided by our intention and understanding what we hear and they explain the process of hearing in physiological one, arguing that “it involves the vibration of sound wave on our eardrums and the firing of electrochemical impulses from the inner ear to the central auditory system of the brain, but listening involves paying close attention to and making sense of what we hear” (Stephen & Lucas, 1998, p. 56).

Moreover, Kline (1996) claimed that being aware of the differences between hearing and listening is a significant criterion in order to learn and teach listening in better way. He stated that hearing involves sound perception; while, listening is process of relating meaning to sound.

To sum up, it is quite clear that listening is one step ahead hearing. Hearing is the ability to perceive sounds by receiving vibration through ears; whereas, listening is acquired skill that is guided by our intention that involves the analysis and understanding the sounds which we hear.

1.3. Importance of Listening Skill

Listening plays a significant role not only in daily life, but also in classroom setting. It facilitates the learning process and it helps students to understand the spoken language as a mean of communication.

According to Morely (2001) and Rost (2001), listening is the most essential skill in order to learn the language because it can be mostly in everyday life and improved quickly than other language skill, which shows that it makes it easier to enhance other language skills. in the same manner, Hedge (200) stated that listening has essential role in the communication process because people spent 9% to writing, 16% to reading, 30% to

speaking and 45% to listening. In addition, Guo and Wills (2006) claimed that listening is a mean that helps people to gain their understanding of the world and human affairs, their information and part of their education.

Moreover, Rost (1994, p. 141-142) identified the importance of listening skills in the following points:

- a. Listening is of pivotal importance as it offers students with input; learning cannot begin without understanding input at the adequate stage.
- b. Students need interaction for the achievement of understanding. This is where spoken language comes into play; students need speakers of the language. Also, the student's failure does not hinder interaction and learning but induces it.
- c. The Spoken language that's used by speakers native to it presents a challenge for students to understand.
- d. Listening exercises offer teachers with ways to introduce the students to new language forms such as vocabulary, grammar, and new interactive patterns.

To summarise, listening has an important role for both in academic context and daily life and it considers as a mean of communication because we spent most of our time in listening.

1.4. Types of Listening skill

Different situations need different types of listening. Extensive and intensive are types of listening focus on different skills. While, intensive listening constructs general basic skills; extensive listening concentrates on training you to use these skills to a real world context.

1.4.1. Extensive Listening

Extensive listening is a listening teaching method that often used outside the classroom. It occurs in a situation where the students listen in order to get general

understanding like understanding song they are listening to.

In extensive listening, the teacher supports their students to choose what they want to listen and using their own materials in order to develop students' language learning (Harmer, 1998). In addition, extensive listening materials are various, they can be found from different resources such as recording, television, radio, passages taken from books and television.

1.4.2. Intensive Listening

Intensive listening is a listening teaching method that often used inside the class and it is different from extensive listening. This method is used to get specific information which involves more detail analysis. In intensive listening, we are trying to find the answer of specific questions. In addition, in intensive listening, students pay attention to grammar, vocabulary, pronunciation rather than general meaning.

According to Harmer (1998), it is preferably for teachers to use audio tapes materials when they deal with intensive listening in the class because it provides students with important source of language input and give students the chance to listen to different accents and voices.

Therefore, extensive and intensive listening are tow significant methods to embed the realization of listening.

1.5. Stages of Listening Activities

In order to develop student's listening ability, it is helpful to divide listening activities into three stages which are: the pre-listening, the while listening and the post listening stages.

1.5.1. The pre-listening stage

It is an important stage. Students in this stage have to know about the topic that

they are going to tackle in order to have a great chance of success in any given task. In this stage called “introductory or preparatory” students are needed to use their background information about the topic that they are going to tackle. Teachers should give the opportunity to students to discuss and predict what they are going to hear because they cannot let their students do a listening without any previous information (Hedge, 2000).

Furthermore, Oxford (1993) suggested tasks to do it in the pre-listening stage such as: discussing the topic, brainstorming and presenting vocabulary; these activities must be used to help students knowing the aim of listening activity and stimulate the appropriate background knowledge.

1.5.2. The while listening stage

This stage refers to the time of listening in classroom. In this stage, students are asked to do a number of activities by the teacher in order to help students understanding the text and do the activities. According to Rixon (1986), the while listening are series of tasks that students asked to do while listening in order to show their understanding of what was heard of.

In addition, the purpose of while listening activities is to help students developing a set of comprehension skills and elicit messages from the text. Also, in training for listening skill, it is essential to improve students’ ability to comprehend the message not every word of the passage, training often involves passing from extensive to intensive listening with tasks that are interesting for students.

1.5.3. The post listening stage

This stage contains activities that focus to help students to reflect on the listening experience. These activities are carried out after the teacher has carried out pre-listening and while-listening activities.

According to Mendelson (1994), activities that are taken in post-listening is good chance for students to combine listening with work in different skills like writing passage or doing oral presentation by students about what they have been listening to.

Moreover, Hedge (2000) argued that post-listening activities are source of motivation for students because they are given the chance to get more information about the topic

To summarise, the three stages of listening activities which are pre-listening, while-listening, and post-listening stages are essential to enhance students' ability to understand and do the activities in a successful way.

1.6. Factors Affecting Listening

There are different groups that classify the major factors affecting listening. Bormley, as quoted by Seswati (2006, p. 16), drew three different factors that affect listening; listener factors, situational factors, and speaker factors.

1.6.1. Listener factors

- 1. Purpose:** Prior to listening, students should be motivated to listen. Providing a purpose will increase their listening abilities; it may be the most cardinal responsibility of a teacher and, perhaps, the most disregarded.
- 2. Experience:** Students who have not had positive experiences in listening and comprehension may struggle more than students who have. This cannot be taken for absolute validity, however, success result in more success.
- 3. Comprehension monitoring of strategies:** Students possessing effective listening skills actively control meaning by continually assessing their understanding of what they hear using various techniques. They relate information to their background knowledge, seek accuracy and meaning in what they hear, paraphrase, or stop the speaker and ask for repetition or further elaboration.

1.6.2. Situational factors

1. Environment: the listening environment must be free of all distractions so as to strengthen the listening experience and help the student focus on the verbal message.

2. Visuals: Visual stimuli through visual aids such as chalk boards, projectors, and pictures can increase the students' comprehension during listening.

1.6.3. Speaker factors

1. Redundancy: Body language, facial expressions, paraphrasing, and repeating may reduce the students' difficulties in mastering listening material as well as understand and remember the message.

2. Pronunciation: According to Bormley as quoted by Seswati (2006, p. 18), correct and meticulous pronunciation increase the accuracy in which a message is received; using the appropriate pitch, stress, and juncture affect listening.

3. Eye contact: The student is more susceptible to appropriately hear and understand a message when a speaker maintains direct eye contact than when a speaker looks at the wall, the ceiling, or over a student's head.

To conclude, the major factors that affect listening are caterogized into various groups which are: listener, situational and speaker factors.

1.7. Difficulties in Listening

There are some difficulties affect students' ability in understanding the listening activities (as cited in Brown, 2003). According to Dunkle (1991), Richards (1993) and Ur (1984), there are eight factors that make listening difficult (as cited in Saya, 2012):

- a. Clustering:** In written language, we tend to hold the sentence as the basic organisational unit; while in spoken language, we dissect speech into smaller sets of words given our short-term memory and our tendency for chunking and clustering.

b. Reduced form: Other than redundancy, which does have a frequent presence in spoken language, there is also a plethora of reduced forms. Reductions can occur on the level of phonology, morphology, or syntax; these create challenging struggles particularly for classroom students.

c. Redundancy: Contrary to written language, the spoken language contains a considerable amount of redundancy. Conversations draw our attention towards rephrasing, repetitions, further elaborations, and the small insertive phrases such as “you know” and “I mean”. This redundancy facilitates students’ understanding as it provides additional time and elucidation.

d. Performance variables: Prepared discourses being the exception, hesitation, pauses, false starts, and corrections are recurrent in spoken language. Students are thus required to practice listening for meaning regardless the distraction performance variables result in.

e. Colloquial language: Learners that are introduced to standard written and spoken language often find unexpected difficulty when exposed to colloquial language, namely idioms, reduced forms, slang, and collective cultural knowledge as these present themselves inevitably at one point or another during a discussion.

f. Rate of delivery: It may be fair to presume that language learners believe that native speakers speak rapidly. Richard (1983) stated in this regard that the amount of pauses a speaker uses is more important for comprehending that utter speed.

g. Stress, rhythm, and intonation: The prosodic features of the English language, i.e. patterns of speech and intonation, play a vital role in comprehension. English, being a stressed time language, may be a thorny subject for some learners given the syllable to stress point ratio.

h. Interaction: Interaction is a fundamental criterion for listening comprehension for a learner, unless he/she is solely interested in developing certain basic skills such as listening

to radio broadcast or attending lectures.

1.8. The Process of Listening

According to Kline (1996), listening is divided into five staged process consisting of hearing, attending, understanding, remembering, evaluating, and responding. These stages occur in sequence and rapid succession (pp. 15-26).

The first stage, hearing, is the bodily physical response to the stimulus of sound waves reaching the sensory receptors of the ears. Hearing is thus the mere reception of sound and does not necessarily involve paying attention; we must hear to listen but we don't need listening to hear.

Second, attending, our brain singles out stimuli sound waves allowing a selected amount to be focused on.

The third stage is understanding. It is the analysis of meaning in the perceived sounds and understanding the symbols seen and heard. In order to understand the stimuli and the perceived symbolic meaning, we need to keep ourselves in the right context and understand the intended meaning. Both the context and our past associations inform the meaning attached to those symbols to insure a successful interpersonal communication; the receiver is required to understand the intended meaning and the assumed context of the sender. The following stage necessitates making note of the importance of background knowledge and of people's need to take into consideration other factors such as general factual information, local factual information, and socio-cultural context knowledge for the sake of a successful communication.

The fourth stage is remembering. An individual does not only receive and interpret a given message, but also stores it in his/her mental bank, which means that they will be able to recall information later. Our memory however, is as selective as our attention; there may also be a difference between what is remembered and what was originally heard or seen.

In evaluating, the fifth stage of the listening process, the active listener assesses the received message by weighing evidence, distinguishing facts from opinions, and determining whether bias and prejudice are present in the message. An effectively active listener does not rush into evaluating too soon for starting it before the message is finished results in disturbing hearing and consequently stopping the listening process.

The sixth and the last stage is responding. It is at this stage that the sender sees if the message was successfully transmitted. The receiver is required in this stage to present feedback through verbal and nonverbal communication because it is the only course of action that informs the sender if whether the message has been recovered or not. It is thus often difficult because we are unable to go back and check comprehension.

1.9. Bottom Up vs Top Down Processing

According to Brown (2006), the cognitive view of language learning has divided into two parts which are: Bottom-up and Top-down process. Bottom up processing is the way to make sense by using grammar, vocabulary and sounds in order to comprehend the spoken language. While, Top-down processing is way to understand what have been said according to similar situation using prior knowledge (pp. 3-8).

Bottom up processing

Hedge (2000) stated that “in the Bottom up part of listening process, we use our knowledge of language and our ability to process acoustic signals to make sense of the sound that speech presents to us”. In other words, in the bottom up processing the listener uses their linguistic information (sounds, words, clauses...etc) and their ability in order to understand the meaning (p. 230).

In the same way, Harmer (2001) argued that in bottom up processing, the listener focuses more to the smallest units of the speech rather than individual words, then the listener combine them to realize understanding.

Top down processing

N-ation and Newton (2008) stated “top down processing involves the listener in going for the whole their prior knowledge and their content and rhetorical schemata to the parts” (p.40). That is to say, the listener uses previous knowledge of the context in order to make predictions about the meaning.

In addition, in the top down process, the listener acquires a general view of the listening passage by “absorbing the overall picture”, this is facilitated when the listener schemata permits them to predict adequately what they are going to come across (Harmer, 2001, p. 201).

Moreover, Brown (2006) defined top down processing as the process of using background knowledge in order to achieve the meaning.

Furthermore, lingzhu (2003) proposed various activities in order to activate students’ previous knowledge like making suggestions, prior questioning, and looking at pictures before listening (pp. 3-4).

More importantly, Cahyono and Widiati (2009) asserted that listeners who use both bottom up and top down processing by combining the new information to the background knowledge are effective listeners.

In conclusion, bottom-up processing is different to top-down processing. In the former, students have to pay attention to specific structures in order to understand the whole meaning; however, the latter is to understand the general meaning by using previous knowledge and without focusing to specific structures. Also, to be effective listener, it is better to combine between both bottom-up and top-down processing.

1.10. Teachers' Role in Listening Activities

Teachers have a prime responsibility in their classes and they can have a central impact on their students to generate friendly environment. Harmer (1991) and Mechackova (2009) (as cited in Seyedeh, 2016) stated that there are eight primary roles for teachers:

1.10.1. A Teacher as an Organizer

Teachers ought to explain what their students want to do in this role, give explicit instructions and beneficial feedback to their students. In addition to preparing the listening lesson and give evident guidance to their learners.

1.10.2. A Teacher as a Controller

Teachers fulfill the whole lesson, arrange what language the students ought to use and when they ought to speak. They decide as well what students should do in the listening phases.

1.10.3. A Teacher as an Evaluator

Teacher should assess the level of their students by giving them a feedback on their performance

1.10.4. A Teacher as a Resource

The teacher is the main source in the class in which he/she gives the students the fundamental advice and aids them to solve their difficulties, especially unknown vocabulary or grammatical patterns.

1.10.5. A Teacher as a Tutor

Teachers perform as a coach and a resource, they aide their learners to promote and expand ideas. They also help their learners in each stage, especially predicting missing information.

1.10.6. A Teacher as an Investigator

Teachers pay attention to the activities in their lessons and evaluate the performance of their learners through assessing the listening activities advantages.

1.10.7. A Teacher as a Prompter

Teachers motivate their students to participate in the activities and give recommendations about it. They should back their students during every phase of listening activity so they can be successful.

1.10.8. A Teacher as a Participant

Teachers participate and engage in the listening activities, and have to be aware of leading in these activities. They are able to ameliorate the classroom atmosphere. Teachers take part in pre and post listening activities like discussions and role plays.

1.11. Ways to Improve Listening Skill

Improving listening is a top priority for foreign language students in order to understand the spoken language. According to Doverspike (2006) there are a lot of ways to use them when listening in order to enhance listening skill:

Limit the student's own talking: It is believed that successful communication consists of 99% listening and 1% talking. It is thus preferable that students refrain from talking while listening because if they are thinking about what to say, then they are not really listening.

Think like the person who is speaking: The listener can only understand the issues and the needs of speaker, which do matter, if he/she does not involve his/her point of view.

Ask clarification questions: the listener has to seek clarification if he/she fails to understand something or misses a point.

Do not interrupt or change the subject: Pauses, whoever short or long they may be, do not mean that the speaker has finished talking.

Concentrate on what you are hearing: The listener has to concentrate on what the speaker is saying, a good practice for that is shutting out outside distraction and listening with one's eyes.

Turn off your own worries: This may be a laborious task, however, personal matters do not have any relation to the subject being dealt with. They hinder receiving the message by forming an internal "static".

Consider taking notes: Note taking can prove to be helpful in certain cases as they assist the student to remember key points. It should be done selectively however, writing everything down may result in leaving the student behind or in retaining irrelevant information while disregarding the main points.

Listen for ideas, not just words: the listener has to gain the bigger picture and be attentive for main themes rather than isolating segments of speech. Use interjections to punctuate your listening: Interjections like "yes" and "I see" demonstrate the attentiveness of the listener. But it must not be overdone and must be after the speaker has finished his/her point.

Prepare in advance: Preparing remarks and questions ahead of time leave the student room for listening.

React to ideas, not to persons: The listener should base his reactions on principles rather than personality. He/she is thus required to control his temper at the dislike of mannerisms.

Do not argue mentally: The listener should not allow himself/herself to get irritated by what is said and try to find points of agreement to better understand the speaker's perspective.

Do not jump to conclusions: The listener needs to refrain from making assumptions regarding what is about to be said or mentally trying to finish the speaker's sentences;

listen and learn.

Practice silence: "Listen" and "silent" are words composed of the same letters; silence is thus a pivotal criterion in effective listening. The listener can practice holding his/her tongue through meditation for example in order to develop better listening skills.

Therefore, being a good listener is one of the most important life skills that everyone can have if s/he follows certain ways.

Conclusion

In this chapter, we have presented a theoretical background about listening skill. We have introduced various definitions of listening skill. Then, we made differences between hearing and listening. After that, we spot light on importance, types, stages of listening skill. In addition, we presented process, difficulties, factors affecting listening and strategies to develop listening skill.

Chapter Two

An Overview of Audio Authentic Materials in Learning Foreign Language

Chapter Two: An Overview of Audio Authentic Materials in Learning Foreign Languages

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Introduction

Teaching materials has become an essential part of the learning process in and out of the class. One of the most useful types of authentic materials that are used by EFL students is audio authentic materials like songs, films, new broadcasts, and audio books. This kind of authentic materials is beneficial in helping students learn English language in better way; for example: pronunciation, speed of speech, vocabulary and other aspects of language and it helps students to develop their listening skill.

In this chapter, we will shed light on the importance of using audio authentic materials in developing EFL students' listening skill; it first will give different definitions of the term authentic materials, it will also give various definitions of the concept authenticity and its types. Next, the chapter will provide a comparison between authentic and non-authentic materials. Then, we will deal with categories of authentic materials. Moreover, we will identify sources, types and criteria for selecting audio authentic materials; then, we will deal with their advantages and disadvantages. In the final, we will deal with levels of using audio authentic materials.

2.1. Definition of Authentic Materials

Authentic materials are print, video and audio materials created by native speakers for real life purposes, but not for pedagogical purposes.

The term "Authentic Materials" have been defined from different point of views; for example, Gilmore (2007) defined authentic materials as any sort of materials that are taken from real world and not specifically created for the purpose of language teaching; he added that these materials can be in term of text, visual or audio materials and it can be relia such as tickets and map. Also (Nunan, 2010) stated that authentic materials are created with some real life objectives, but not created for language learning purposes.

In addition, Longman Dictionary of Applied Linguistics suggested the following definition “the degree to which language teaching materials have the qualities of natural speech or writing. Texts which are taken from newspapers, magazines, etc. and tapes of natural speech taken from ordinary radio or television on programs, etc, are called authentic materials”. In other words authentic materials are texts that consist of natural language which can be spoken like ordinary radio or written like newspaper. Also, Peacock (1997) stated that authentic materials are materials that have been created to accomplish some social aims in the language community.

Another definition suggested by Wallace (1992, p. 145) explained that authentic materials as real life text that are not written for education objectives. Forman as cited in Underwood (1989, p. 58) defined authentic materials as “any text is authentic if it was produced in response to real life communicative needs. The term can be applied to any sort of text, written or spoken” that is to say that authentic materials are any kind of written or spoken text created to real life situations.

From the above definitions, we can say that authentic materials are any types of written or spoken language created by native speakers for real life purposes, but not for language teaching purposes.

2.2. The Notion of Authenticity and Its Types

2.2.1. The notion of authenticity

According to some scholars, authenticity is very essential because it prepares the learner to use the target language in real world situations. The notion of authenticity has been emerged with the development of new method, communicative language teaching as a rejection of previous methods and approaches of teaching and learning. The concept of authenticity has been defined by many researchers. In this context, Tatsuki (2006, p1) defined authenticity as synonymous with reliability, validity, truthfulness

and legitimacy of materials. Also, Lee (1995) stated that authenticity in text is created for real communicative purposes but not for teaching purposes. In addition, Taylor (1994) stated that authenticity is not only connected with language content, but also it concerns the participants of communication, the ways of using the language and the interpretation on of setting and the activity. Moreover, Mishan (2005) preferred to set some criteria for authenticity instead of definition the term. According to Mishan, authenticity is a factor of the:

- The text material provenance and authorship.
- Original communicative and socio-cultural objective of the text material.
- Original context of the text such as its source and socio-cultural context.
- Learning activity arisen from the text.
- The perceptions, attitudes and activity related to the text.

2.2.2. Types of Authenticity

According to Breen (1985, p. 67), there are four broad types of authenticity within language teaching:

1. Authenticity of the text: it refers to the use of input data for students in order to enable them to enhance their interpretation.
2. Authenticity of the learners' own interpretations of such texts: it refers to the students' ability to interpret the meaning from the text.
3. Authenticity of the tasks conducive to language learning: it refers to the chosen activities given by the teacher for the students in order to be engaged in an authentic communication.
4. Authenticity of the actual social situation of the language classroom: it refers to the setting where the students share the problems, achievements and overall process of language learning.

In summary, authenticity is the quality of being real or true and it should be associated with the language of the text, the participants, the related tasks and the context.

2.3. A Comparison between Authentic and Non-authentic materials

Hedge (2000, p. 240) identified a number of features that distinguish authentic and non-authentic language as will be explained in the following table:

Authentic Language	Non-authentic Language
Variation in the speed of delivery often fast	Slow pace with little variation
Natural intonation	Exaggerated intonation pattern
Natural features of connected speech: elision	Carefully articulated pronunciation
Variety of accent	Received pronunciation
Any grammatical structures natural to the topic	Regularly repeated structures
Colloquial language	More formal language
Incomplete utterances	Complete utterances
Restructuring in longer more than complex sentences	Grammatically correct sentences
Speakers interrupt or speak at the same time	Speakers take careful turns
Speakers use ellipsis (i.e., miss out parts of sentences)	Ellipsis infrequent
Background noise present	Background noise absent

Table 2.1: A comparison between authentic and non-authentic language (Hedge, 2000, p. 240)

As can be noted in the table above, a lot of features differentiate authentic materials from non-authentic materials. As far language is concerned, authentic materials provide a close contact with the target language which help students to access all the natural features of the natural language such as pronunciation, intonation and incomplete structures that are used to explain meaning.

2.4. Categories of Authentic Materials

There are different kinds of authentic materials that are used by teachers in order to make teaching and learning more motivated and interested. According to Gemhared (1996), authentic materials are classified into three types as follow:

1. **Authentic printed materials**, such as: newspaper articles, movie advertisement, sports reports, obituary columns, lyrics to songs, restaurant menus, tourist information brochures, comic books, and maps.
2. **Authentic visual materials**, such as: slides, photo graphs, paintings, pictures from magazine, wordless picture books, stamps and wordless street signs.
3. **Authentic listening materials**: such as: radio, news, cartoons, songs, professionally audio taped, short stories and novels, documentaries and sales pitches (as cited in Al-Azri & Al-Rashdi, 2014).

In other division, according to Laniro (2007), authentic materials are divided into two categories which are print material and auditory materials.

1. **Print materials**: such as patching slips, web sites, street signs, traffic tickets, report cards, food labels, magazines, newspapers, and greeting cards.
2. **Auditory materials**: such as: radio broadcasts, podcasts, television programs, movies and e-books. This last type is the main concern subject in this research area.

In an attempt of define audio authentic materials, the UCLA International Institute (2007) defined authentic listening materials as materials created for native speakers which can include audio, CD, video or other digital medium. These kinds of materials are obtainable through purchase in a book shopping, internet or through subscription.

2.5. Sources of Audio Authentic Materials

In today's globalized world, there are different sources of authentic listening materials that are available for teachers in order to use them for real need communication purposes. The most common exploited sources are: Radio, television, Audio taped, Video and internet.

1. Radio: is one of the most interesting sources for teaching listening. Using the radio is a mean to improve students' language proficiency and to exposure students in real life situation. Tomtaline (1986) stated that listening to radio is a marvelous way of enhancing listening abilities. Also, Miller (2003) mentioned various radio stations like BBC world service and voice of America (VOA) are helpful for students to understand the language. Moreover, Flowerdew and Miller (2005) presented some benefits that radio gives for students in practicing the listening task; they are:

- **Extensive listening practice:** student can enhance an ear listening at any time
 - **Access to native speakers' models:** permits students to listen to native speaker in different contexts and improve their listening comprehension in the target language.
 - **Accessibility:** the appropriate way of listening practice is listening to foreign language via radio that students can have.
 - **Opportunity to listen creatively:** "the listening activity is telescoped by the ear but expanded by the eye" that is to say listening to radio can innovate an enjoyable world rather than the real world context (Tomlinson, 1986).
- 2. Television (TV)** is one of the authentic sources that provides foreign language students with materials which are not only in form of audio, but also in form of

visual. Tomaline (1986) pointed out that students benefit from television while using in the classroom. These are as follows:

- a. TV in English class offers visual and audio clues to meaning: this means that television can help the student to understand the meaning not only learn the language but see the context in which it is used.
- b. TV brings the outside world into the classroom: in other words, television allows the teacher and student to talk beyond the limits of the classroom.
- c. TV can introduce the culture of the target language into the classroom: this means that the students can discover the culture and tradition of foreign language users through using television in the classroom.
- d. TV is a powerful motivator; that is to say that television motivates the students to learn the language in an attractive way.

Moreover, Mishan (2005) stated that the teachers should be aware about the formula of such programs and the kind of topics when they use the television.

- 3. Audio taped:** among the resources used in the classroom, audio tapes are considered as an authentic source to use it in listening. Flowerdew and Miller (2005) stated that audio cassette players are the simple method for students to practice listening. Also, Harmer (1998) pointed out that exemplifying a various topics from taped materials like news broadcasts, speeches, telephone conversations and advertisements are the main methods of exposing students to spoken English. Moreover, Hedge (2000) stated that audio materials expose students to a various of listening situations, speakers, voices and speaking speeds. In addition, Flowerdew and Miller (2005) presented some causes for using audio taped in the classroom:

1. **Extensive listening practice:** it helps students to understand the general meaning from the spoken text, listening for pleasure and differentiating among a variety of accents.
2. **Intensive listening practice:** repeating a tape for many times helps students to enhance their listening skill. This permits students the opportunity to concentrate on the separated points of the language through listening to key words, pronunciation and intonation, etc.
4. **Video:** is one of the most appreciated materials that is applied in language learning and teaching. According to Stempleski (1987), using suitable video material in teaching language lessons is aimed to help EFL students in order to get oriented for both language use and cross cultural interactions with English native speakers. Also, in (1990), he stated that video enables teachers to present a variety of challenging techniques over audio like using pictures only, sound only or pictures and sound together in order to generate new information. Moreover, Sherman (2003) pointed out that teachers can present different aspects of real life into the classroom through using video. In addition, researchers present advantages of using video to language students. Some of these advantages are:
 - It provides authentic context of language use.
 - It raises students' motivation to listen.
 - It provides students with paralinguistic features of spoken language compared with radio.
 - It helps students to understand the cultural context (as cited in Mamo, 2013).
5. **Internet:** is considered as a vast source that is used in language learning; it offers various sites which consist of listening materials produced by native speakers like songs, stories, telling and conversation. Wilson (2008) maintained that there are

various of English language learning websites, consisting different listening texts, questions, answers and explanation which students can download some of these authentic materials and use it in classroom or at home. In addition, Berardo (2006) pointed out that internet is the most useful sources because teachers can get articles, audio clips, podcasts and video from the internet.

Therefore, these sources can provide teachers and students with good sample of materials that have relation to the real world.

2.6. Criteria for Selecting Audio Authentic Materials

The selection of audio authentic materials should be based on student's needs. Criteria for selecting audio materials differ as scholars suggest various views on the issue. To illustrate, Berardo (2006) stated that there are three main criteria for choosing authentic materials which are:

- **Suitability of content:** refers to the appropriate choice of authentic materials that be based on students' needs and interest.
- **Exploitability:** refers to how the text can be used in order to develop students' competence and teaching purposes.
- **Redability:** is used to describe the combination of structural and lexical difficulty of the text in addition to the number of new vocabulary and grammatical forms.

In the same idea, Segni (2009) pointed out some criteria have to be taken into consideration:

- **Authenticity:** the choosing materials should be authentic.
- **Accessibility:** the selected materials should be not difficult for the student to understand and adequate for the teacher.

- **Appropriateness:** authentic materials should be applied according to student's age, level needs and interest.
- **Applicability:** authentic materials should suit the teaching context and the goal should be achieved.
- **Adaptability:** authentic materials should be adaptable for students in order to ensure student's understanding.

In conclusion, all these criteria should be taken into consideration by the teachers for their students in order to achieve certain goals.

2.7. Advantages of Using Audio Authentic Materials in EFL Classes

Applying audio authentic materials have been defended by a great number of researchers thanks to numerous benefits. Among these researchers Peocok (1997) indicated that the use of authentic materials enhance student's level in the target language rather than artificial materials. Also, Curiento and Morely (2001, p. 347) stated that authentic materials is significant because they increase students motivation, expose students to real language and provide students with cultural information. In addition, Harmer (1994) stated that student can profit from authentic materials as these types of input help students to increase language production, to acquire the language in easier manner and to enhance their confidence when they use the language in real life situation.

Moreover, Glisan (1994) claimed that "student's process information in meaning full way take responsibility for their own learning and become independent learners" (as cited in Segni, 2009, p. 43). That is to say, authentic materials are the suitable method for students in order to make them independent students. Underwood (1989) stated that authentic materials permit students to hear a much more real act of communication. She indicated that authentic material provides students a true representation speech with

hesitation, false starts and mistakes that will enable them to cope with real life speech when they meet outside the classroom. Also, Breen (1985) pointed out that use of authentic material in listening allows students to have intermediate and direct contact with input data. Also, Field (1998) stated that authentic material helps students to be familiar with the target language.

Furthermore, Philips and Shethesworth (1978), Peocok (1997), Clarck (1989) claimed that authentic materials are preferable over continued materials, they argued that authentic materials have a positive effect on learner motivation. They also pointed out that authentic materials provide authentic cultural information, and they provide exposure to real language (as cited in Richard, 2001).

To sum up, audio authentic materials have positive effects on students in the foreign language classroom because they expose students to real language and they feel that they are learning the real language and they focus more on students needs.

2.8. Disadvantages of Using Audio Authentic Materials in EFL Classes

Although some researchers argued that audio authentic materials have a positive effect in teaching the foreign language, there are some researchers were against the idea of using audio authentic material in classroom.

For instance, Richard (2001) pointed out that authentic materials consist difficult language, unneeded vocabulary items and complex language structure. Similarly, Kilichay (2004) believed that students at lower level feel frustrated and demotivated when they use authentic materials in class because at these levels lack many lexical items and structures that are used in the target language. Also, Kim (2000) believed that at the earliest stages authentic language may not expose students to comprehensible input. In addition, Martinez (2000) stated that authentic materials difficulties as:

- Complex structures that are difficult for beginners.

- Authentic materials might not relate to students' needs.
- Varied accents and dialects in listening make difficulties in understanding the context.
- Authentic materials can become outdated easily.

In conclusion, we can claim that the advantages of using audio authentic materials in teaching outweigh the disadvantages. Therefore, teachers can overcome such disadvantages by carefully selecting audio authentic materials.

2.9. Types of Audio Authentic Materials

Using varied types of audio authentic materials helps students to achieve more development in language classroom and to develop their listening skill, the common ones are listed below:

- **Songs:** listening to songs in classroom is one of the effective methods in teaching listening skill because nowadays students can listen to music everywhere and at any time. Wislon (2008) stated that songs and music create an enjoyable learning atmosphere in classroom since they may consist stories that motivate students. He added also that listening to songs helps students to focus on aspects of pronunciation like stress pattern, rhythm and intonation. In addition, Register (2001) emphasized the importance of music as teaching method to teach selected materials and keep the academic skill (as cited in Su, 2007).
- **Films:** watching a film in classroom is an enjoyable and existing method of getting language inputs with verbal and visual stimuli which enhance students' listening skill. In this respect Gilmore (2007) claimed that audio visual authentic materials like films provide affluent source of input for students and the potential to be exploited in various methods on various levels to enhance students' communicative

competence. Moreover, Ismail study (2012) stated that filming is tool that increase interest and help student to develop their comprehension because the medium present language in natural way with authentic situation.

- **Conversations:** recorded live conversations are rich source to enhance students' listening abilities. Underwood (1989) called this as an "eavesdropping", teachers can record conversation in situations where many groups of people are speaking in the same time for building later discussions with students. Flowerdew and Miller (2005) saw conversations as "a very social activity in which both speaker and hearer affect the nature of the message" that is to say that the conversational partners influence the nature of the message.
- **New broadcast:** is one of the beneficial tools in teaching listening skill. Brinton and Gaskill (1978) argued that live broadcast can have positive results on acquiring the English language. Using this kind of materials can be difficult for students because they may feel shocked and claim that they do not understand anything. These difficulties might be due to the cross cultural aspect. Therefore, teachers must be patient when they are dealing with broadcasting live language.
- **Guest speakers:** inviting proficient or native speaker into classroom is an effective way to provide student with a live and real time listening and it gives students the opportunity to interact with natural speech in a way that is impossible with any other type of listening material (Wilson, 2008). Also, it gives students the opportunity to listen to new native speakers and to hear about the foreign culture (i.e., if the speaker is foreigner).

Besides, the above types of audio authentic materials, Laniro (2007) identified another sorts of auditory materials such as phone messages, E-books, products, movies and television programs.

In conclusion, different kinds of audio authentic materials play a significant role in the language learning process as it develop students' listening skill.

2.10.Levels of Using Audio Authentic Materials

Students' level should be considered in selecting audio authentic materials. Students can be lower level, intermediate level or advanced level.

Researchers such as Kilichay (2004) and Kim (2000) argued that authentic materials can be used only with intermediate and advanced level. In addition to this, Cueriento and Morely (2001) claimed that authentic materials can be used in classroom with post-intermediate level because at this level students master a wide of vocabulary in the target language and all of the structures. In contrast, McNeil (1994), Miller (2005) argued that authentic materials can be used at all levels of students even lower level, they argued that early exposure will help students to enhance strategies for more complex tasks later on.

Therefore, audio authentic materials can be used at any level; nevertheless, teachers should take into consideration the level of students when they use authentic materials.

Conclusion

This chapter was an attempt to review the essentials of audio authentic materials. It presented different definition of authentic materials and authenticity with its types. Then, we presented the difference between authentic and non-authentic language. Also, we tackle about categories of authentic materials. After that, we focused on audio authentic materials with its sources. Moreover, we highlighted advantages, disadvantages, types and levels of using audio authentic materials.

Chapter Three

Field Work and Data Analysis

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Introduction

The present chapter is based mainly on finding out the relation between both audio authentic materials and listening skill among EFL students. The instrument used to confirm or reject the hypothesis that we have suggested is a questionnaire addressed to both teachers of oral expression and EFL first year students. The teachers' questionnaire aims at investigating the teachers' opinion about the importance and implementation of audio authentic materials as paramount strategy in developing their students' listening skill; while, the students questionnaire is designed to discover whether students are aware about the significance of using audio authentic materials in order to enhance their listening skill or not.

3.1. The Teachers' Questionnaire

3.1.1. Aim of the Questionnaire

The target aim behind teachers' questionnaire is to gather data from their opinions and attitudes towards the role of audio authentic materials as strategy in order to develop EFL students' listening skill.

3.1.2. Description of the Questionnaire

The questionnaire is intended for oral expression teachers at Biskra University. The questions included in this questionnaire are either closed questions for which teachers are supported to answer with "yes" or "no" or choose the appropriate answer. Furthermore, the questions are open-ended questions for which teachers give justifications for their answers. The questionnaire is composed of three sections.

Section (1): General Information (from item 1 to item 4)

This section is devoted to collect data about background and personal information. It contains data about their educational degree, their experience in teaching English at

University in general and oral expression module in particular and their attitudes towards teaching oral expression with justifying their answers.

Section (2): Listening Skill (from item 5 to item 10)

This section is concerned with listening skill. At first, the respondents were asked to specify the relationship that exists between listening and foreign language proficiency. Then, they were asked if they rely on listening sessions/tasks when teaching oral expression. The following question, teachers were asked to evaluate their students listening skill. After that, teachers were requested to know if their students face difficulties during the listening tasks or not, with justifying their answer when they choose “yes”. Also, they were asked about the main reasons behind EFL students listening difficulties. The last question is about teachers techniques to overcome their students listening skill.

Section three: Audio authentic Materials (from item 11 to item 15)

The third section which is the last one consists questions about audio-authentic materials. The first questions about determining the relationship that exists between listening and language proficiency. The next question about whether teachers use audio-authentic materials or not. Then, they were asked about their views about whether the use of audio authentic materials will improve EFL students’ listening skill or not with justifying their answers. In the following question, teachers were asked if they select audio authentic materials with justifying their answers if they choose “yes”. Then, they were asked about the degree of benefit of audio authentic materials for EFL students. In the last question, teachers were asked about their most difficult listening task stage. At the end, of the questionnaire, we added a space for further comments or suggestions.

3.1.3. Administration of the Questionnaire

The teachers’ questionnaire is administrated to oral expression teachers at Biskra University. It is administrated to more than twenty teachers online through their emails.

After three weeks we have received only six answers of the questionnaire. So we have decided to work with six (6 teachers) and the questionnaire took from May 12, 2020 to Juin 1, 2020.

3.2. Analysis of the Teachers' Questionnaire

Section One: General Information

Item 1. Teachers' educational degree

Table 3.1 Teachers' educational degree

Option	Participants	Percentage
a) Master	0	0%
b) Magister	4	67%
c) Doctorate	2	33%
Total	6	100%

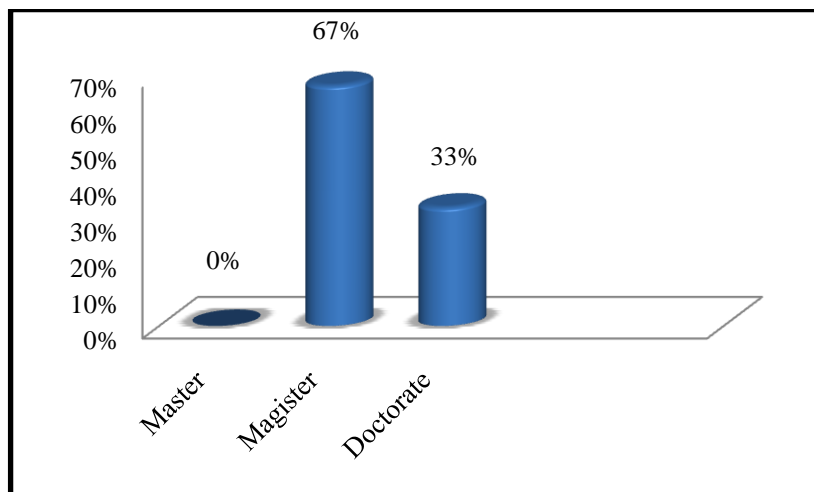


Figure 3.1 Teachers' educational degree

As indicated in the table above that the majority of teachers of a rate of (67%) and which represent four teachers (4) have a Magister degree; while, two teachers with the percentage (2%) have a Doctorate degree and no one of them have a Master degree. These results are helpful for us to collect data from teachers with different high degrees.

Item 2. Teachers’ experience in teaching English at university

Table 3.2 Teachers’ experience in teaching English at university

Option	Participants	Percentage
a) 1-5 years	1	17%
b) 5-10 years	3	50%
c) More than 10 years	2	33%
Total	6	100%

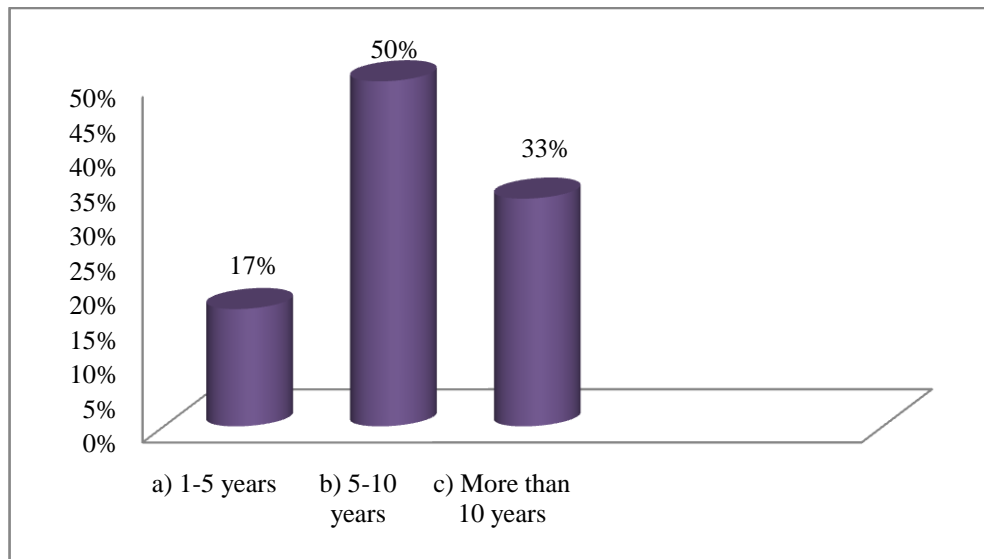


Figure 3.2 Teachers’ experience in teaching English at university

the table above illustrated that there are three teachers (3) who have a teaching EFL from five to ten years (5-10); whereas, two teachers (2) teach EFL more than ten (10) years; while, one (1) teacher teaches EFL from one to five years (1-5). This latter is positive because it guarantees that the next responses will collect from teachers with different experiences in teaching EFL at University level.

Item 3. Teachers’ period of teaching oral expression

Table 3.3: Teachers’ Period of teaching oral expression

Participants	Teacher (1)	Teacher (2)	Teacher (3)	Teacher (4)	Teacher (5)	Teacher (6)
Years	2 years	3 years	30 years	20 years	5 years	2 years

As shown in the table above, all teachers involved in this study have rational years of experience that range from two (02) to thirty (30) years. This means that our participants are experienced in teaching oral expression and this is positive because we will have various view points and perspectives about the subject under investigation.

Item 4. Teachers’ attitudes towards teaching oral expression

Table 3.4 Teachers’ attitudes towards teaching oral expression

Option	Participants	Percentage
a) Easy	1	17%
b) Difficult	1	17%
c) Somehow difficult	4	66%
Total	6	100%

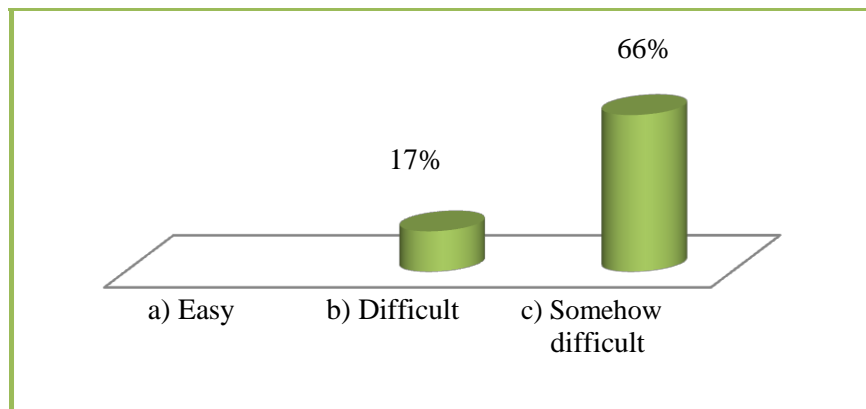


Figure 3.3 Teachers’ attitudes towards teaching oral expression

According to the table above, four teachers (4) out of six teachers (6) argued that teaching oral expression is somehow difficult. While, one teacher (1) pointed that teaching oral expression is easy. However, only one teacher (1) stated that teaching oral expression is difficult. We can deduce that oral expression is not easy to be taught.

Teachers’ Justification of their answers

In this question, teachers were requested to justify their answers. Starting with the first teacher (T1) who stated that teaching oral expression is easy, he asserted that teaching is matter of experience. That is to say, the more you teach, the more the task gets easier; while, teacher (T2) stated that teaching oral expression is difficult. He claimed that it needs

a consistent preparation, lots of materials and adequate environment. Also, he added that nothing is available; however, teachers who claimed that teaching oral expression is somehow difficult, they gave us some reasons for example, teachers three and six (T3, T6) shared the same reason which is teaching oral expression needs all skills qualification and language culture. Also, teachers four and five (T4, T5) stated that teaching oral expression requires a good mastery of the teaching techniques and need a much preparation. From teachers' justification, we can conclude that teaching oral expression is somehow difficult and it needs teachers' effort.

Section Two: Listening Skill

Item 5. Kind of relationship that exists between listening and foreign language proficiency

In this question, teachers were asked to give us the kind of relationship that exist between listening skill and language proficiency. According to (T1), it is relation of adapt ability of the foreign sound and pronunciation. Also, (T2) stated that it is casual relationship. In addition, (T3) stated that listening skill is highly important in foreign language learning because it is language exposure where learners decide the message. The more students understand the speakers' language, the more they gain proficiency. Moreover, (T4; T6) share the same idea that listening and foreign language proficiency are interwoven. Additionally, (T5) asserted that it is a fertile and corrective source of foreign language learning. He added that it is tight relationship. We can conclude that listening is very important skill in order to gain foreign language proficiency.

Item 6. Teachers' responses about whether they rely on listening tasks or not

Table 3.5 Teachers' responses about whether they rely on listening tasks or not

Option	Participants	Percentage
a) Yes	5	83%
b) No	1	17%
Total	6	100%

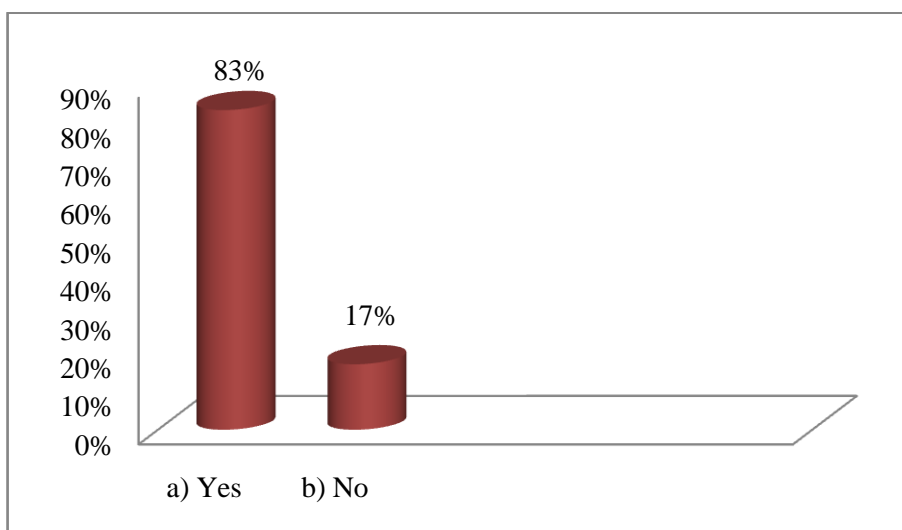


Figure 3.4 Teachers' responses about whether they rely on listening tasks or not

The collected results show that the majority of teachers (83%) rely on listening sessions when they teach oral expression. However, one teacher (17%) does not rely on listening session. Therefore, teachers are really aware of the importance of listening tasks.

Item 7. Teachers' evaluation of their students' listening skill

Table 3.6 Teachers' evaluation of their students' listening skill

Option	Participants	Percentage
a) Excellent	1	17%
b) Average	3	50%
c) Good	2	33%
d) Poor	0	0%
Total	6	100%

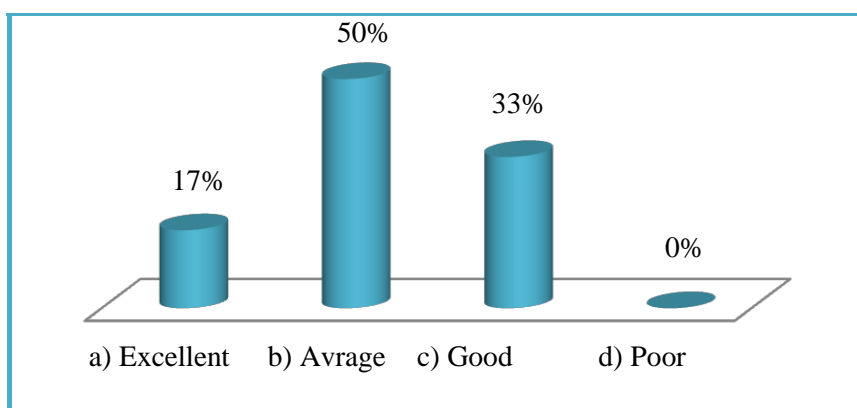


Figure 3.5 Teachers' evaluation of their students' listening skill

As it is illustrated above, three (3) teachers stated that their students listening skill is average; however, two (2) teachers claimed that they are good while only one teacher (1) pointed out that they are excellent and no one of them stated that their students listening skill is poor. Therefore, the majority of students have an average level in the listening skill.

Item 8. Teachers’ responses about whether their students face any difficulties during the listening tasks or not

Table 3.7 Teachers’ responses about whether their students face any difficulties during the listening tasks or not

Option	Participants	Percentage
a) Yes	4	67%
b) No	2	33%
Total	6	100%

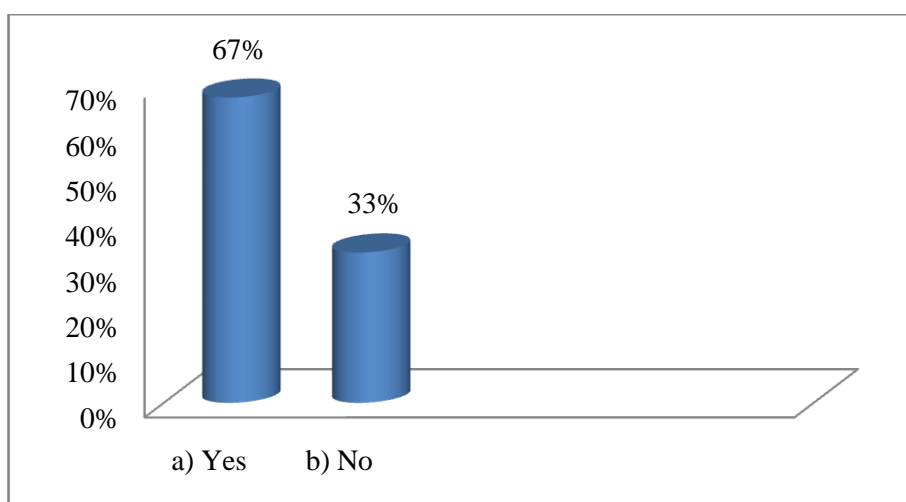


Figure 3.6 Teachers’ responses about whether their students face any difficulties during the listening tasks or not

According to the table above, four (4) teachers claimed that their students face difficulties during the listening tasks. While, two (2) teachers stated that their students do not face difficulties. Thus, listening is not an easy task and for that student encounters difficulties.

Teachers’ Justification if they choose “yes”

In this question, teachers who answered with “yes” were asked to give us kind of

difficulties that their students face during listening tasks. (T1) stated that speed of delivery and new vocabulary are the main difficulties that students face. In addition, (T2; T4) shared the same difficulties that their students face which are inability to comprehend authentic materials and unfamiliarity with words. Furthermore, (T3) asserted that the main difficulty that students encounter is different accent since they do not have much exposure to various accents. So, there are various kinds of difficulties that make barriers to students in order to master the listening tasks.

Item 9. The main reasons behind students’ listening difficulties from teachers’ points of view

Table 3.8 The main reasons behind students’ listening difficulties from teachers’ points of view

Option	Participants	Percentage
a) Lack of exposure	0	0%
b) Lack of materials	0	0%
c) Students' learning styles	0	0%
d) Students' attitudes towards learning English	0	0%
e) Class environment	0	0%
f) All of them	3	50%
h) More than one choice	3	50%
Total	6	100%

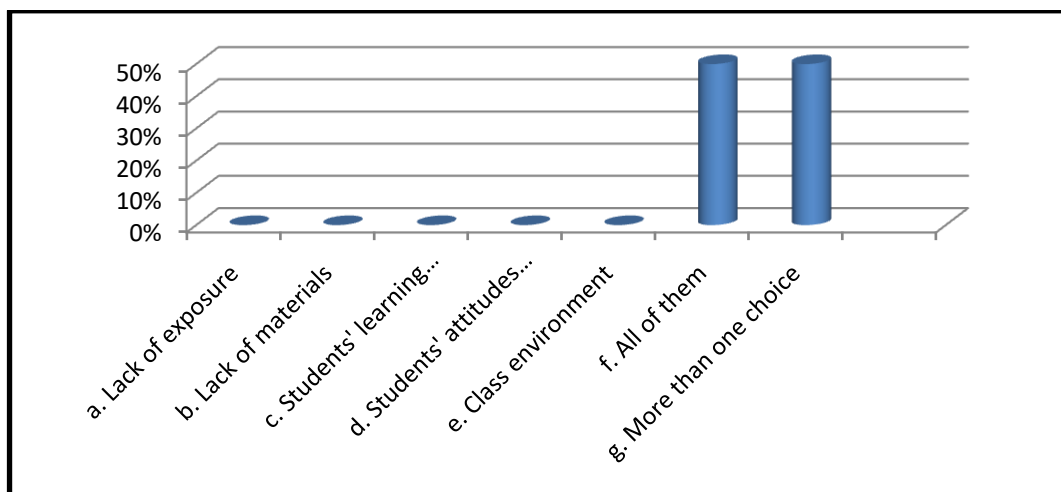


Figure 3.7 The main reasons behind students’ listening difficulties from teachers’ point of view

As it is clearly observed, three teachers (3) argued that the main reasons behind students' listening difficulties are based on all the options that are mentioned in the table above. Similarly, three teachers (3) chose that more than one option that make students' face difficulties in listening skill. In addition, one of them (1) added that lack of motivation and lack of listening are also main reasons behind students' listening difficulties. So, there are various reasons that make students face difficulties in the listening skill.

Item 10. Teachers' strategies to help students overcome the listening difficulties

Overcoming students' listening skill problems can be done in a various of ways teachers have provided us some strategies. (T1) and (T5) stated that listening to English songs and watching original versions movies help students to overcome their difficulties. In addition, (T2) and (T6) claimed that diversity in topics and keeping conversation open are helpful strategies for students difficulties. Furthermore, (T3) and (T4) asserted that repetition of the listening tasks is a strategy for students difficulties. So, teachers are aware of their students' listening difficulties and they follow certain strategies to overcome the difficulties.

Section Three: Audio Authentic Materials

Item 11. Teachers' responses about whether they use any audio authentic materials or not

Table 3.9 Teachers' responses about whether they use any audio authentic materials or not

Option	Participants	Percentage
a) Yes	5	83%
b) No	1	17%
Total	6	100%

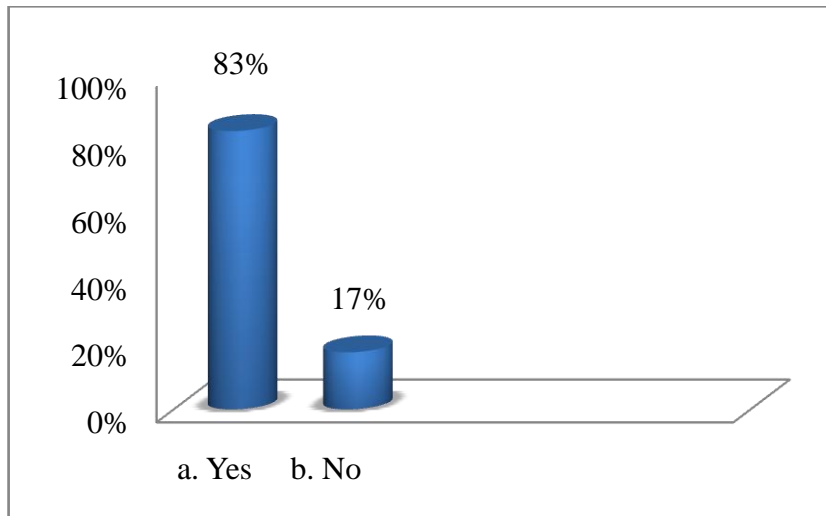


Figure 3.8 Teachers’ responses about whether they use any audio authentic materials or not

As it is clearly observed in the table above, five teachers (5) stated that they use audio authentic materials. However, only one teacher (1) claimed that s/he did not use it. This means that the majority of teachers have a positive attitude towards using audio authentic materials in classroom.

Item 12. Teachers’ views about whether the use of audio authentic materials will improve EFL students’ listening skill or not

Table 3.10 Teachers’ views about whether the use of audio authentic materials will improve EFL students’ listening skill or not

Option	Participants	Percentage
a) Strongly disagree	0	0%
b) Disagree	0	0%
c) Neutral	0	0%
d) Agree	2	33%
e) Strongly agree	4	67%
Total	6	100%

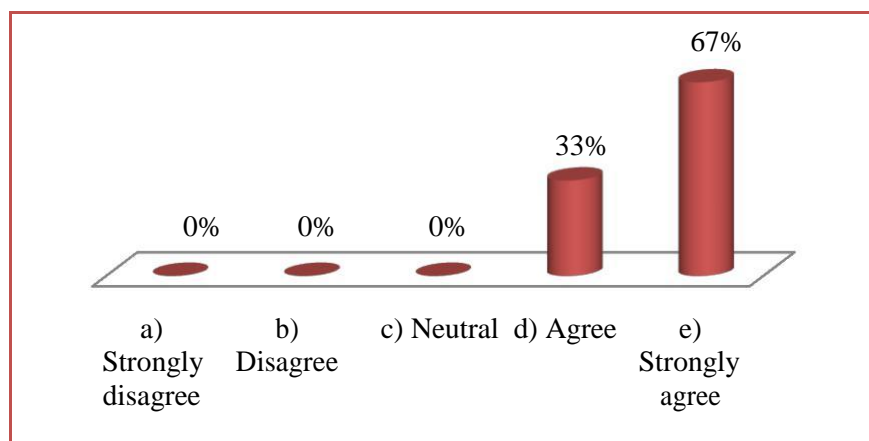


Figure 3.9 Teachers' views about whether the use of audio authentic materials will improve EFL students' listening skill or not

As it is illustrated above, four teachers (4) strongly agreed about the use of audio authentic materials in order to improve students' listening skill; while, two teachers (2) agreed about using audio authentic materials to develop students' listening skill. However, no one of teachers strongly disagreed or disagreed about the use of audio authentic materials. So, audio authentic materials improve students listening skill.

Teachers Justification of their answers

Teachers who are strongly agreed about the use of audio authentic materials in order to develop students listening skill provided us with some reasons. (T1) elucidated that audio authentic materials is a source of motivation to learn the language. Also, (T2) claimed that these kinds of authentic materials help students to understand the target language. In addition, (T3) and (T4) asserted that audio authentic materials help students to be more exposed to the target language; while, (T5) and (T6) agreed that audio authentic materials develop students' listening skill. They asserted that audio authentic materials help students to acquire new vocabulary and to be familiar with words. Consequently, audio authentic materials are helpful strategies in order to develop students' listening skill.

Item 13. The existence of any specific criteria for selecting audio authentic materials

Table 3.11 The existence of any specific criteria for selecting audio authentic materials

Option	Participants	Percentage
a) Yes	6	100 %
b) No	0	0%
Total	6	100%

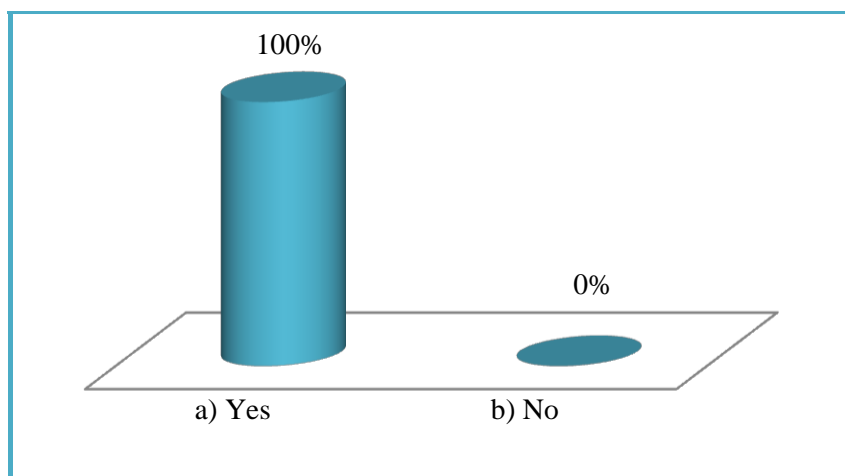


Figure 3.10 The existence of any specific criteria for selecting audio authentic materials

The data shown in the table above indicates that all teachers (6) argued that there are specific criteria for selecting audio authentic materials. Thus, there are a certain criteria that teachers follow in order to select the appropriate audio authentic materials.

Teachers Justifications of their answers

Teachers' justification proved that selecting audio authentic materials have a certain criteria. (T1) and (T3) asserted that selecting audio authentic materials should be easy for the students to understand and suitable for the teachers. Also, (T2) and (T6) elucidated that they should fit students' level and age. In addition, (T4) and (T5) pointed out that they should serve communicative goals. Therefore, suitable audio authentic materials should be selected based on certain factors.

Item 14. The degree of the benefit of audio authentic materials for EFL students

Table 3.12 The degree of the benefit of audio authentic materials for EFL students

Option	Participants	Percentage
a) Very beneficial	5	83
b) Beneficial	1	17%
c) Not beneficial at all	0	0%
Total	6	100%

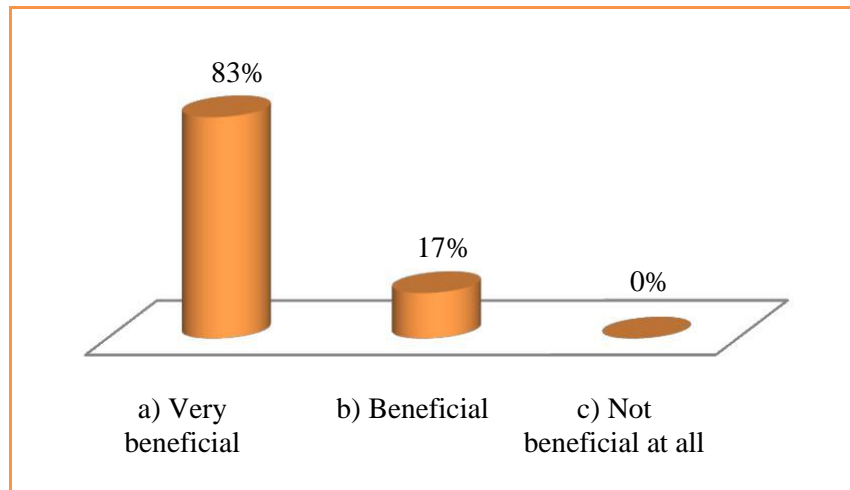


Figure 3.11 The degree of the benefit of audio authentic materials for EFL students

The results above reveal that five teachers (5) confirmed that audio authentic materials are very beneficial for EFL students; while, one teacher (1) stated that they are beneficial. However, no one of the participants claimed that they are not beneficial for EFL students. Hence, for the majority of participants' answers, we can deduce that audio authentic materials can be of great benefit for EFL students.

Item 15. The most difficult listening task stage for teachers

Table 3.13 The most difficult listening task stage for teachers

Option	Participants	Percentage
a) The pre-stage: The preparation of the teaching/listening material	3	50%
b) The while stage: The use of the listening material	1	17%
c) The post- stage: The assessment of students' listening skill	2	33%
Total	6	100%

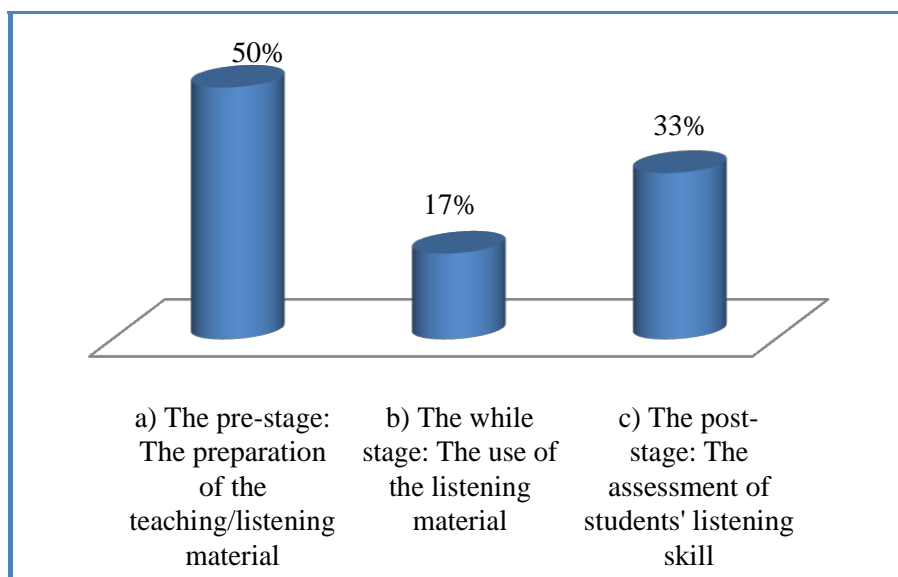


Figure 3.12 The most difficult listening task stage

According to the table above, three teachers (3) stated that the most difficult listening task stage is the pre-stage which is the preparation of the teaching/listening materials; while, two teachers (2) claimed that the post-stage which is the assessment of students' listening skill is the most difficult; however, only one teacher (1) argued that the while-stage that is the use of the listening materials, is the most difficult one. Consequently, teachers of oral expression encounter difficulties when they deal with listening tasks, especially in the pre-stage of the listening task.

Teachers Justifications of their Answers

Teachers who considered that the most difficult listening task stage is the pre-stage, they presented some reasons. For instance, (T1) claimed that preparations of the listening task takes a lot of time and effort. Also, (T2) asserted that the pre-stage is more challenging because it is related to the criteria that teacher will select for audio-authentic materials and the design of the assessment and objectives. In addition, (T4) affirmed that the difficulty of finding something professional and convenient make the pre-stage difficult; while, (T3) and (T4) stated that the post-stage is the most difficult because they

asseverated that checking the feedback is the most important and difficult phase. However, (T6) pointed out that the while-stage is the most difficult stage because the process is always acquainted to difficulty until mastery of the procedure. Therefore, we can conclude that teachers encounter difficulties in the listening tasks.

3.3. Discussion of the Findings

The analysis of the different questions in this questionnaire have provided us with a wide range of rich information that are beneficial to answer some of the research questionnaire that were intended to be investigated. The questionnaire began with teachers' general information when all the participants have high educational degrees which are Magister and Doctorate degrees. In addition, they are experienced in teaching English language at University in general and oral expression module in particular. The teachers' experience in teaching oral expression is in closed between two years to thirty-years. These results are helpful for us to gather different point of views from teachers that are experienced in teaching oral expression. Also, the majority of them argued that teaching oral expression is somehow difficult.

The results of teachers' questionnaire depicted that majority of teachers rely on listening sessions when teaching the oral expression module and they asserted that their students face such difficulties in the listening tasks such as: the speed of the delivery, new and complex vocabulary and misunderstanding of the authentic materials. Additionally, all teachers are carried about their students difficulties and they follow certain strategies in order to overcome these kinds of difficulties like listening to audio authentic materials (songs, audio book...etc), diversifying topics and repetition of the listening tasks. Thus, students face various types of difficulties during the listening tasks and their teachers try to overbear these difficulties by following different strategies.

Furthermore, the vast majority of teachers use audio authentic materials in EFL classroom; they asserted that audio authentic materials are important in order to develop students' listening skill. They indicated that using these kind of materials expose students to real language use and they motivate students to learn the language in better way. They also added that audio authentic materials help students to acquire new vocabulary and to be familiar with words. Therefore, the use of audio authentic materials is an important factor to be taken into consideration by teachers for teaching the listening skill.

Moreover, the results of questionnaire showed that teachers have different criteria for selecting audio authentic materials, they generally reported that they follow such criteria in selecting the materials like students' level, age and audio authentic material should serve the communicative goals. Therefore, it is reasonable to deduce that selecting and using audio authentic materials need some criteria to be taken into consideration. In the other hand, the majority of teachers stated that the most difficult listening task stage is the pre-stage which is the preparation of the teaching/listening materials. Whereas, other teachers believed that the post-stage which is the assessment of students' listening skill is the most difficult stage. However, only one teacher asserted that while-stage which is the use of the listening materials is the most difficult one. So, we can conclude that teachers encounter difficulties when they deal with listening task.

To sum up, this questionnaire was a helpful tool of gathering data from teachers. The results gained were valuable in answering crucial research question. Also, the questionnaire gave us the chance to know teachers' attitude towards the use of audio authentic materials. In addition, through the analysis of teachers answers, it can be deduced that the use of authentic materials develop students' listening skill.

3.4. The Students' Questionnaire

3.4.1. Aim of the Questionnaire

The aim behind the use of this data collection tool is to gather EFL students' views and attitudes toward the use of audio-authentic materials in order to develop their listening skill.

3.4.2. Description of the Questionnaire

This questionnaire is mainly conceptualized on the basis of what dealt within the theoretical part of the present chapters. The questionnaire is designed for EFL first year students at Biskra University. The questions in this questionnaire is either closed-ended questions for which students are supposed to give "yes" or "no" or choose the appropriate answer from different options. Furthermore, open-ended questions for which students give justifications for their answers. The questionnaire are composed of three sections.

Section One: Background Information (from item 1 to item 5)

In this section, students were asked to specify their gender, age distribution, baccalaureate stream and they were asked about their choice of studying English at University was personal or imposed decision. In the last question, they were asked about their attitudes towards how they find studying English at University with justifying their answers.

Section two: Listening Skill (from item 6 to item 11)

The second section includes six (6) questions focused on listening skill. At the beginning, the students were asked to choose the language learning skill that they master the most, then it attempted to collect students' point views about the significance of listening skill in learning languages. Additionally, the students were asked to evaluate their listening skill. Moreover, this section is estimated to know if students face difficulties during listening tasks, after that, students who chose "yes" were asked to tick the nature of

their difficulties that were mentioned and add if there are any other difficulties. Furthermore, the participants were asked to know if they adopt strategies to overcome their listening difficulties and for those who chose “yes” were requested to mention their strategies. In the last question, participants were asked about their attitudes towards using authentic materials in EFL classroom with justifying their answers.

Section Three: Audio Authentic Materials (from item 12 to item 18)

The third section of the questionnaire consists of seven (7) questions which focused on audio authentic materials. The first question of this section deals with the type of authentic materials that teachers use in the classroom whether printed, visual or audio authentic materials. The next question seeks information about the frequency of teachers’ use of audio authentic materials in the classroom. Then, the students were asked to know if their teachers vary in using audio authentic materials. Besides, students were requested to know their opinion about the teachers’ use of audio authentic materials in the classroom. Furthermore, students were asked to know the most motivational audio authentic materials in the classroom and adding other audio authentic materials that are motivational. Then, the participants were asked if they encounter difficulties when they deal with this kind of authentic materials and for those who answered with “yes” were asked to specify the nature of their difficulties that were mentioned or adding other difficulties. Finally, in the last question participants were requested to know if the use of audio authentic materials help them to improve their listening skill or not with justifying their answers. At the end of the questionnaire, we added a space for further connects or suggestions.

3.4.3. Administration of the questionnaire

For the administration phase, the questionnaire was administered to EFL first year students at Biskra University. We distribute the questionnaire online though Facebook. Later on, we decide to work with 50 students and the questionnaire took one week from

May 26, 2020 to Jun 01, 2020.

3.5. Analysis of the Students' Questionnaire

Section One: Background Information

Item 1. Students' Gender

Table 3.14: Students' gender distribution

Option	Respondents	Percentage
a. Male	12	24%
b. Female	38	76%
Total	50	100%

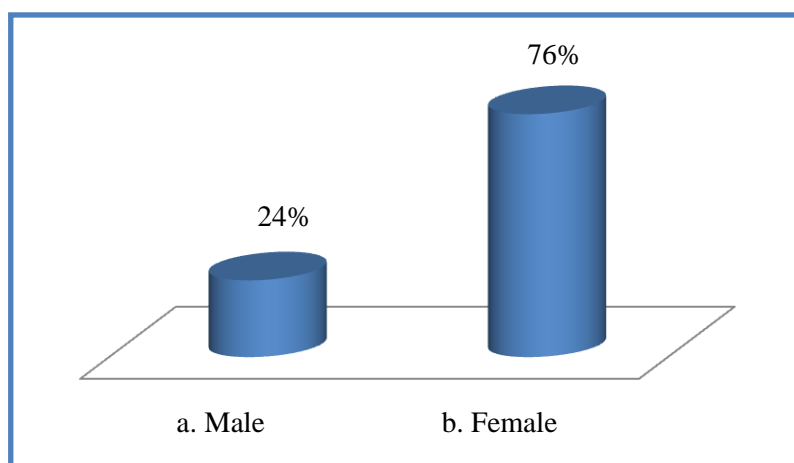


Figure 3.13: Students' gender distribution

The table (3.14) shows the distribution of gender in our sample. Out of 50 participants, 38 (76%) are females and 12 (24%) are males. This clarifies that the majority of our sample are females; this means that females have more tendency towards studying foreign languages and English language in particular.

Item 2. Students' Age

Table 3.15: Students' age

Option	Respondents	Percentage
a. 18-20	5	10%
b. 20-25	38	76%
c. More than 25	7	14%
Total	50	100%

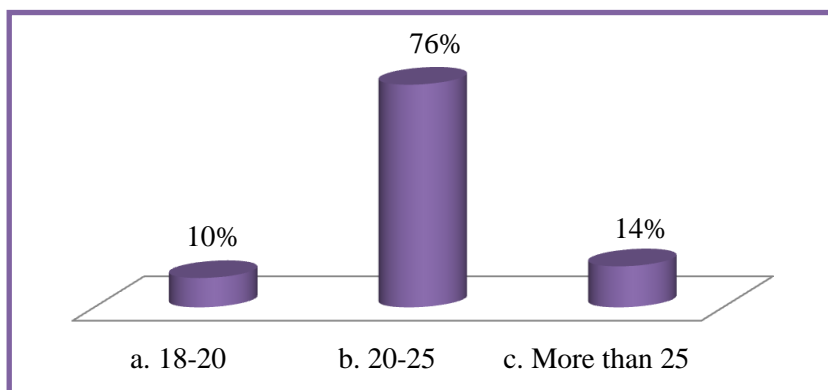


Figure 3.14: Students' age

The data shown in the table above indicates that there is diversity in age. The majority of first year student age range between 20-25 years which represents (76%). Then, the participants more than 25 years represent (14%); while, only five participants were between 18-20. This variety in terms of age can be positive to provide different points of views.

Item3. Students' baccalaureate degree

Table 3.16: Students' baccalaureate stream

Option	Respondents	Percentage
a. Experimental sciences	27	54%
d. Foreign languages	12	24%
c. Letters and philosophy	11	14%
Total	50	100%

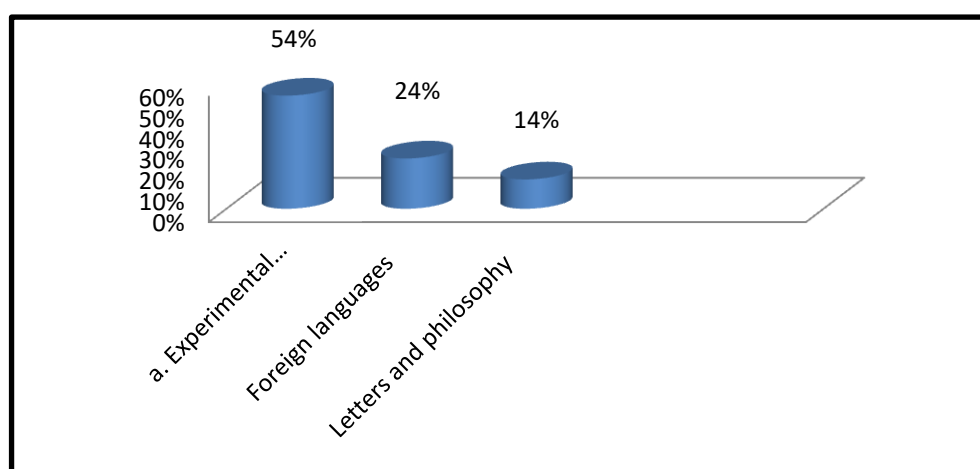


Figure 3.15: Students' baccalaureate stream

As shown in the table above, the majority of participants came from experimental sciences, which represents (54%), (24%) of participants hold foreign language stream; while, (14%) of participants came from letters and philosophy. This indicates that the majority of the participants who agreed to participate in this study were scientific.

Item 4. Students' Choice of Studying English at University

Table 3.17: Students' choice of studying English at university

Option	Respondents	Percentage
a. A personal choice	44	88%
b. Imposed	6	12%
Total	50	100%

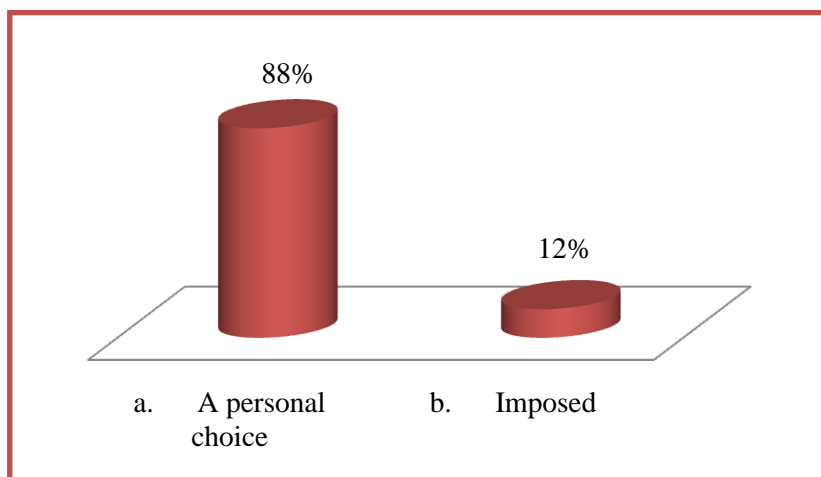


Figure 3.16: Students' choice of studying English at university

As it is clearly observed, 44 participants that is about (88%) chose freely to study English. Whereas, only 6 participants that is about (12%) claimed that studying English was an imposed decision. The obtained results implied that the majority of first year students whose decision to study English was personal; they were interested in studying English as foreign language in order to improve and develop their language level.

Item 5. Students' attitudes towards studying English at University

Table 3.18: Students' attitudes towards studying English at university

Option	Respondents	Percentage
a. Easy	20	40%
b. Somehow difficult	28	56%
c. Difficult	2	4%
Total	50	100%

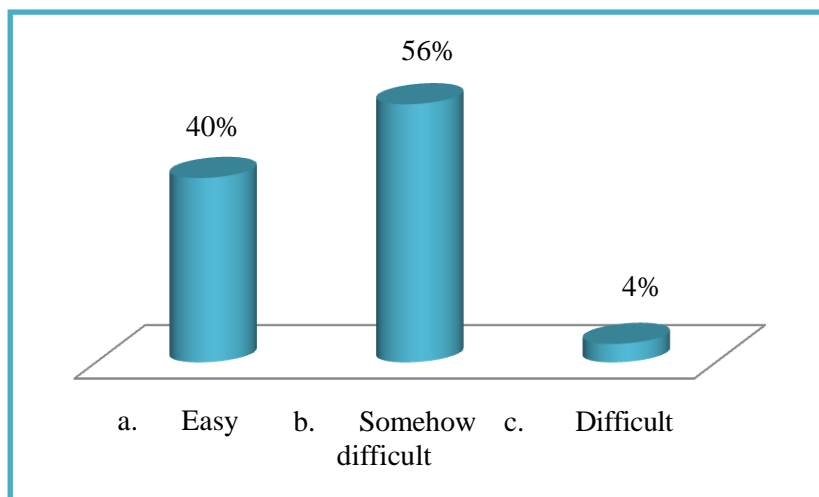


Figure 3.17: Students' attitudes towards studying English at university

The findings illustrate that the majority of participants (56%) considered that studying English at University is somehow difficult; while (40%) said that studying English is easy. However, only (4%) claimed that learning English at University is difficult. This means that studying English at University is not a very easy task.

Respondents' Justifications of their Answers

In this sub-question, participants were asked to explain their choices and this provide different justifications. To start with, those who have noted that studying English at University is easy, they claimed that studying English is a matter of interesting and freely choice. that is to say, when students are interested in studying English from the beginning, they will find it easy. In addition, other participants stressed that having the basics of English language facilitate studying English at University. Also, some participants claimed that English language is easy because they love it and the courses are enjoyable.

However, the majority who have agreed that studying English at University is somehow difficult stated a number of reasons. They claimed that studying English at University is totally different to study English as in secondary schools because it contains new and difficult courses. Additionally, other justifications showed that studying English at University needs huge background to understand such module like cultures and literatures that is why they found English somehow difficult at University. Also, some participants asserted that the lack of using the appropriate materials in teaching English as foreign language makes the language somehow difficult. Furthermore, others contended that the environment does not support the language. In reverse, there were only two participants indicated that studying English at University is difficult. One of the two participants dictated that the imposed decision of studying English at University makes the language difficult, he stated “because it was not my choice. So I do not really feel that I belong to this field of study” and the other one claimed that the difficulty in learning English at University is the incomprehensible LMD system.

Consequently, we can deduce that studying English at University is somehow difficult. These latter show that EFL first year students need some strategies in order to develop their language and to overcome such difficulties.

Section Two: Listening Skill

Item 6: Language learning skills that students master the most

Table 3.19: Language learning skills that students master the most

Option	Respondents	Percentage
a. Reading	17	34%
b. Writing	12	24%
c. Listening	6	12%
d. Speaking	16	30%
Total	50	100%

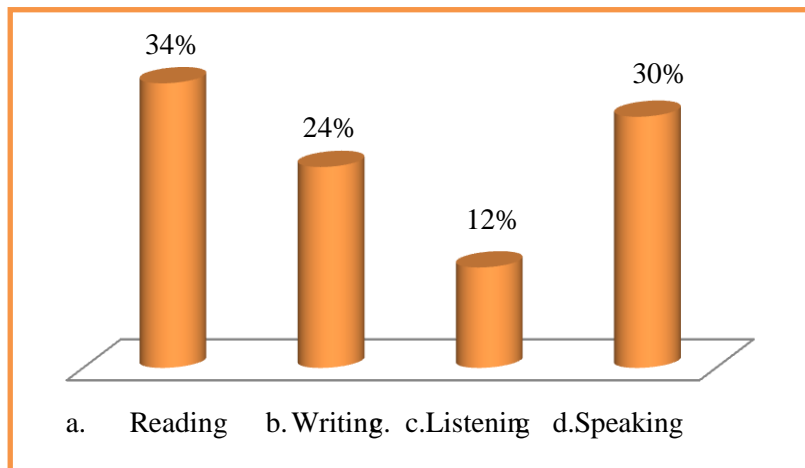


Figure 3.18: Language learning skills that students master the most

The results presented by the table (3.19) showed that the majority of students (34%) master reading skill; while, (30%) master speaking, (24%) master writing and only (12%) master listening skill. We can deduce that students need to master listening skill rather than any other skill.

Item 7. The significance of listening skill in learning languages

Table 3.20: The significance of listening skill in learning languages

Option	Respondents	Percentage
a. Strongly agree	30	60%
b. Agree	20	40%
c. Disagree	0	0%
Total	50	100%

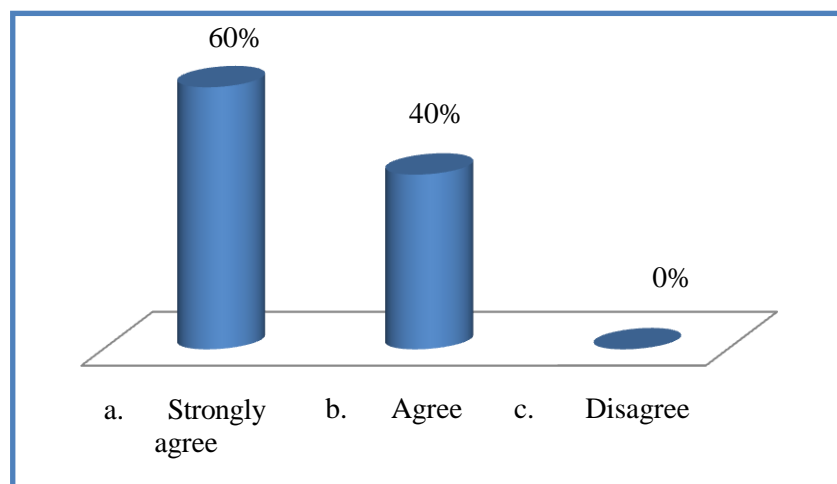


Figure 3.19: The significance of listening skill in learning languages

The above table reveals that the majority of participants (60%) strongly agreed and (40%) agreed that listening is significant skill in learning language. However, no one of them (0%) considered that listening is significant skill in learning languages. Therefore, students are aware of the role of listening skill in order to learn English as foreign language.

Item 8. Students' evaluation of their listening skills

Table 3.21: Students' evaluation of their listening skills

Option	Respondents	Percentage
a. Good	17	34%
b. Average	31	62%
c. Bad	2	4%
d. Very bad	0	0%
Total	50	100%

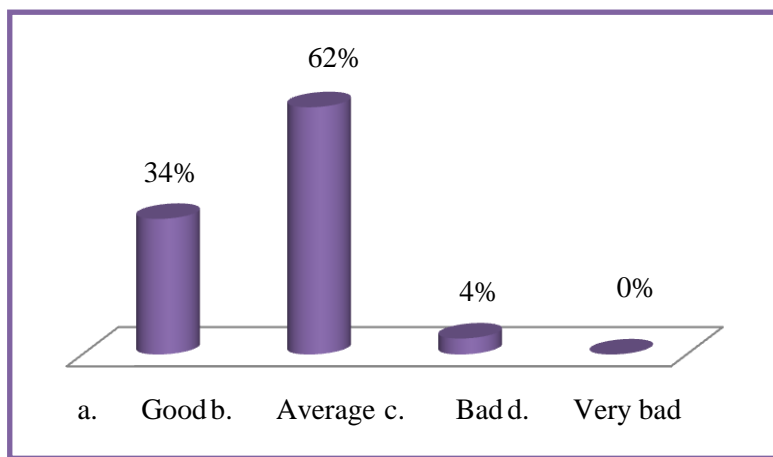


Figure 3.20: Students' evaluation of their listening skills

As it can be noticed in the table above, a rate of (62%) considered that their listening ability is average; while, (34%) opted for good. However, (4%) opted for bad and no one consider that his/her listening ability is very bad. Thus, since the majority of participants have an average level of their listening skill. They should develop their listening skill since it is important in learning English language.

Item9. The existence of students' difficulties during listening tasks

Table 3.22: The existence of students' difficulties during listening tasks

Option	Respondents	Percentage
a. Yes	37	74%
b. No	13	26%
Total	50	100%

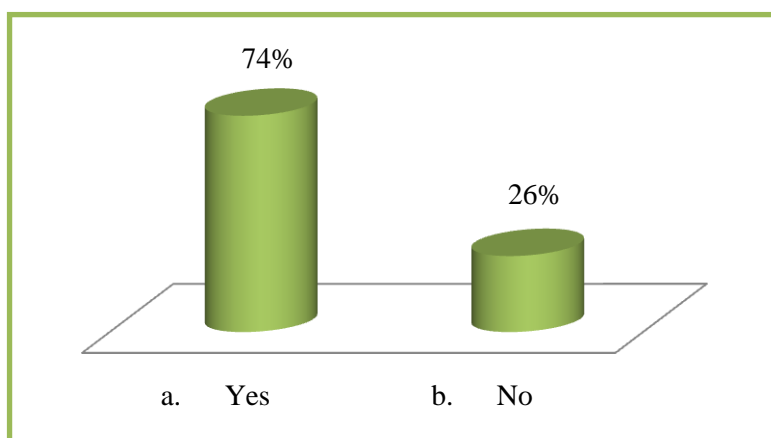


Figure 3.21: The existence of students' difficulties during listening tasks

The table showed that the majority of participants (74%) face difficulties during listening tasks; whereas, (26%) claimed that they do not encounter difficulties in the listening tasks. So we can conclude that listening tasks is not easy; it needs efforts to overcome the difficulties.

Respondents' Justifications if they choose "yes"

Table 3.22.1: The nature of difficulties students encounter during listening tasks

Option	Respondents	Percentage
a. Delivery of speed	4	11%
b. The length of the text	3	8%
c. Difficult vocabulary	2	5%
d. Pronunciation	5	14%
e. More than one choice	23	62%
Total	37	100%

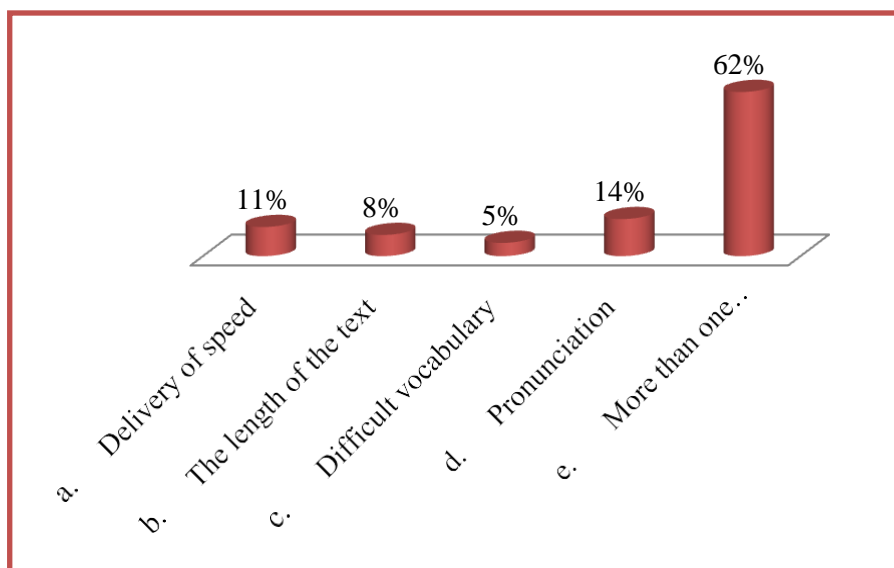


Figure 3.21.1: The nature of difficulties students encounter during listening tasks

After we have known the existence of students' difficulties during listening tasks, we have asked them sub-question to know about the nature of difficulties that students encounter during listening tasks. 23 (62%) of participants demonstrated that students difficulties during listening tasks include more than one item that are mentioned in the table above. While, five participants with the percentage of (14%) have difficulties in pronunciation; besides, four participants (11%) claimed that they have difficulty in delivery of speech. Also, three participants (8%) elucidated that they have difficulty in the length of the text and only two participants with the percentage (5%) encounter difficulty in term of difficult vocabulary. Thus, we can conclude that students encounter difficulties in listening tasks because listening is a complex process.

Item 10. Strategies that students adopt to overcome their listening difficulties

Table 3.23: Strategies that students adopt to overcome their listening difficulties

Option	Respondents	Percentage
a. Yes	23	46%
b. No	27	54%
Total	50	100%

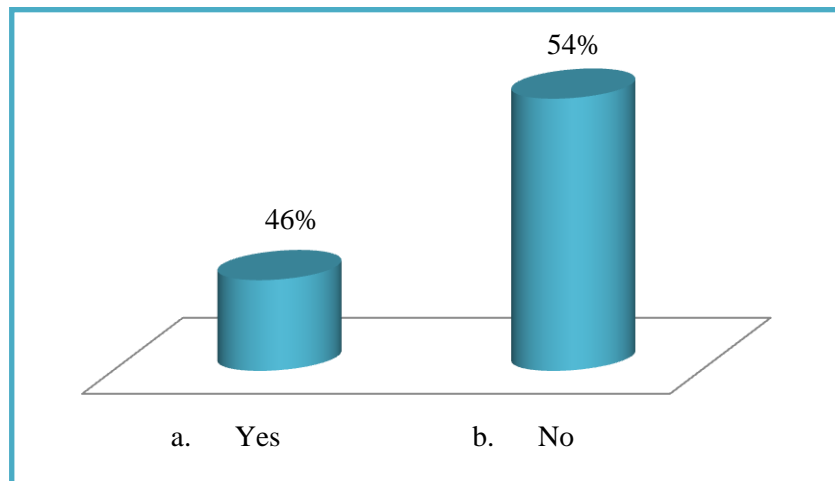


Figure 3.22: Strategies students adopt to overcome their listening difficulties

As it is clearly observed in the above table, (54%) of participants claimed that they do not follow any strategy in order to overcome their listening difficulties; however, (46%) of participants state that they have some strategies to deal with their difficulty. So, we can understand that the majority of EFL first year students encounter obstacles to find certain strategy in order to overcome their listening difficulties.

Respondents' justification if they choose "yes"

The respondents who answered with "yes" were asked to provide us with the strategies that they are followed in order to overcome their listening difficulties. Some of the respondents have shared the same idea. A considerable number of respondents highlighted the importance of listening to native speakers and TED talk in YouTube as strategy in order to overcome listening difficulties, others stressed on the role of listening to audio English books, English songs and English movies. Other participants stated that listening to different accent and dialect is strategy that will help students to solve such difficulties. Additionally, a couple of students mentioned that relying on YouTube videos with its subtitles and lyrics to make the listening easy. Besides, others claimed that taking notes is also an appropriate strategy to overcome listening difficulties. Consequently,

respondents' justifications imply that there are some strategies which students can follow to overcome listening skill difficulties

Item 11. Students' views about the use of authentic materials in EFL classroom

Table 3.24: Students' views about the use of authentic materials in EFL classroom

Option	Respondents	Percentage
a. Yes	49	98%
b. No	1	2%
Total	50	100%

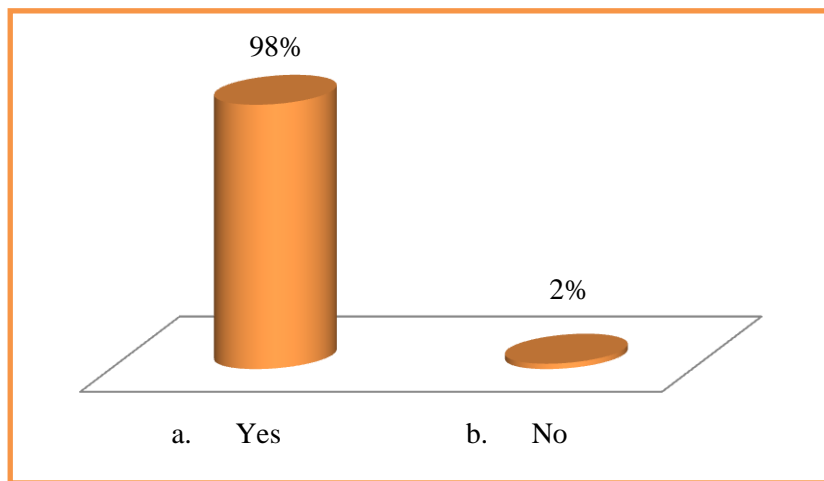


Figure 3.23: Students' views about the use of authentic materials in EFL classroom

As noticeable from the table above, a great deal of respondents (98%) claimed that authentic materials are positive method for teaching listening in EFL classes. However, only (2%) of respondents reported that authentic materials is negative method in teaching listening skill. All these results may refer to the students' interest for using authentic materials in EFL classroom in order to develop their listening skill.

Respondents' Justification if they choose "Positive"

While justifying the choice of "positive", the respondents listed numerous of benefits of using authentic materials. Initially, a large part of respondents stated that authentic materials help students to deal with the languages as it used by native speakers and it will develop the listening skill. Others saw authentic materials as a great source of motivation and interest for students to practice more the language. Additionally, they added that

authentic materials help students to get the correct pronunciation, intonation and get the correct accent too. Also, they mentioned that authentic materials are not only a tools of motivation to learn the language texts, they are important for helping students enhance various kind of language competence they need in their daily lives. To sum up, authentic materials have a crucial role in the process of teaching listening in EFL classroom.

Section Three: Audio Authentic Materials

Item 12. Types of authentic materials that teachers use in the classroom

Table 3.25: Types of authentic materials that teachers use in the classroom

Option	Respondents	Percentage
a. Printed authentic materials	25	50%
b. Visual authentic materials	10	20%
c. Audio authentic materials	15	30%
Total	50	100%

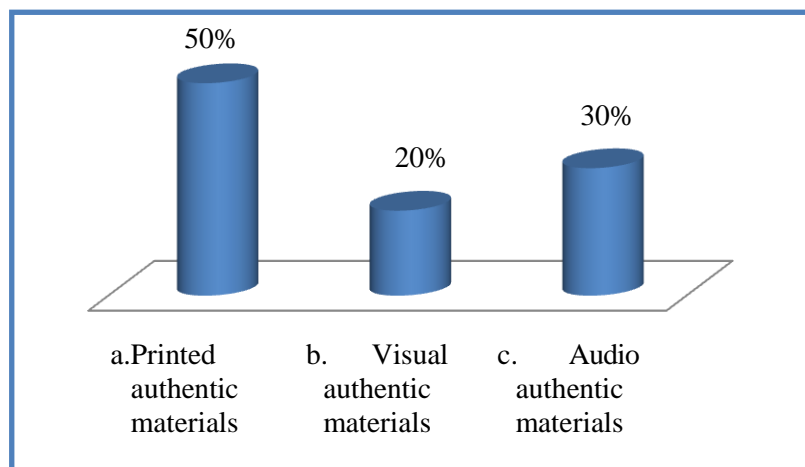


Figure 3.24: Types of authentic materials teachers use in the classroom

The table above shows that the highest number of participants (25) which represent (50%) claimed that teachers use printed authentic materials; while, (30%) of participants (15) stated that teachers use audio authentic materials and only (10) (20%) of participants reported that teachers use visual authentic materials. This proves that teachers interested more in using printed authentic material and they do not use more visual and audio

authentic materials in the classroom.

Item 13. Frequency of using of audio authentic materials in the classroom

Table 3.26: Frequency of using audio authentic materials in the classroom

Option	Respondents	Percentage
a. Always	2	4%
b. Sometimes	24	48%
c. Rarely	18	36%
d. Never	6	12%
Total	50	100%

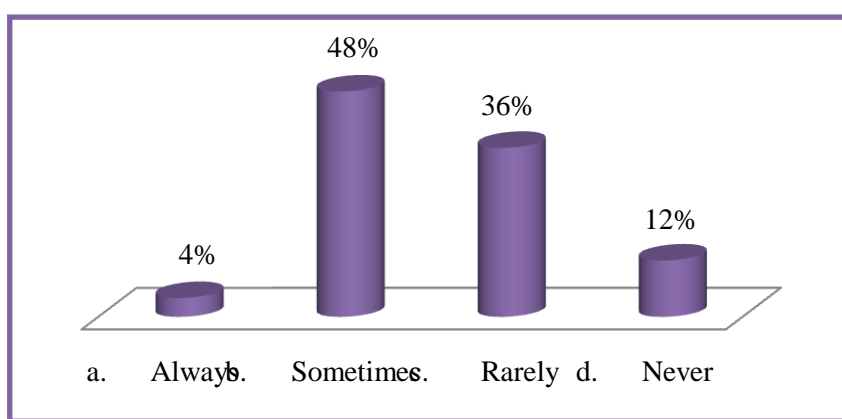


Figure 3.25: The Frequency of teachers' use of audio authentic materials in the classroom

This question was presented in order to see how often teachers use audio authentic materials in the classroom. From the data presented in the table above (48%) of participants answered with “sometimes”, (36%) said “rarely”, (12%) stated “never” and only (4%) asserted with “always”. The results shows that teachers have positive attitude toward using audio authentic materials in EFL classes for enhancing students' listening skill and expose them to real language.

Item 14. Teachers' variation in using audio authentic materials

Table 3.27: Teachers' variation in using audio authentic materials

Option	Respondents	Percentage
a. Yes	26	52%
b. No	24	48%
Total	50	100%

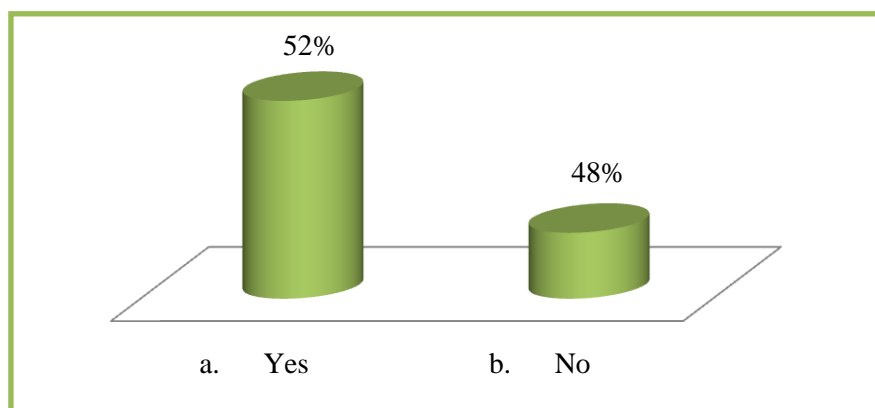


Figure 3.26: Teachers' variation in using audio authentic materials

Based on the data shown in the table, the majority of participants (52%) stated that teachers vary in using audio authentic materials; whereas, (48%) of participants stated that teachers do not vary in using audio authentic materials in classroom. So, we can say that teachers are interested in using different types of audio authentic materials in order to teach listening in EFL classes.

Item 15. Students' attitudes towards the use of audio authentic materials

Table 3.28: Students' attitudes towards their teachers' use of audio authentic materials

Option	Respondents	Percentage
a. Effective	21	42%
b. Motivating	28	56%
c. Boring	1	2%
Total	50	100%

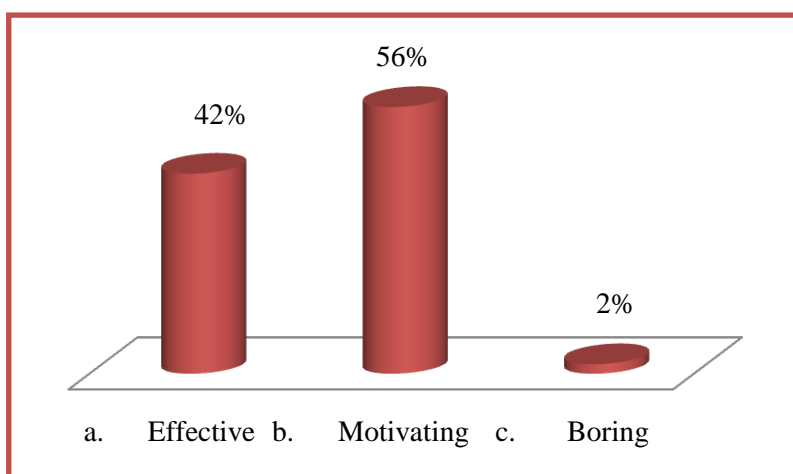


Figure 3.27: Students' attitudes towards their teachers' use of audio authentic materials

The above table reveals that the highest responses of teaching listening skill with audio authentic materials are between effective and motivating; they represent the following percentages: (56%) for motivating and (42%) for effective. However, only (2%) stated that audio authentic materials are boring. Hence, the majority of participants answers can deduce that audio authentic materials is motivational factor to learn the language and to develop students' listening skill.

Item 16. The most motivational audio authentic material in the classroom

Table 3.29: The most motivational audio authentic material in the classroom

Option	Respondents	Percentage
a. Songs	4	8%
b. Audio real life conversations	9	18%
c. Audio recasts	1	2%
d. Audio books/ Stories	3	6%
e. More than one Choice	33	66%
Total	50	100%

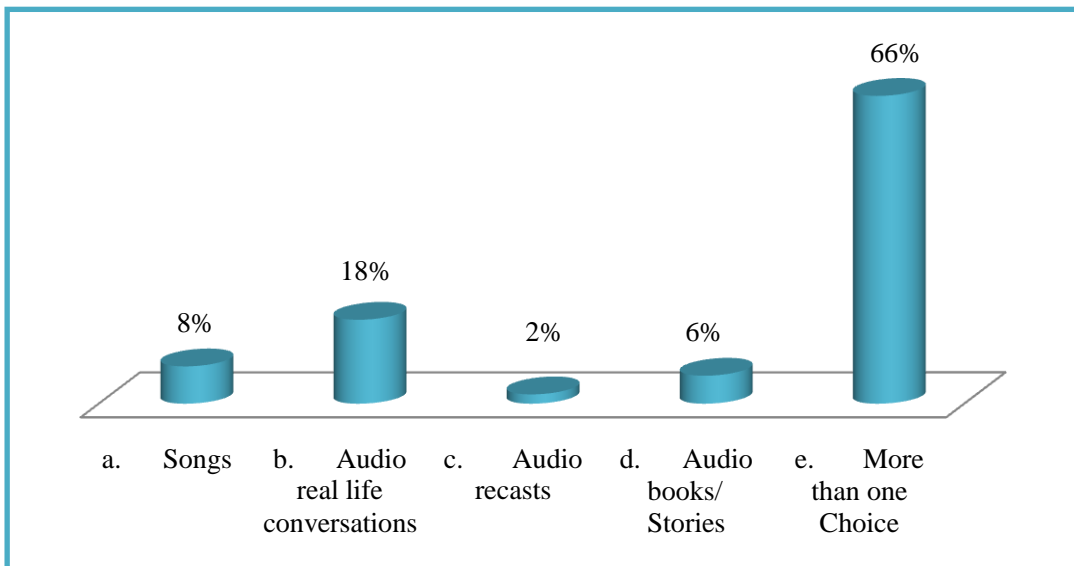


Figure 3.28: The most motivational audio authentic material in the classroom

In this item, we have suggested various of audio authentic materials; then, we asked the participants to identify which one(s) they think is (are) the most motivational material(s) and we have left a space for adding any other audio authentic materials that are

motivating. The results of the table shows that a large number of participants (66%) chose more than one item that are included in the table; while, audio real life conversations, present (18%), songs present (8%); whereas, audio books/stories present (6%) and audio recasts presents (2%). Additionally, some of them added some audio authentic materials that can be used in classroom as motivational tool, which are TED talk, interviews and movies. That is to say that students are aware of using different kinds of audio authentic materials in EFL classes in order to develop their listening skill.

Item 17. Students’ difficulties when dealing with audio authentic materials

Table 3.30: Students’ difficulties when dealing with audio authentic materials

Option	Respondents	Percentage
a. Yes	38	76%
b. No	12	24%
Total	50	100%

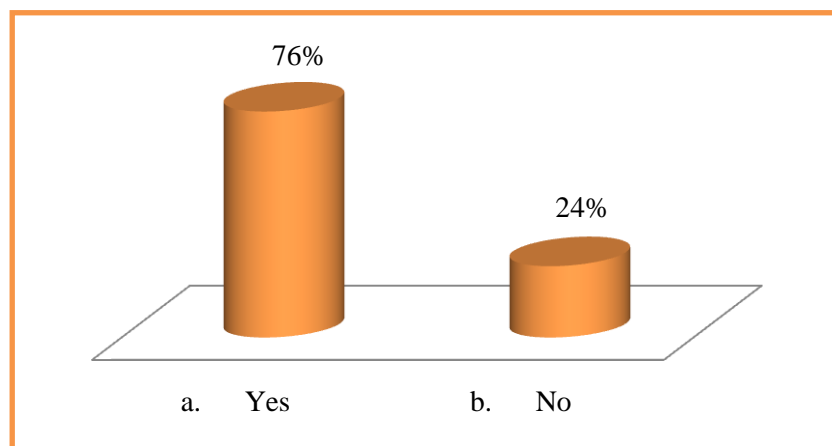


Figure 3.29: Students’ difficulties when dealing with audio authentic materials

The results above reveals that (76%) of participants met difficulties when dealing with audio authentic materials; whereas, (24%) of participants claimed that they did not face any difficulties. So, the use of audio authentic materials in teaching listening skill in EFL classes is a complex process, for that students encounter difficulties when dealing with this kind of authentic materials.

Students' Justifications if they choose "yes"

Table 3.30.1: The nature of students' difficulties when dealing with audio authentic materials

Option	Respondents	Percentage
a. Difficult and varied accents	11	29%
b. Complex and mixed structures	7	18%
c. Lack of motivation and interest	3	8%
d. More than one choice	17	45%
Total	38	100%

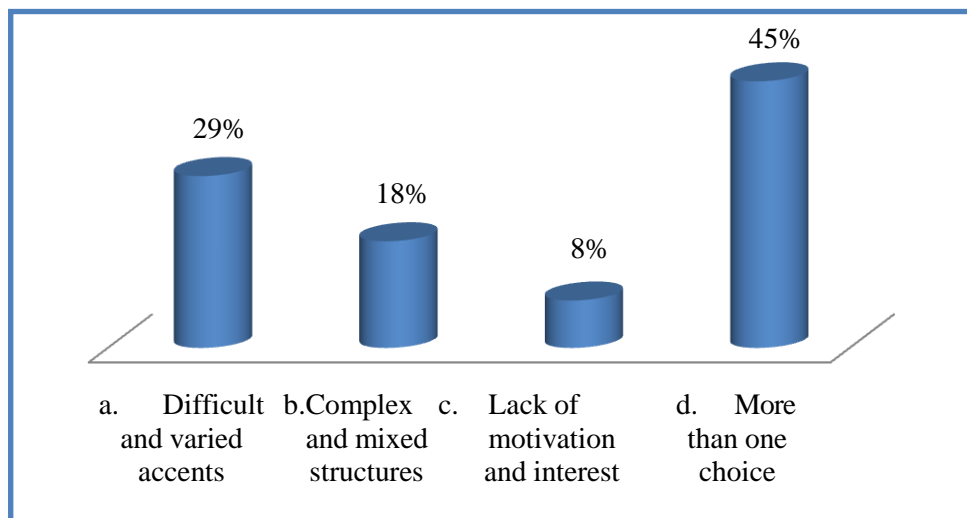


Figure 3.30.1: The nature of students' difficulties when dealing with audio authentic materials

After we have noticed the existence of students' difficulties when dealing with audio authentic materials, we have asked them a sub-question to specify the nature of difficulties, the majority of participants (45%) identifies more than one difficulty that were mentioned in the table above; while, (29%) of participants face problems in difficult and varied accents. However, (18%) of them have difficulty in complex and mixed structures and just (8%) of participants identified that the lack of motivation and interest is considered as difficulty. Moreover, some participants added other difficulties that they are encountered when they deal with audio authentic materials such as: lack of vocabulary, lengthy texts and unfamiliarity with words. From participants' justifications, we can deduce that

students face multiple difficulties when dealing with audio authentic materials that may disturb their learning.

Item 18. Students’ responses about whether the use of audio authentic materials help them to improve their listening skill or not

Table 3.31: Students’ responses about whether the use of audio authentic materials help them to improve their listening skill or not

Option	Respondents	Percentage
a. Yes	49	98%
b. No	1	2%
Total	50	100%

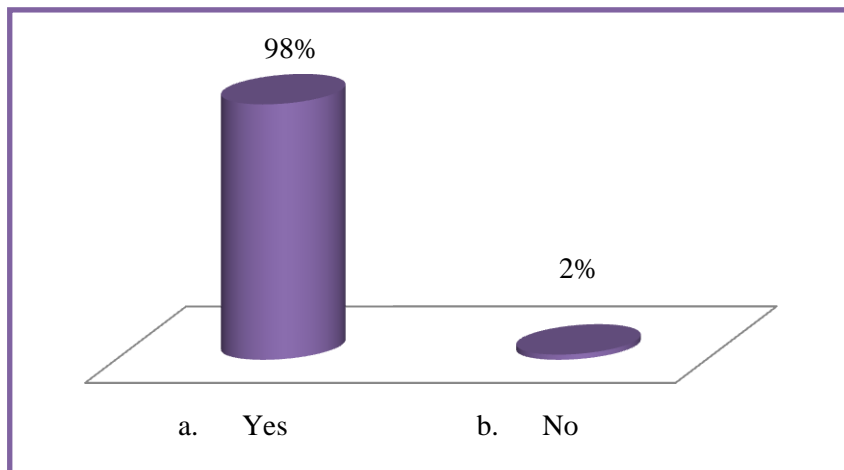


Figure 3.30: Students’ responses about whether the use of audio authentic materials helps them to improve their listening skill or not

To sum up the above yielded data, a great deal of respondents (98%) supported the use of audio authentic materials in order to improve their listening skill. However, only (2%) of participants believed that audio authentic materials will not improve their listening skill. Consequently, audio authentic materials as a technique is helpful for students in order to develop their listening skill.

Respondents’ justifications of their answers

To gather more data about the use of audio authentic materials in order to develop students listening skill, we have asked the participants to justify their answers. The

participants who answered with “no” did not provide us with any justification. In the other hand, those who answered with “yes” gave us justifications that proved the benefits of using audio authentic materials. Most of the participants claimed that listening to audio authentic materials help students to be familiar with various accents and acquire new vocabularies and increase students’ motivation to practice the language. Others stated that audio authentic materials give the opportunity to listen to native speakers and to be exposed to real context. Additionally, they argued that audio authentic materials are helpful technique to learn the language in real life situation and give them the chance to master the language as target language speakers use it. So, audio authentic materials have a several benefits that help students to develop their listening skill.

3.6. Discussion of the Findings

Based on the data gathered and analyzed from the students’ questionnaire, some facts were revealed concerning students attitudes towards using audio authentic materials to improve students’ listening skill. The students’ questionnaire began with students’ general information, where the majority of the participants were females which indicate that females are more interested in studying English at University. In addition on the participants’ age through ranged from 18 to more than 25 years. Moreover, as the findings showed that the overwhelming majority chose English as foreign language freely. Furthermore, students asserted that studying English is somehow difficult due to the challenges that students face; to mention some: new and complex module, lack of prior knowledge and lack of using the appropriate materials in teaching the English language.

Secondly, in section two which was basically about the students’ listening skill, the majority of participants argued that listening is significant skill in learning the language that they need to develop it. Besides, elucidated that listening skill is difficult because they

face a lot of difficulties such as unfamiliarity with words, delivery of speech, length of text and difficult vocabulary. In addition, according to the data obtained from the students questions, the minority of them use such techniques in order to overcome their difficulties like listening to native speakers, listening to English books and songs and listening to different accents and dialects; while, the majority of participants do not do, for instance, twenty three (23) of participants claimed that they did not follow any strategy to overcome their difficulties.

In the same path, the results of students questionnaire revealed that the majority of students argued about the use of authentic materials in EFL classroom, they argued that authentic materials is a source of motivation to learn the language in better way, they give the opportunity to listen to native speakers, they help students get the correct pronunciation and they develop students language proficiency. Therefore, the use of authentic materials in EFL classroom is important in enhancing students listening skill and they have essential role to present real spoken English in the classroom.

Thirdly, in the last section of the students' questionnaire, the main focus was shedding the light on audio authentic materials and its importance to develop EFL students listening skill. The results showed that audio authentic materials are sometimes used by teachers and they are both effective and vital in motivating students to listen. In addition the variation of audio authentic materials is supported by students in order to develop their listening ability like using songs, audio real-life conversations, audio recasts and audio books. in spite of the importance of using audio authentic materials, students face difficulties when they deal with them for example difficult and varied accent, complex and mixed structure, unclear pronunciation. So that, using audio authentic materials in EFL classroom is not something easy, for that teachers should be careful in selecting audio authentic materials in order to avoid such kind of difficulties.

Moreover, the majority of participants argued that using audio authentic materials help them to improve their listening skill. They claimed that using audio authentic materials give a great opportunity for students to practice listening to various accents and voices in the target language. Also, they added that this kind of authentic materials arouses students' interest and motivation to learn the language. In addition, they claimed that audio authentic materials have the advantage of exposing them to the real language (i.e., language used in real-life) and they asserted that listening to audio authentic materials help them to acquire new vocabulary and to be familiar with the various features of natural speech. However, insignificant number of participants disagreed with idea of using audio authentic materials to develop students' listening skill without giving any justification for their answer. Therefore, it is reasonable to conclude that audio authentic materials are very essential for students to develop their listening skill.

Conclusion

The third chapter is devoted to the procedures of analysis in addition to the discussion of the data collected from the research instruments which were used in the study. According to the findings, it has been observed that EFL students and teachers hold a positive attitude towards audio authentic materials, since they believe that audio authentic materials have a great role in developing EFL students' listening skill.

General Conclusion

General Conclusion

The presented study aimed to shed light on the role of audio authentic materials as strategy in order to develop EFL students listening skill. For this, the essential aims of the research attempted to answer all the research questions and to confirm or to reject the research hypothesis which stated that if EFL students use audio authentic materials, their level of listening skill will be developed

The study consisted of three chapters, the two essential chapters devoted to the theoretical part of the study; while, the third chapter represented the field work. Firstly, the first chapter devoted to shed light the most important elements related to the listening skill, it dealt with the definitions of listening skill, its importance, types, stages and the major difficulties in listening skill. Secondly, the second chapter dealt with audio authentic materials, it focused on various definitions of authentic materials in general and audio authentic material in specific, its sources, types, advantages, disadvantages and criteria for selecting audio authentic materials. Thirdly, the third chapter devoted to the study framework. It represented the practical part of our study in which we attempted to analyze and discuss the data collected through two data collection tools; namely, the teachers' questionnaire and the students' questionnaire.

In order to check the validity of the research hypothesis, we dealt with descriptive research for which the pre-mentioned data tools were chosen. The teachers' questionnaire was administrated to oral expression teachers and the students' questionnaire was administrated to EFL first year students. Both teachers and students were from Biskra University and the sample of the study included six (n=6) teachers and fifty (n=50) students.

Through the analysis of data collected and through the discussion of the finding, we proved that teachers and students have positive attitude towards the use of audio authentic

materials to develop EFL students' listening skill. That is to say, both teachers and students believe that the most students listen to audio authentic materials, the most they master their listening skill. In addition, the obtained results showed that EFL students considered studying English is somehow difficult and they face difficulties when they deal with the listening task due to their average level in listening skill.

In conclusion, it can be deduced that using audio authentic materials as strategy are very helpful. This strategy can be used to assign students to overcome their difficulties. Audio authentic materials give students the opportunity to listen to native speakers with different voices and accents. Also, they help students to acquire new vocabulary and expose students to the language as it is spoken in the real world. Moreover, they help students to develop their communicative competence. However, adopting this strategy in EFL classroom requires certain criteria such as students' needs, level and age.

Recommendations

The present conducted research aimed to highlight the importance of using audio authentic materials in order to improve EFL students listening skill. The results obtained from this research have confirmed that students can develop their listening skill through using audio authentic materials. From the findings obtained out of this study, the following recommendations can be set down:

- Teachers should use audio authentic materials that can expose students to real language use.
- Teachers should consider to some criteria in selecting audio authentic materials like students' need, level and age.
- Teachers had better create suitable and various in listening tasks and activities in order to develop students listening skill.
- Students have to be aware of the importance of using audio authentic materials.

- Students should listen to different listening sources outside the classroom to enhance their listening skill.
- Administration should provide audio authentic materials for teachers to facilitate their use.

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Appendices

Appendix n°1: Teachers' Questionnaire

A Questionnaire for EFL Teachers of Oral Expression

Dear Teacher,

This questionnaire is an attempt to collect data for the accomplishment of my master dissertation. It is about exploring 'The Role of Audio Authentic Materials in Developing EFL Students' Listening Skill'. Therefore, you are kindly requested to answer the following questions. Please tick (✓) the appropriate box(es), or make complete statements whenever necessary. Be sure that your responses will be anonymous and will be used for research purposes only.

Thank you for your time and collaboration

Prepared by:

HARICHA

Elamra

Supervised

by:

Mrs. AICHAOUI Theldja

2019-2020

Section One: General Information

Q1. Would you specify your educational degree please?

a) Master

b) Magister

c) Doctorate

Q2. How long have you been teaching at university?

a) 1-5 years

b) 5-10 years

c) More than 10

years Q3. How long have you been teaching oral expression?

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Q4. How do you find teaching oral expression?

a) Easy

b) Somehow difficult

c) Difficult

Justify your answer please

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Section Two: Listening Skill

Q5. According to you, what kind of relationship does exist between listening and foreign language proficiency?

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Q6. Do you rely on listening sessions/ tasks when teaching the Oral expression module?

a) Yes

b) No

Justify your answer please

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Q7. How do you evaluate your students' listening skill?

- a) Excellent
- b) Good
- c) Average
- d) Poor

Q8. Do your students face any difficulties during the listening activities?

- a) Yes
- b) No

If yes, what kind of difficulties they face?

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Q9. According to you, what are the main reasons behind EFL students' listening difficulties? You may choose more than one answer.

- a) Lack of exposure
- b) Lack of materials
- c) Students' learning styles
- d) Students' attitudes towards learning English
- e) Class environment All of

them Others, please specify

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Q10. What do you do to help your students overcome their listening difficulties?

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Section Three: Audio Authentic Materials

Q11. As a teacher of oral expression, have you ever used any audio authentic materials?

a) Yes

b) No

If yes, what kind of materials? You may choose more than one answer.

a) Personal recordings

b) Songs

c) Radio recordings

d) TV show's recordings

e) Real life conversational recordings

f) All of them

Others, please specify

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Q12. In your opinion, the use of audio authentic materials will improve EFL students' listening skill.

a) Strongly

b) Disagree

c) Neutral

d) Agree

e) Strongly agree

Justify your answer please

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Q13. According to you, are there any specific criteria for selecting audio authentic materials?

a) Yes

b) No

If yes, what are they?

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Q14. To what extent do you find the use of audio authentic materials beneficial for EFL students?

- a) Very beneficial
- b) Beneficial
- c) Not beneficial at all

Q15. Which of the following stages do you find more difficult?

- a) The pre-stage: The preparation of the teaching/listening material
- b) The while stage: The use of the listening material
- c) The post- stage: The assessment of students' listening skill

If you have any comment or suggestion, please feel free

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Thank you for your time, effort and collaboration

Appendix n°2: Students' Questionnaire

Students' Questionnaire

Dear student,

This questionnaire is an attempt to collect data for the accomplishment of my master dissertation. It is about exploring 'The Role of Audio Authentic Materials in Developing EFL Students' Listening Skill'. Therefore, you are kindly requested to answer the following questions. Please tick (√) the appropriate box(es), or make complete statements whenever necessary. Be sure that your responses will be anonymous and will be used for research purposes only.

Thank you for your time and collaboration

Prepared

by:

HARICHA

Elamra

Supervised

by:

Mrs. AICHAOUI Theldja

2019-2020

Section One: Background Information

Q1. Please, specify your gender:

- a) Male b) Female

Q2. Please, specify your age:

- a) 18-20 b) 20-25 c) more than 25

Q3. The stream of your baccalaureate degree:

- a) Experimental sciences
b) foreign languages
c) letters and philosophy

Q4. Studying English at university was:

- a) A personal choice b) Imposed

Q5. How many years have you been studying English at University?

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Section Two: Listening Skill

Q1. Which of the four language skills you master the most:

- a) Reading
b) Writing
c) Listening
d) Speaking

Q2. Listening skill is significant in learning the language:

- a) Strongly agree
b) Agree
c) Disagree

Q3. How do you evaluate your listening skill?

- a) Good
- b) Overage
- c) Bad
- d) Very bad

Q4. Do you encounter any difficulties when performing listening tasks?

- a) Yes
- b) No

If yes, which one of the following you encounter mostly:

- a. Delivery of speed
- b. The length of the text
- c. Difficult vocabulary
- d. Pronunciation

Others:

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Q5. Do you adopt any strategies to overcome your listening difficulties?

- a) Yes
- b) No

If yes, please mention them:

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Q6. What do you think about teaching listening skill by using authentic materials in EFL class room?

- a. Positive
- b. Negative

If positive, please state why:

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Section Three: Audio Authentic Materials

Q1. Which type of authentic materials does your teacher use in classroom?

- a) Printed authentic materials
- b) Visual authentic materials
- c) Audio authentic materials

Q2. How often does your teacher use audio authentic materials in the classroom?

- a) Always
- b) Sometimes
- c) Rarely
- d) Never

Q3. Do your teachers vary in using audio authentic materials?

- a) Yes
- b) No

Q4. What is your attitude toward the use of audio authentic materials?

- b) Effective
- c) Motivating
- d) Boring

Q5. Which of the following audio authentic materials you think it would motivate you more in classroom?

- a) Songs
- b) Films
- c) Audios

Others:

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Q6. Do you encounter any difficulties when dealing with audio authentic materials?

- a) Yes
- b) No

If yes, are they:

- b) Difficult and varied accents
- c) Complex and mixed structures
- d) Lack of motivation

If others, mention them please:

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Q8. In your opinion, does the use of audio authentic materials help the students to improve their listening skill?

- a. Yes
- b) No

Please, justify your answer:

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Thank you for your time and collaboration

الملخص

تهدف هذه الأطروحة إلى تسليط الضوء حول دور الوسائل السمعية المحضة لتطوير المهارة السمعية للطلاب. و بالتالي، طرحنا فرضية أنه إذا استعمل الطلاب الوسائل السمعية المحضة فستساعد في تطوير قدرات الاستماع. من أجل برهنة أطروحتنا، لجأنا إلى دراسة وصفية إلى جانب أخرى نوعية من أجل جمع و تحليل المعطيات. إضافة إلى ذلك لتجربة أطروحتنا، اخترنا أداتين من أدوات جمع البيانات ، تم تصميم استبيان موجه إلى ستة أساتذة من جامعة بسكرة و استبيان آخر موجه إلى طلبة سنة أولى إنجليزية بجامعة بسكرة. و من خلال النتائج المتحصل عليها ، يمكن الاستنتاج أن الأساتذة و الطلبة يوافقون على فرضية دور الوسائل السمعية المحضة لتطوير المهارة السمعية للطلاب. و عليه هاته المتحصلات أكدت صدق الفرضية السابقة. و في الأخير، تم إعطاء مجموعة من الاقتراحات و التي كانت منبثقة من النتائج المتحصل عليها.