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Title

The Impact of Authentic Video Materials on EFL Learners' Listening Skill

Case study of first-year students at Biskra University

Dissertation Submitted to the Department of Language and English Literature as Partial Fulfilment of the Requirements for the Degree of Master in **Sciences of Language**

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Declaration

I, Chine Chourouk, do hereby declare that this dissertation is my original work and has not previously been submitted to any institution or university for a degree. I also declare that a list of references is provided forward indicating all the sources of the cited and quoted information. This work was certified and completed at Mohammed Kheidar University of Biskra.

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Dedication

To my dear parents

To my beloved Brothers

To my sweet sister

To my friends with whom, I shared the best memories at university

To all my family members and people who know me

I dedicate this work

"THANK YOU ALL "

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Abstract

Teaching and learning the listening skill has gained significant interest in recent EFL and ESL studies. Many researchers and scholars have developed new strategies and methods to teach and foster this receptive skill for instance the top-down and bottom-up strategies. Nowadays and with the mass availability of the internet and media, several audio, visual and audio-visual materials have been adopted by instructors to develop different language skills. The present study focuses on the impact of authentic video materials on teaching and learning listening skills. Therefore the conducted research has used the mixed methods as an approach to explore the phenomenon. Two surveys have been employed to collect the necessary data. The Preliminary findings Show that authentic video materials have substantial advantages on students listening skills. Moreover, positive attitudes have been received from EFL students and teachers about the use of authentic video materials as a teaching strategy in the classroom. Regarding the theoretical and practical research, it has been asserted that using authentic video materials is a good strategy on students' listening comprehension.

Keywords: The listening skill, Authentic videos, non-authentic materials, EFL learners, audio-visual materials.

List of abbreviations and Acronyms

EFL: English as a foreign language

TM: Teaching materials

TVs: Television commercials

%: Percent sign

L1: First language

L2: Second language

SLA: Second language acquisition

DVDs: Digital Versatile disc

List of tables

Table of figures

Table of contents

Chapter One: The Listening Skill

Chapter Two: Authentic Video Materials

Chapter Three: Field Work & Data Analysis

General Introduction

1. Statement of the problem

Many EFL learners have significant problems in listening comprehension whereas many teachers' find teaching listening skill challenging process, in other words listening skill can be a difficult task for both students and teachers. Therefore providing students with appropriate listening materials in the classroom is substantial, using authentic video materials as a teaching strategy will improve students listening skills and also make teaching listening skill easier and effective for teachers.

2. Significance of the study

Using Authentic materials have been a good strategy in language teaching and learning, many studies show its effectiveness on teaching different skills such as speaking and reading. This study will further reveal the impact and advantages of using authentic video materials on students listening comprehension.

3. Aims of the study

Inn this study we will focus on the following objectives to infer valuable results on the impact of authentic video materials on EFL learners' listening skill:

✓ This study aims to investigate the impact of authentic materials particularly video materials on EFL learners' listening skills.

✓ Investigating EFL learners' listening comprehension difficulties

✓ The study aims to identify the authentic video resources used to enhance students listening skills.

✓ Investigating EFL students' and teachers' perspectives from using authentic video materials for Teaching and learning listening skills.

4. Research questions

The present study will take the following questions into consideration to answer most of the enquiries about the topic:

✓ What are the advantages of authentic video materials on EFL learners listening skills?

✓ What are students' and teachers' attitudes towards using authentic video in the classroom?

✓ Are students aware of the role of listening skills in learning English language?

✓ What are students' and teachers' opinions about teaching listening as a course in EFL classes to develop EFL learners listening skills through different authentic materials?

5. Research hypotheses

This research will rely on this two basic hypotheses to be proved in the field work chapter and they are as follows:

✓ Authentic video materials are a good strategy for learning and teaching listening skills

✓ Authentic video materials help students overcome different problems that they encounter while listening

6. Methodology

The researchers intend to use the mixed methods studies as an approach to acquire and gather data for this dissertation. Moreover, the researchers plan to derive information from any material relevant to their field of interest which is a new and a fresh area in their department as far as they are concerned. In addition, they will use any valuable books,

documents, videos and articles to cater for both theoretical and applied research. The results of the questionnaires will be included in the dissertation.

7. Structure of the study

This study includes the following basic elements:

✓ A general introduction about the topic of the dissertation that includes statement of the problem , significance of the study , research aims , questions and hypotheses and the methodology used

✓ Three main chapters, the first and second chapter are the theoretical part (literature review) ; the first chapter deals with listening skill and how it is treated in EFL instruction, the second chapter involves authentic materials and video as a type of it, and the third chapter includes the field word and the analysis of the data which involves the surveys that have been employed to collect necessary data for the conducted research , the main findings , and the discussions and interpretation of the results

✓ Recommendations

✓ General conclusion

✓ Limitations of the study

Chapter One:

Listening Skill

Introduction

Learning English as a foreign language involves four basic skills which are listening, speaking, reading and writing. Listening plays a key role in the communication process and language learning as a whole. Listening is regarded as a receptive skill, it is thought to be passive skill while it is not, it is an active process that involves cognitive and physical activities. Scholars proved that listening is not a passive activity but rather an active process of constructing meaning from the steam of sounds Solak & Erdem (2016).

In the present chapter we will introduce how listening skill is defined ,some strategies used in teaching the listening skill , the major problems faced by EFL students in listening comprehension , and some other keys elements related to this receptive skill.

1. Definition of Listening

Listening has been defined by many scholars regarding the context in which it is used or studied. It is the process of receiving and responding to spoken (and occasionally unspoken) messages. It is a subject that is studied in the realm of language arts as well as in the discipline of discourse analysis. According to Chastain, (1971) Listening is defined as the ability to understand native speakers at normal speed, while Morley,(1972) stated that it entails auditory discrimination, aural grammar, selecting necessary information, remembering it, and connecting it to the process between sound and form of meaning, (Brownell, 2002) described listening as an active deliberate process of making sense of what we hear as cited in Gilakjani & Sabouri, (2016), (Helgsen, 2003) defined it as a process of receiving, constructing meaning from, and responding to spoken and or non-verbal communications as cited in Solak& Erdem (2016), listening and hearing are two distinct processes. Though many individuals use these terms interchangeably, Solak & Erdem, (2016) explains that Hearing and listening are two distinct processes. Hearing is a physical,

passive, and natural process, whereas listening is a physical, mental, active, and learning process that is characterized as a skill.

Listening comprehension is a complex process (Byrnes, 1984, as cited in (Solak & Erdem,2016). It is a problem-solving activity that may be split down into sub-skills.

1.2 Listening components

Hearing, understanding, remembering, evaluating, and responding are the five stages of the listening process, according to (Tyagi, 2013).

Listening is a complex, cognitive and physical process that involves five main elements or levels; receiving, attending, understanding, remembering, and responding kline (1996)

- ❖ **Receiving:** or hearing; it is a reception of sounds and it is a prerequisite in the listening process, it is unconscious.

- ❖ **Attending:** The ability to focus on both visual and verbal inputs. It is conscious unlike receiving, which involves many types, listening selectively to a piece of specific information is the common one.

- ❖ **Understanding:** it entails attaching meaning to the messages that have been received, or more simply this process occurs when we make sense of what we hear

- ❖ **Remembering:** the ability to recall information from long and short-term memory.

- ❖ **Responding:** Giving feedback to the speaker, can be verbal or non-verbal feedback, depending on the message, sometimes we listen for clarification, we listen to paraphrase, and we listen and give observable feedback through facial expressions, or body language.

The following figure illustrates the 5 listening components proposed by (Kline, 1996) in his book '*Listening Effectively'*
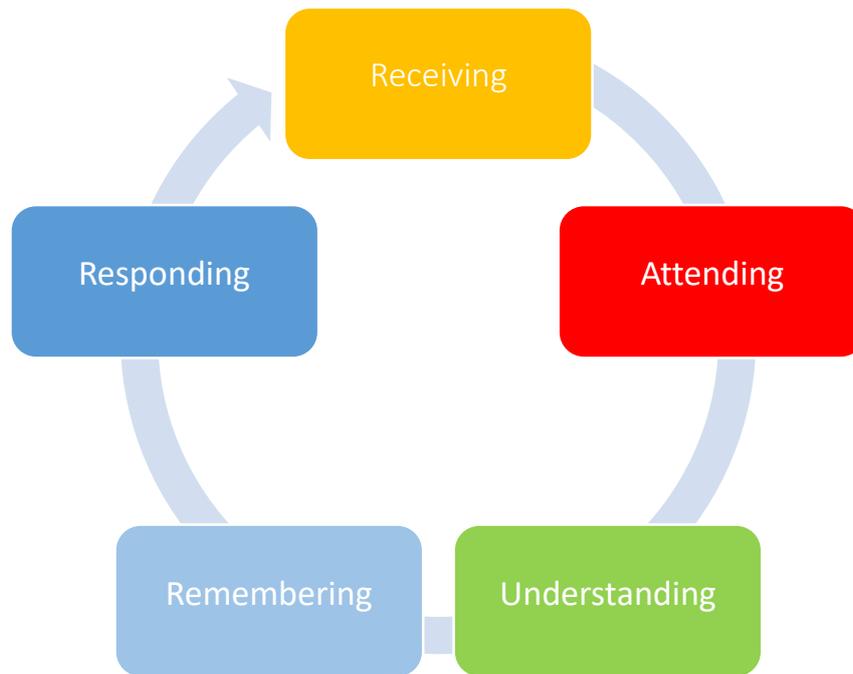
Figure 1: Components of the listening process

1.3 Importance of Listening

Listening is one of the four language skills, almost 50 % of our time is spent listening according to (Vandergrift, 1972, p.9) listening is the most frequently employed skill in daily language use'', listening plays an important role in language learning and communication process according to (Nunan, 1997, p.) listening is the basic skill in language learning, without effective listening skills, learners will never learn to communicate effectively". while many students strive to learn how to speak and communicate effectively, it is worth learning how to listen first, listening is the first skill a human acquires, it is a prerequisite skill to all the other skills particularly speaking (Nunan, 2002, p239) pointed that listening is fundamental to speaking", listening helps students acquire accents, vocabulary, syntax and intonation, It provides meaningful and convenient responses. Listening skill has a

pivotal and undeniable role in EFL learning since the essence of acquiring language is to gain a language input (Hamouda, 2013).

1.4 Why listening was neglected

Listening has been always neglected in EFL teaching and learning, it has not been given the attention and the importance that it deserves, it was always considered a passive skill, a long-standing assumption that listening is passive is one major reason why listening was neglected, another reason is that speaking was considered as vital because it is a productive skill, a significant intense was giving to speaking over listening skill Morley, (1978, p.10). Many consider listening as an automatically acquired skill unlike speaking while it is not true, it is a misconception about listening. Listening is an active process of constructing meaning, and it is an important skill, therefore raising students' awareness about listening skills should be a major concern.

1.5 Comprehensible input

The concepts of "**Input**" and "**output**" are widely discussed in SLA studies; while input refers to the language learner processes while listening or reading, the output is the language a learner processes or produces while speaking or writing (Raomaak, 2020)

Linguist Stephen Krashen coined the term "comprehensible input" to describe a second language acquisition hypothesis. The notion is particularly useful for teachers who are teaching students a second language. Krashen's explanation of comprehensible input not only clarified how second language acquisition works but also offered teachers practical strategies to incorporate comprehensible input concepts into their teaching.

The comprehensible input idea is now extensively recognized and used in both theoretical and applied linguistics research. Rost (1994, p.141-142) stated that listening is crucial in the classroom since the main source of language input is listening. Therefore if the understanding of input is not at the right level, learning a language cannot start,

Schütz,(1998) highlights that Comprehensible input is the crucial and necessary ingredient for the acquisition of language

The following figure illustrates the input and output processing in language acquisition:
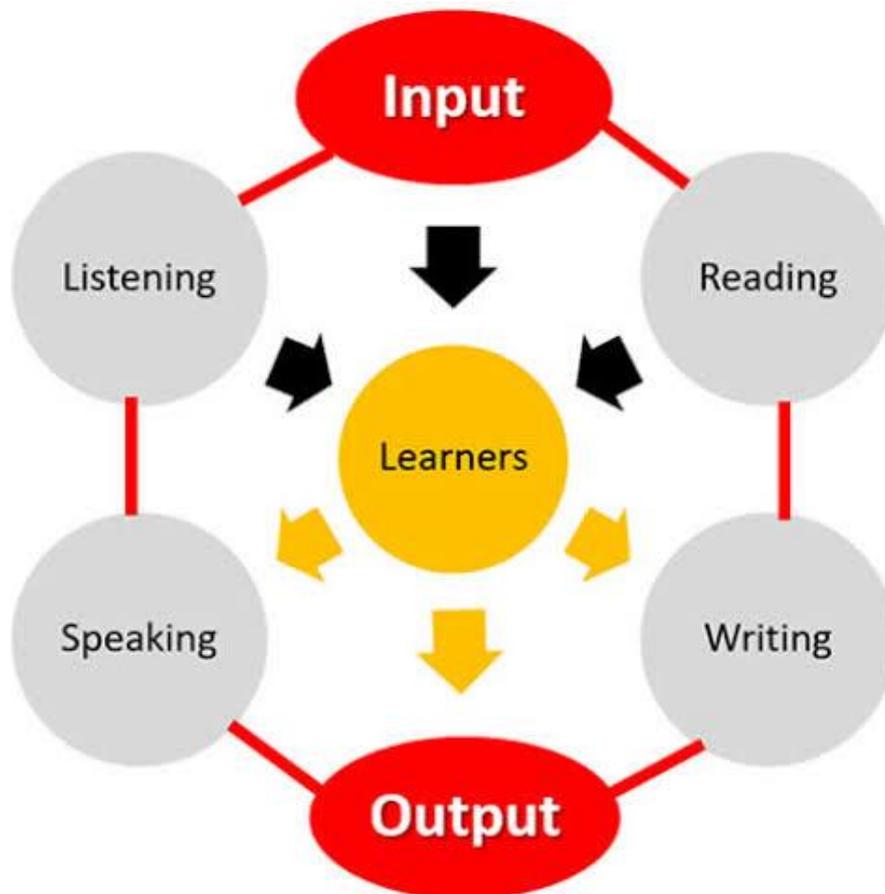
Figure 2: The concepts of input & output and language skills

Note :{ Figure 1} The input and the output in language teaching, there is an interdependence between the input and the output. The four skills are interconnected to serve the learners' interlanguage development. Input and output in second language acquisition, raomaak, September 13, 2020)

1.6 Characteristics of delivery of listening

It is crucial to know the mode of delivery of speech Wilson, (2008, p.13) distinguishes two types of listening; reciprocal and non-reciprocal listening:

1.6.1 Reciprocal listening

Reciprocal listening occurs through face to face interaction, when the individual can have a response (verbal or nonverbal) as a listener, (Wilson, 2008) explains reciprocal listening allows the use of repair strategies; speakers can react to looks of confusion by backtracking and staring again; listeners can ask for clarifications and ask the speaker to slow down again (p.13)

1.6.2 Non-reciprocal listening

As opposed to reciprocal listening, non-reciprocal listening takes place when the listener have no ability to take a response as listener Wilson, (2008) said that it involves listening to the radio, television or podcasts, in this case the listener have no control over the input which in turn can create significant problems; factors such as the speed at which the speaker talks, the vocabulary and grammar used, and no recourse to asking for repetition of a word if the speaker's pronunciation renders it incomprehensible.

1.7 Listening sub-skills

According to Solak & Erdem, (2016) Listeners can use a variety of listening sub-skills to help them understand the listening text. The following are the most widely used listening sub-skills in language classrooms:

- **Listening for-gist**

Listening for gist involves general thematic understanding, without any focus on specific details or discrete information, it is one among many types of listening and aims to answer primary questions related to the aural text's central theme (Siegel, 2018, p.1), Wilson, 2008) defined listening for gist; this refers to the occasions when we want to know the general idea of what is being said, as well as who is speaking to whom and why, and

how successful they are in communicating their point. However, it can be simply defined as listening to get the main idea (p.10).

- **Listening for specific information**

Listening just to get a specific piece of information this type of listening is when we select particular information to listen for as (Wilson, 2008) defined it

> This refers to the occasions when we don't need to understand everything, but only a very specific part. For example, while listening to a list of delayed trains, we are only interested in hearing news about one particular train - the one we want to catch - and so we listen selectively for this specific information. We ignore everything else (p.10)

- **Listening in detail**

Listen to every detail, and try to understand as much as possible. It generally refers to any kind of listening in which we can't skip any piece of information while listening because it is crucial in understanding the passage. (Wilson, 1988)

> This refers to the type of listening to we do when, for example, we need to find errors or determine differences between one passage and another. We cannot afford to ignore anything because, unlike listening to a list of delayed trains, we don't know exactly what information will help us to achieve our task (p.10)

- **Listening to infer**

Listening to understand how listeners feel. This refers to the type of listening we do when we wish to know how the speaker feels. It may involve inferring, which is dealt with in more detail (Wilson, 1988, p.10)

- **Listening to questions and responding**:

Listening to answer questions; this is when we listen for the intention to answer question

- **Listening to descriptions**

 Listening for a specific description.

1.8 Major Challenges facing EFL students in listening comprehension

EFL learners find several problems in listening comprehension according to (Paulston & Bruder, 1976, p.127) 'Comprehending the spoken form of the target language is one of the most difficult tasks for the language learner', and this due to many reasons, being aware of these problems help to solve these problems and enhance student's listening skills thus building a good understanding or a good listening skill is a key component in learning language effectively

1.8.1 Quality of Recorded Materials

Recorded materials are a type of listening input used by teachers in the classroom, Wilson, (1988) pointed out that, the quality of the recording is an important aspect of delivery. These days, professionally produced material is recorded in a studio and the sound quality is generally high. Teachers attempting to make their listening material sometimes find, however, that their recordings, made perhaps on old machines, contain distortion and lack clarity (p.29). In other words, one of the many issues that obstruct EFL students' listening comprehension; the quality of recorded materials, as well as the quality of the sound system, have a significant impact on students' comprehension of spoken language, particularly when the language learned is not their native tongue

1.8.2 Cultural Differences

Students should be familiar with the cultural knowledge of the language that plays a significant role in comprehension; nevertheless, if the listening activity incorporates a

variety of cultural resources, learners may experience significant difficulties in comprehension. Before beginning the task, a teacher should provide background information on the listening tasks (Bingol, Celik, & Mart, 2014) as cited in Gilakjani1 & Sabouri.

1.8.3 Accent

The accent is another significant issue that students face during their listening activities and that affects their comprehension. Munro and Derwing (1999) stated that too much-accented speech can lead to a significant reduction in comprehension, while Goh (1999) stated that a speaker's accent is one of the most significant factors that affect listener comprehension. Unfamiliar accents, both native and non-native, can cause major listening comprehension problems, whereas familiarity with an accent aids learners' comprehension.

1.8.4 Unfamiliar Vocabulary

Vocabulary refers to words used in communication, vocabulary plays a key role in language learning as a whole according to Azmil, Tugrul & Mart (2014), vocabulary knowledge is crucial for proper understanding, and when listening to texts containing familiar words, it is very easy for students to understand them. When learners understand the meaning of words, it can pique their interest and motivation, as well as improve their listening comprehension.

1.8.5 Length and Speed of Listening

In this instance, listening for an extended amount of time will be difficult for EFL students; it is challenging to remain attentive and concentrated when listening to scripts/materials containing unfamiliar words and the speed rate is high. Abbas Pourhosein & Narjes, (2016), Underwood (1989) Pace can make listening passages difficult; if speakers speak too quickly, students may have major difficulties understanding L2 words; in this case,

listeners are unable to control speaker speed, which can lead to serious listening comprehension issues.

1.8.6 Lack of visual support

Visual aids substantial role in listening, audio material lack this feature which has significant importance in compression   Asmawati (2017) found that a number of students have difficulty understanding the spoken text without visualizing the speaker's body language. When students listen and see the speaker's body language, it will be easy to interpret the meaning of the spoken text. Non-verbal clues can boost students' understanding to a higher extent

1.9 Top-Down and Bottom-up Approaches

The bottom-up and top-down concepts originated in computer science. Bottom-up means "data-driven" while top-down indicates "knowledge-driven" in computer science (Field, 1999). In SLA, the bottom-up and top-down processes of listening and reading in the target language are evident (Clement, 2007). A bottom-up method is when listeners employ linguistic knowledge clues such as phonemes, syllables, words, phrases, and sentences to understand. They employ a top-down technique if they use context and prior knowledge such as topic, genre, culture, and other schema knowledge held in long-term memory to determine the meaning mean her words

Top-down and Bottom-up approaches are strategies used in teaching language skills such as listening and reading, top-down processing of language occurs when a person uses background knowledge to predict the meaning of the language they are going to read or listen instead of relying on the sounds or words. Bottom-up processing occurs when someone tries to understand language by looking at individual meanings or grammatical characteristics of the most basic units of the text. And then moves these to try to understand the whole text. Bottom-up processing is considered to be less efficient than top-down

processing which is considered an effective strategy for understanding language ("Bottom up", n.d).

Top-down listening activities

Wilson (2003) states that learners use top-down processing to make up for their insufficient knowledge when they listen to a text where they have no prior knowledge about the topic. For example, by showing some relevant pictures or giving some keywords before the listening activity, teachers can stimulate the top-down process. Thus, learners can use their prior knowledge to compensate for the unknown vocabulary. Other examples of top-down listening activities, giving a series of pictures or a sequence of events or predicting the relationship between the people in the listening text

Bottom-up listening activities

Bottom-up listening is used to pay attention to linguistic aspects and decode each sound and word for semantic meaning (Siegel, 2011). Clement (2007) uses the term "founder" as an example to demonstrate how a learner makes sense of a newly encountered word. She claims that when they hear the first letter of a word, the learners think of terms that sound similar, such as "found, fan." Some of the words that communicate genuinely. "She doesn't like it," "I'd best leave soon," "Let's go to the movies," and so on are some examples of sentences.

Top-down is listener based while Bottom-up is a text-based, the table below represents the Top-down and Bottom-up strategies

Top-down approach (listener based)	Bottom-up approach (text-based)
Listening for the main idea	Listening for specific details
Predicting	Recognizing cognates
Drawing inferences	Recognizing word-order patterns
Summarizing	

Table 1: Top-down and Bottom-up strategies

Adopted from Developing listening skills by Svitlana Sydrotes school 6№ Zolotonosha Cherkasy region PPT,2013)

1.10. Stages of Listening activities

Listening is a complex problem-solving activity in which listeners interact with a speaker to generate meaning in the context of their own experiences and knowledge (Barnes, 1984). Students are more likely to recognize their listening skills and participate in activities that prepare them to be effective listeners if they are made aware of the elements that affect listening, the degrees of listening, and the components of the listening process. According to Karakas (2002), listening activities strive to prevent failure so that the learner's interpretation of the text can be supported. There are three listening activities stages:

- ❖ **Pre-Listening**
- ❖ **While-Listening**
- ❖ **Post-Listening**

Pre-listening stage

According to Manuel, (2022) in the pre-listening stage, a teacher prepares students for the listening task, this stage gives a great chance of success because it helps teachers find out the vocabulary and language structure in the text, and helps to prevent the anxiety that comes from listening in the target language by providing a context, offer the chance for the class participation and interaction among students.

While listening stage

This involves a series of activities that students perform during listening to a passage to show how well they understood what they heard. Activities should be designed to help students identify what is important, perceive the structure of the text, keep students focused while listening, and most importantly show their comprehension and non-comprehension While listening skills usually focus on these sub-skills; listening for gist, listening for specific information, listening for the speakers' attitudes or opinion Manuel, (2022). Manuel, (2022).

Post listening stage

This stage involves activities that are carried out after the while listening stage successfully such as through discussions, checks and summarizing; in which teachers check understanding by asking students to summarize basic information they heard it can be either written or oral, through discussions.

The following figure illustrates the three stages of listening activities :
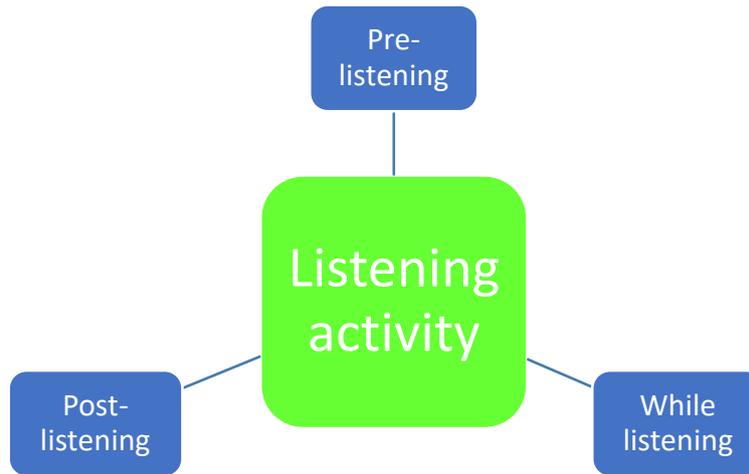
Figure 3: Stages of teaching listening activity

1.11 The materials used in teaching listening skills

Listening in a foreign language is more challenging than listening in one's native tongue: how successfully foreign language listeners manage these constraints will be determined by their capacity to understand what they hear using all available resources (Vandergrift, 2007). As a result, choosing the right listening sources has a big impact on how well students grasp a listening text.

In a language school, a variety of listening sources can be employed. Teacher talks, student talks, guest speakers, textbook recordings, television, video, DVD, radio, songs, and the internet are all examples (Wilson, 2008). For students learning a foreign language, teacher discussion is extremely beneficial. The teacher can adjust the speaking tempo based on the students' ability and interest, repeat key points, and alter the input as needed. The quality of a teacher's talk can also be assessed. It should be easy to understand, coherent, and engaging for listeners. Teacher speaking should be interactive in the sense that students should be able to ask questions and receive answers, facilitating and supporting student discussion. Inviting guest speakers to talk is another approach to exposing children to a real conversation. This allows learners to interact more authentically.

In recent years, technological advancements have expanded the types of listening resources available. Teachers and students can easily find listening materials on the internet. Teachers can use computer and interactive technologies to assist students to develop strong listening skills by selecting materials of all kinds, supporting them as learners' needs demand, and using the visual possibilities of screen presentation or the interactive capabilities of computer controls (Garrett, 1991, p. 95).

1.12 Conclusion

Listening is one of the significant skills in language learning, it is more than hearing or meeting sounds by the ear, listening is an active process. Teaching listening skills should be the teacher's responsibility, being aware of students' listening-related problems and the different strategies suggested by scholars will have a clear impact on students listening comprehension, on the other hand, being familiar with the uses of authentic and non-authentic materials in its relevant context will definitely have remarkable advantages.

Chapter Two:

Authentic video Materials

Introduction

Teachers have been using different strategies and materials to develop listening comprehension and to prepare students for real communication and expose them to language in use, in the development of teaching and learning materials, there has been a paradigm shift from using instructional materials to using authentic materials

(Tame,2009) said that there is a persuasive voice insisting that the English presented in the classroom should be authentic, not produced only for instructional purposes in other words authentic materials include the language that naturally occurs as communication in the native speakers' contexts of use (p.74), Crawford pointed out that language use should be realistic and authentic when designing materials, he also mentioned that classroom materials should include audio-visual components, as cited in Richards & Renandya,(2002,p.63)

According to (Bajramia & Ismaili, 2016,p.503) video material has proved to be an effective method in teaching and learning English as foreign language not only in classroom but even outside the classroom,. The video materials have the capacity of giving original and authentic input because they were created for native speakers, such as films, TV shows, and music

2.1 Teaching materials (TM)

Teaching materials refer to any tool a teacher use in the classroom to achieve specific learning objectives, teaching materials are key component in most languages programs. Whether the teacher uses text book, institutionally prepared materials or make use of his or her own materials, instructional materials generally serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom (Retchard & Renandya,2002,p. 65.66)

Instructional materials may take several forms:

- ✓ Printed materials such as books, work books, work sheets ,or readers

- ✓ Non print materials such as cassette or audio materials , video or computer-based materials

- ✓ Materials that comprise both print and non-print sources such as self-access materials and materials on the internet

- ✓ Materials which are not designed for instructional use such as magazines, newspapers and TV materials may also play role in curriculum(Retchard & Renandya,2002,p. 65.66)

2.2 Non-authentic material versus authentic materials

2.2.1 Definition of Non authentic Materials

'Non authentic material' refers to anything that has been designed specifically to aid the teaching process such as worksheets, textbooks and instructional CD's or DVD'S ("Authentic and non-authentic materials," n.d.). In other words, non-authentic materials are those materials that have mainly educational purposes and designed for English language learners unlike authentic materials which is originally directed to native English speakers

2.2.2 Definition of Authentic materials

Authentic materials have been defined differently by many scholars but the core meaning remains the same, according to Nunan authentic materials are "any material which has not been specifically produced for the purpose of language teaching"(1989,p.54), as opposed to text books, worksheets, and other materials that are usually directed for foreign language teaching and learning, authentic materials are commonly produced by and for native speakers (Strawbridge, 2016). Gower, Philips & Waters (1995) defines the concept

of authentic materials as : anything a native speaker of English would hear or read or use can be described as authentic : theatre programs, newspapers, magazines , poems, songs ,brochures, information leaflets, menus, news broadcasts, and films on video- the list is endless , as cited in (MELIH & AHMET, 2010).

2.3 Teaching using authentic materials

Teachers utilize several teaching materials such as textbooks, printed documents …etc., this could be somehow supporting in which the instructor can design a course, determining the learning outcomes and assessing students, it is also makes the class planning and ideas transmission easier for teachers and students. Despite the numerous ways of teaching with prescribed curriculum and resources (materials), EFL classroom lacks authentic context in which the target language is used and in which students can practice English. Authentic materials are a good option when instructors strive to expose students to highly engaging opportunities to learn English.

2.4 The significance of listening and Authenticity in English language learning

According to Richards (2005), audio resources should be based on a variety of authentic texts, including monologues and dialogues. In other words, because language is a social phenomenon, and authenticity is a key aspect of that whole, real-life listening materials help listeners to be highly motivated to achieve communication objectives. In this context, network-based multimedia, such as online audio and video, YouTube, podcasts, and blogs, now offer a wide range of options for achieving realistic goals.

2.5 The distinction between Pedagogic and authentic listening

In teaching English as foreign language a teachers should use authentic text other than pedagogic specially when the activities contains listening and speaking tasks , the language they exposed to should be authentic because pedagogic learning does not prepare

students for real conversation and dialogues that they may face while listening and communicating with native speakers, therefore authenticity should be a major concern as it allows learners to be more aware of the communication problems, the table below shows the difference between authentic and pedagogic dialogues :

Authentic	Scripted
Overlaps and interruptions between Speakers	Little overlap between speakers
Normal rate of speech delivery	Slower (maybe monotonous) delivery
Relatively unstructured language	Structured language, more like written English
Background noise and voices	No background noise
Natural stops and starts that reflect the speaker's train of thought and the listener's ongoing response	Artificial stops and starts that reflect an idealized version of communication (in which misunderstandings, false starts, etc never occur)
Loosely packed information, padded out with fillers	Densely packed information

Table 2: Compare a scripted dialogue and an authentic dialogue about similar topics.

Note. Adapted from how to teach listening by (J .Wilson, 1988 p, 30)

2.6 Types of authentic materials

Nowadays and with the new technological development, internet offer a variety of authentic teaching resources , according to (Tamo,2009) the most commonly used authentic resources perhaps are : newspapers , menus , magazines, the internet , movies, songs, brochures , comics literature(novels , poems and short stories) , advertisements for events, course catalogues from schools and so on and so forth. The main purpose of authentic materials is communicating meaning and information that are originally produced for real communication rather than to teach English. Thomas, (2014) as cited in ("Teacher's corner -teaching with authentic materials, "n.d.)

Authentic materials are usually free and accessible online or in any other devices, the examples below show some of the teaching materials that is commonly used in ELT:

✓ **Newspapers**

Newspapers are one of the main sources of authentic materials that are more beneficial in ELT courses. Every day, newspapers provide the most recent and breaking news, and teachers can utilize these updated news as authentic tools to teach English learners. Because the language used in newspapers varies from one news to the next, as well as the vocabulary and grammatical structures, it helps English language learners to grasp and understand how language is utilized in a number of ways. Newspapers can also help English language learners enhance their communication skills. Education columns, sports columns, geographical and historical columns, and other topics are covered in newspapers. They also include all the various idiomatic phrases of the local culture in the everyday language. Newspaper language styles are not found in prescribed textbooks, and newspapers can be evaluated in a variety of ways, including for academic writing and as a text for stylistics and semantics. Newspapers have piqued the interest of English learners since they began publishing news about real-life events. Furthermore, they convey knowledge to learners and provide a practical approach of assisting ELT students in learning the English language in a genuine and engaging manner. Newspapers are used to help English language learners improve their reading comprehension, writing skills, vocabulary, grammar skills, and critical thinking abilities Srinivas Rao, (2019).

✓ **Magazine**

Magazines are often used in ELT classrooms as a rich source of authentic materials because they are very motivating and stimulate a wide range of activities. Learners can use magazines to improve their language skills, vocabulary, and grammar. Magazines include a

large amount of information and a diverse range of text types. Magazines offer breaking news and reports from around the world in real time. Magazines are beneficial to students since they provide an opportunity for them to become acquainted or familiarized with current events and reports. It is vital to have a wide range of activities that can be employed even if the material is not timely Srinivas Rao, (2019)

✓ **Media**

Language teachers use media as an additional tool to develop the presentation of information in the classroom. The use of media in the language learning process is extremely important. Teachers of English must choose media that are appropriate for the learners' needs and interests when teaching and learning. The use of relevant and appropriate media stimulates students to take the learning process smoothly. Teachers of English should use communicative media to provide more information or explanation to students so that they may grasp the topic more easily. Murcia (2001,p. 461) asserts, "Media tools are physical things used by the teacher to motivate the students by bringing a slice of real life into the classroom and by presenting language in its more complete communication complex" as cited in Srinivas Rao, (2019). In teaching and learning process, media include computers, games, audio-visuals, graphs, pictures, boards and so on. There are several media used to teach vocabulary such as using games, using visuals (like booklets, pamphlets, brochures, etc.), using flash cards and using pictures and photographs. Srinivas Rao, (2019).

✓ **Weather reports**

Television is frequently used as authentic materials because of its audio-visual impact. Attractive advertisements, comics, songs, games, movies, weather forecasts, and photographs, among many other tools, are quite useful in ELT classrooms for teaching

students. English teachers can employ authentic materials to make learning in the classrooms exciting and fun with a dash of originality. As a result, teachers can incorporate authentic resources into their ESL/EFL lessons to pique students' attention by providing them with the materials they require. Weather reports from various stations can be used as authentic materials by teachers. Teachers can use weather reports from various sources as authentic materials, and they can expose students to weather reports to familiarize them with the environment of their countries. Teachers can acquire weather reports for various countries throughout the world by simply browsing the internet. Srinivas Rao, (2019).

2.7 The advantages of using authentic materials in teaching English language

Several advantages have been introduced by many researchers and scholars in the use of authentic material in teaching language as a second and foreign language, what they have in common is that they shed light on the exposure to natural language that is spoken by native speakers in their real-life setting:

➢ Authentic materials **expose** learners to the actual contemporary language use rather than idealized or old-fashioned structures (Liddicoat & Scarino, 2009. p 69-70)

➢ Authentic materials bring learners into close contact with real world of the target language and culture and **enlarge** our understanding of what language and culture are (Liddicoat & Scarino, 2009. p 69-70)

➢ Lewis Lansford summarizes the advantages of teaching with authentic materials as follows: help prepare learners for the 'real' world of communication, guide learners toward the language they need for their particular context, and motivate learners to communicate, because they help make communication real ("Authentic materials in classroom: The advantages",2022)

➤ Richards (2006, p.20) supports the idea of using authentic materials in foreign language teaching process and he pointed out that authentic materials provide cultural information about the target language , they provide exposure to real language , they relate more closely to learners' needs , they support a more creative approach to teaching as cited in(Beresova,2015,p.196).

2.8 Authentic video materials

One of the most prominent manifestations of the internet as a daily presence in our lives is the mas availability of online video, Video materials tend to be a good strategy in teaching and learning of English as foreign and second language not only the classroom but even outside the classroom, learners have a positive attitude towards using videos in learning because it give them some sorts of motivation and meaningful learning.

2.8.1 Definition of Authentic video materials

Authentic Video refers to any audio visual tool produced by native's speakers of English to the audience of the same language the latter can be used in teaching to provide authentic input and makes learning effective and meaningful. (Stempleski, 1987, p.1) defined Authentic video; material designed for its entertainment rather than language teaching value whereas Paul, 2017) defined authentic video as; video originally created for purposes other than education "most typically, for information or entertainment" (teaching English with authentic video, 2017),

2.8.2 Authentic video resources

Authentic video resources are many and various, students have a wide range of videos which they may use to teach and learn English as foreign language and develop listening and speaking skill as (Paulston & Bruder, 1976, p.153) pointed out that Listening materials should consist of samples of natural language from as many different sources as

possible, so the students will have experience with many varieties of topics, situations, and speakers. Todays with the easy access of internet and television and media in general, a wide authentic audio and video resources are available:

✓ **Video podcast**

Podcast is another great source of authentic video, and it is immensely used in teaching and learning English. Video podcasts is one of the latest web-based materials that have significantly contributed to the EFL learning, they are often easy to download audio or video without any specific software or mp3 required (Shahid & Ali, 2017, p.173.174),

✓ **Movies:**

Movies are another interesting source of authentic videos, and it used by learners outside the classroom, incorporating scenes from their favourite movie in your classroom will catch student's attention to listen as well as urge them to speak the target language,

Kieran Donaghy explains why films are such a good resource, language teachers have been using films in their classes for decades, and there are a numerous reasons why film is an excellent teaching and learning tool; Learning from films is motivating and enjoyable, Film provides authentic and varied language; it provides students with examples of English used in 'real' situations outside the classroom, particularly interactive language and the language of real-life conversation. Film exposes students to natural expressions and the natural flow of speech. If they are not living in an English-speaking environment, perhaps only film and television can provide learners with this real-life language input.

Besides, film gives a visual context; the visuality of film makes it a genuine language teaching tool, enabling learners to understand more by interpreting the language in a full visual context. Film helps in the learners' comprehension by enabling them to listen to language exchanges and see such visual supports as facial expressions and gestures. These

visual or nonverbal clues support the verbal message and provide a focus of attention ("how can film help to teach or learn English?" 2014).

✓ **TV commercials**

Or television advertisements**.** It is usually abbreviated as TVCs, it is a one short audio-visual production created only for the purpose of advertising or promoting a product or service on television. John Paul stated five reasons to use TV commercials in the world language classes: TVCs reflect the culture and social sphere of a given country, TVCs present the natural way that locals speak the target language , TVCs can be a source of entertainment (learning become effective when students enjoy the material), TVCs often touch on the notional and functional nature of language learning , TV commercials can inspire interactive assessment activities "(teaching English with authentic video,2017).

✓ **Songs video**

Songs are an excellent source of 'real-life' language, and they can be used to develop a variety of skills. Most importantly, songs are a fun way to learn English; teachers can use songs to expose students to real English through a variety of activities. 'The benefits of music have been widely discussed in the SLA and cognitive science fields, ranging from its aesthetic value to its therapeutic, cultural, social, and instructional qualities.' Romero (2017).

✓ **YouTube videos**

YouTube it is world-wide used application , it is a rich source of authentic videos, and teachers as well as students have a variety of topics that can be used to teach and learn English as a foreign language more particularly to develop listening and speaking skills,

YouTube videos are a good aid to students' learning if it is used properly; it is regarded as true real-world material instead of recorded videos specified for language learners. Watching how real interaction between each other in English is much better to see actors speaking to each other in a fake conversation, significantly improve listening skills, spoken language and the ability to understand multiple accents (Lynium, 2020), besides it can be used by students outdoors the classrooms, they can practice themselves, another cons of YouTube videos is that it provides transcripts in which you can check your listening comprehension.

2.9.3 The advantages of using authentic video materials on listening skill

Several advantages have been listed by (Wilson, 1988) on the use of authentic video materials on listening:

> He pointed that the advantages associated with using media are that
> material is frequently authentic, topics with real word information and
> that with television and video, there is a <u>visual aspect,</u> being able to see
> the speakers, <u>their context</u> and <u>body language</u> is a huge advantage <u>to</u>
> <u>listeners,</u> furthermore there is the interest factor of seeing people in their
> natural habitat, a <u>useful source of cultural information</u> (p.48)

He also explains that videos are dynamic , they presents moving images , which is in turn a major opportunity for students with short attention spans , and for those who are

not able to speak and read well (p.48) , because many students suffer from lack of concentration video will be a useful tool to enhances focus and engagements in the class

The video can also be monitored: using the pause button, teachers can break up the recording into useable pieces. For the confused learner, the rewind button is also a lifesaver. We may even skip the long wait that we have to endure with cassettes since they double back on themselves with DVDs: DVDs will transport you directly to the scene you request. Subtitles are another advantage DVDs have over most videos. These aid in the integration of reading and listening abilities. Subtitles are criticized by some professors and students, who feel that their existence turns the process into a reading rather than a listening activity. The solution is to simply hide the subtitles or cover them for the first run-through Wilson, (1988, p.49).

2.9.4 Why we use authentic video materials

Stempski said that authentic video materials are ungraded to students levels, and not designed for students needs and interests , teachers should previewing the video materials that he is going to use in his/her classroom and he listed a number of reasons on why we use authentic video materials in teaching English language:

✓ **It fosters student's motivation**

 student will experience a sense of accomplishment when they can understand materials that are intended for native speaker's use,   when they will succeed at dealing with and understanding "the real thing", their motivation increases to go through and understand other authentic materials. They now realize, that, with more effort and practice, along with some help from the teacher, "real English" is not big deal and understanding it is rather not possible. (Stempski ,1987,p.3)

✓ **It presents real language**

While the language presented in feature films is not real in the sense of being unscripted, it is real in the sense that it is intended for native speakers-- people already familiar with the language. It is ungraded and unsimplied, spoken at a normal pace and in typical accents. The language is also real in the sense of being current, that is, it makes use of idioms and expressions common in contemporary English-speaking environments (Stempski ,1987,p.4)

✓ **It provides an authentic look at the culture**.

Through viewing films and other programs intended for native speakers, students may see how people in the target language culture live --- their values, customs, Clothing, food, red how the people in that culture interact with One another. Carefully chosen video material can provided countless topics for cross-cultural discussions end writing activities (Stempski, 1987, p.4)

✓ **It aids comprehension**

Authentic video material provides visual information which can help student's to better understand the situations and language presented. With audio cassettes, where important visual elements of communication such as body language -- are absent, video presents the total communicative act. Visual clues to meaning, such as the clothing worn by speakers or the gestures they use, can help to make meaning clearer to student viewers. Even the music used on a video can be an aid to Comprehension. (Stempski, 1987, p.4)

✓ **It gives students practice in dealing with the medium**

If students are to take in and process films and television effectively, they must have

Practice in dealing with the medium. In "The Video Age," it only makes sense to incorporate the medium into teaching so that students may become more effective and critical viewers. Most student already watch an enormous amount of television. Teachers can help make this everyday viewing activity a real learning experience (Stempski, 1987, p.5).

2.9.5 Implementation of authentic video materials

✓ **Show short segments**

Teachers don't have to take a long video, they can take short segments and presents in the class, what is vital is that teachers should carefully select the part that serve the teaching purpose. As (Stempski, 1987, p.7) said "bite-site" chunks more easily digestible to students a 1-2minute segment, taken out of context, can often provide enough material for a one-hour language lesson

✓ **Allow repetitive viewing**

Teachers should allow students to see the video several times , this will help them paying attention to news interesting information and vocabulary , students will be eager to watch the segments many times specially when it attached by different engaging activities and games

✓ **Encourage active viewing:**

Since the aim of viewing video is to develop language skills, learners must take an active purposeful viewing role other than passive viewing or just viewing for pleasure and entertainment, Teachers can help promote purposeful, active viewing by providing students with challenging activities which require them to focus on selected aspects of the video, such as cultural differences, setting, situation, and language. The comprehension gained from

purposeful viewing activities, will increase, rather than diminish from, student enjoyment. (Stempski, 1987, p.8)

✓ **Present activities before viewing**

Teacher usually ask students what they will be expected before seeing the segment, In this case, related language tasks will be more productive. Being familiar about what they will have to do following the viewing will help students to deliberately and effectively focus their attention on specific aspects of the video and more successfully accomplish viewing tasks set by the teacher. (Stempski, 1987, p.8)

✓ **Know the video material**

The teacher should view the entire video segment before presenting it to the class, preferably several times and with the video script, if available. If none is available the teacher an make a transcript and/or notes of the language items presented for reference and, if desired, for distribution to students as study material. Knowing the material will make the teacher more confident and better able to handle questions from the students concerning language content or other aspects of the video.

✓ **Know your equipment**

A teacher should be familiar with equipment of the recorded videos that they intended to use, and how it works, before he or she starts doing the task, he/she should make sure he is not going to face problems with playing the video or sounds of video, to avoid any distraction or waste of the time.

2.10 The disadvantages of using authentic materials on learning and teaching

Of course there is no material or strategy that is one hundred percent perfect, teachers and leaners may experience a number of difficulties or disadvantages as many consider them while using authentic materials in EFL classroom and they can be listed as follows:

- (Tamo ,2009,p.76)said 'that authentic materials may be culturally biased and difficult to understand outside the language community' s/he also added authentic materials may contain vocabulary that does not much with students immediate needs , moreover low levels students may have difficulties decoding mixed structures .

- Another disadvantage is that materials get   outdated quickly (news)

- Preparation of the texts and activities is often demanding and time consuming

- There are many accents and dialects that students might find challenging to understand

- They are rather difficult for beginners**, (**advantages-and-disadvantages-of-didactic-materials, 2014)

- May use concepts which are too difficult sophisticated for the students to understand and language teacher to explain

 2.11 Conclusion

In this chapter, we talked about the concepts of authentic and non-authentic materials and how they are used in language learning in addition to authentic video as a part of that whole and its effect on the listening skill and language learning experience, the advantages of authentic materials are indisputable, more exposure to language in use is achieved besides the meaningful learning and experience, moreover we talked about the different video resources that might be included in English classroom such as movies , YouTube videos , and podcast . Teachers and learners might find some difficulties to cope with authentic at the beginning but with good preparation and little practice, he will find video easy to use and well worth the effort in achieving student motivation and effective language learning.

Authentic video can be very exciting and stimulating for both students and teachers if is used properly.

Chapter Three:

Field work & Data analysis

Introduction

The present chapter introduces the practical part of the research study which is mainly entitled "The impact of Authentic video materials on EFL learner's listening skill", it is observed that many first-year EFL students have significant problems while listening to English, the main objective of this research project was to investigate the role video materials in enhancing and fostering listening skill . Therefore the conducted research used the mixed methods an approach , two questionnaires have been employed to gather necessary data , the first questionnaire was directed to first year university students and the second questionnaire was directed to teachers of English in EFL context, the participants of the questionnaires were all from Mohamed khaidar university of Biskra.

3.1 Students' Questionnaire

3.1.1 Sampling of the questionnaire

The student's questionnaire was first directed to third year LMD students and then we changed it to first year students, because the vast majority of them have remarkable problems in listening due to the unequivalent teaching curriculam of high school, the students' questionnaire involved 24 first year students at Mohamed Khaidar University of Biskra, it was posted online on the 2021-2022 promo official group.

It was online because many students prefer this method of Google form questionnaire, it is easy, organized and students have enough time to give appropriate and full answers and edit it before submit it.

3.1.2 Description of the questionnaire

This questionnaire posted online in the official group of 2021 promo of first students at Mohamed kheider university of Biskra. The students' questionnaire was divided into three main sections:

✓ Introduction: it is general overview about the topic of the research study, the aims of the questionnaire, and guidelines on how to answer the questions.

✓ Student's preferences: This part includes three (3) questions where students can specify their gender, age and their choice of studying English language at university.

✓ Listening skill: This part was essential, it attempts to identify the significance of listening skill in general, and how it is taught in EFL classroom and more particularly the challenges and difficulties facing EFL students in learning this receptive skill.

✓ Instructional materials & authentic video: The third section starts by a short definitions and description of what is authentic video materials, it includes 04 questions that administered to know; what are the most used instructional materials in the EFL classroom, and their perspective from using authentic videos materials on teaching listening skill.

1. Analysis of the questionnaire:

Section One: Students' preferences

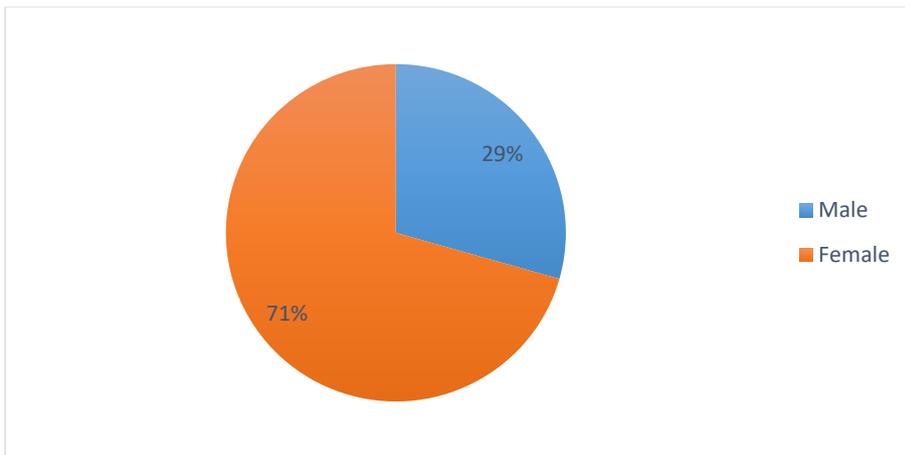   **1. Specify your gender please?**

Figure 4: students' gender distribution

The pie chart above shows that the majority of the questionnaire respondents were females with (71%) whereas there were only (29%) males which interprets that females have more tendency towards learning foreign languages especially English language.

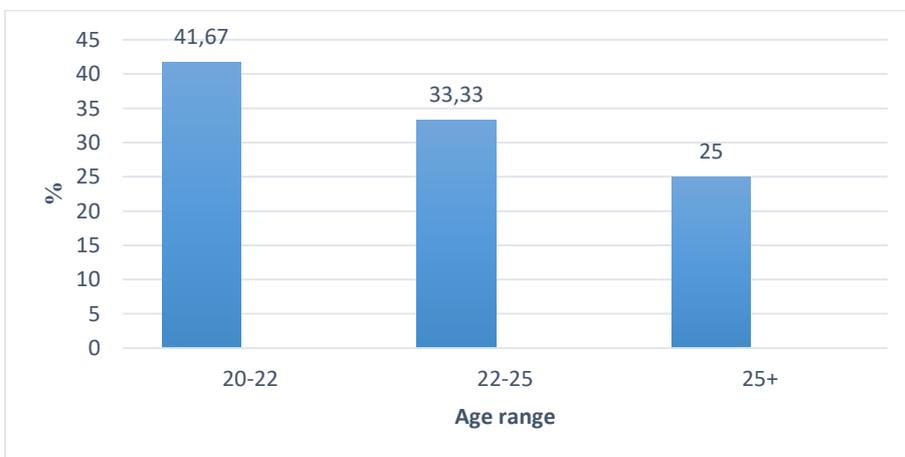## 2. Specify your Age please?

Figure 5: students' age

The graph indicates that the majority of first year English students are around 20-22 years old (41%), while (33.33%) are from 22-25 years old age, and concerning the students above 25 years are just 25%, this means most of first year students are on the regular age of Education
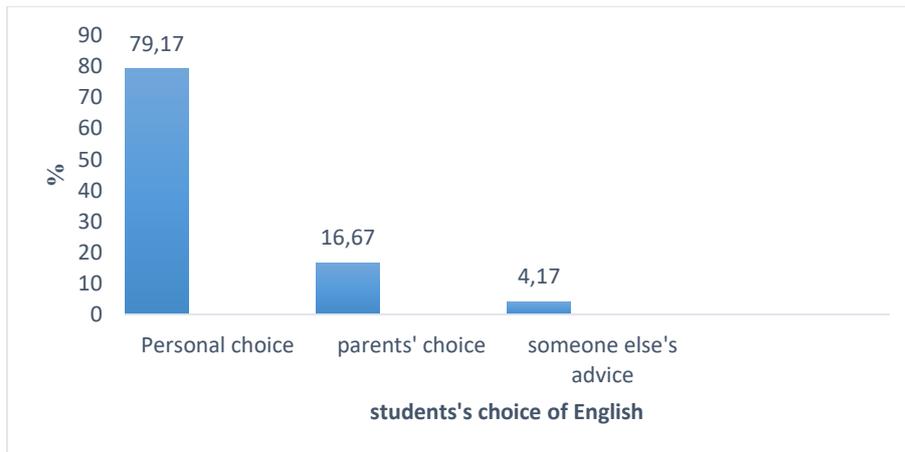
3. Choice of studying English

Figure 6: Students' choice of English

The bar chart indicates that the vast majority of first year EFL students (79 %) chose English from their personal willingness which means that most of them are interested in learning English language and developing their skills.

Section two: Listening skill

Question 01: what is the most important skill that students should improve first while learning English as a foreign language?
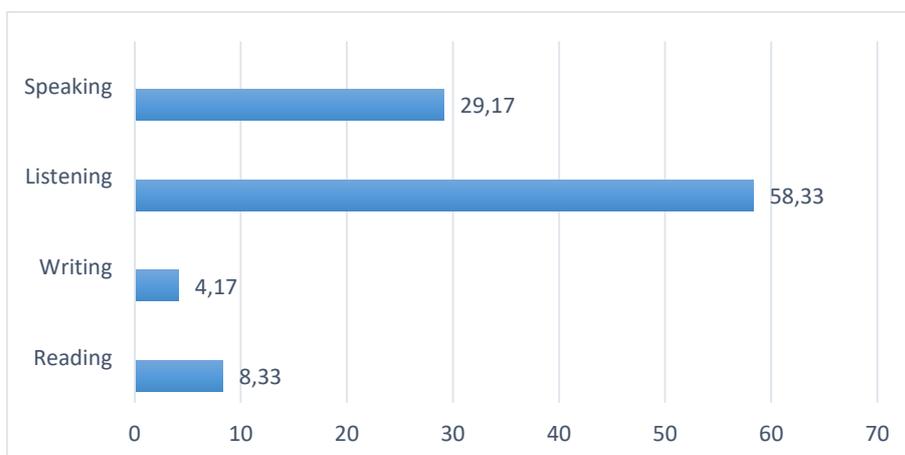

Figure 7: The importance of listening among other skills

41

The majority of students (58.33 %) opted for listening skill as the most essential skill that students should improve first in learning English as foreign language, this reflects that most of them are aware of the importance of listening in English language learning and then it comes speaking with (29.17 %) as the second option for the students . for those students who chose listening skill they justified; that listening is vital because it plays an important role in speaking or in effective communication , others said that good listeners are always good speakers , some said that is a main source of knowledge about the language(referring to input) , when you develop listening you develop other skills on the way.

Question 02: To what extent listening to spoken English is difficult?
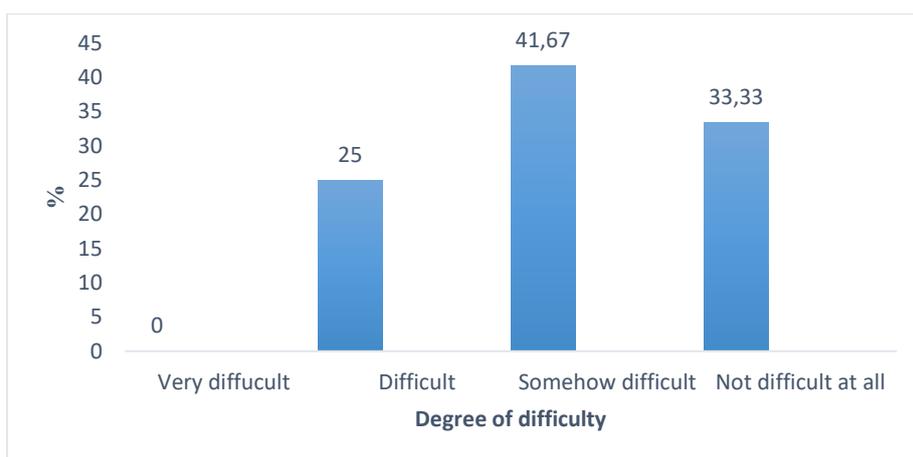
Figure 8: To what extent listening to English spoken text is difficult

The above graph illustrates that (41.67 %) of students find listening somehow difficult and challenging while (25 %) other students said that is difficult this means that the majority of first year students are having crucial problems with listening comprehension, and these problems will be investigated in the coming questions

Question 05: How do you evaluate your level in listening comprehension?
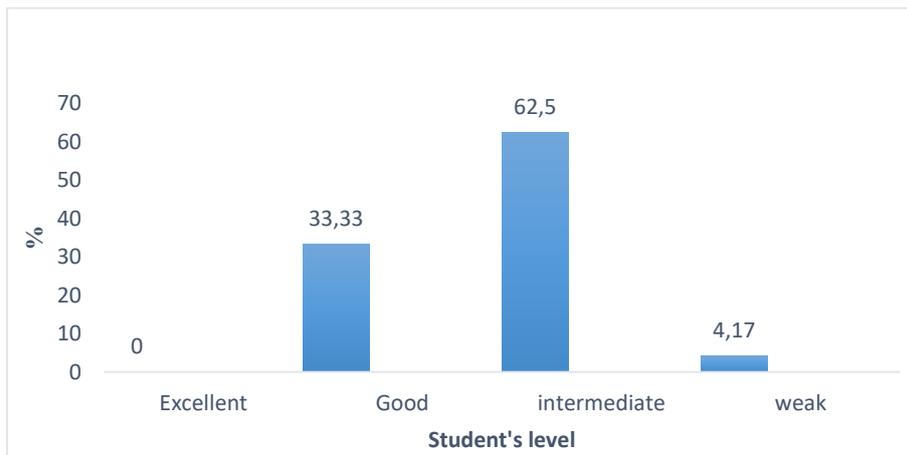
Figure 9: Students' evaluation to their level listening compression level

The bar graph shows that out of 24 respondents students evaluate their level as intermediate with (62.5%) while (33.33 %) their level are good in listening comprehension, this interprets that the level of the majority of students is acceptable so far .

Question 06: Do you tend to repeat the audio recording more than one time while listening?

Figure 10: Students' tendency towards repeating audio recording different times

The pie chart illustrates that many students 41.67 % tend to repeat the audio recording more than one time to understand the listening passage which means they have significant challenges in listening comprehension , the audio recording is widely used tool but it lack some of contextual and visual features that plays an important role in comprehension of the listening texts.
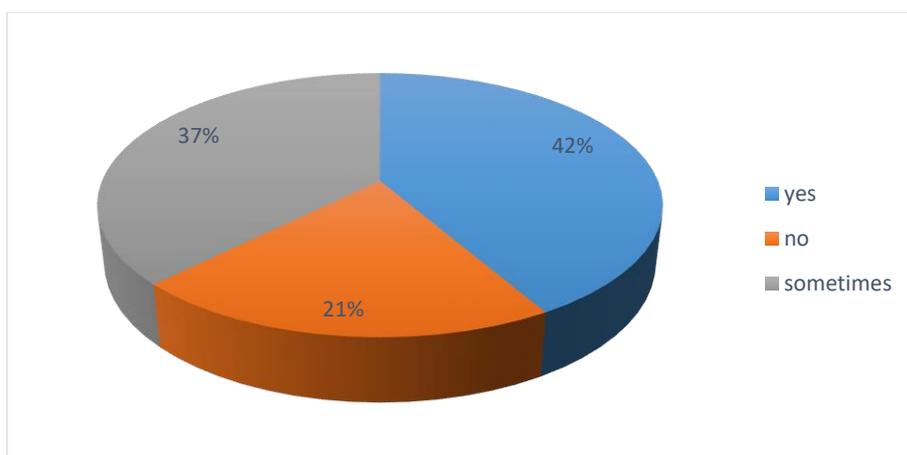
Question 07: what are the problems that you usually encounter in listening Comprehension as an EFL students? (You can select more than one answer)
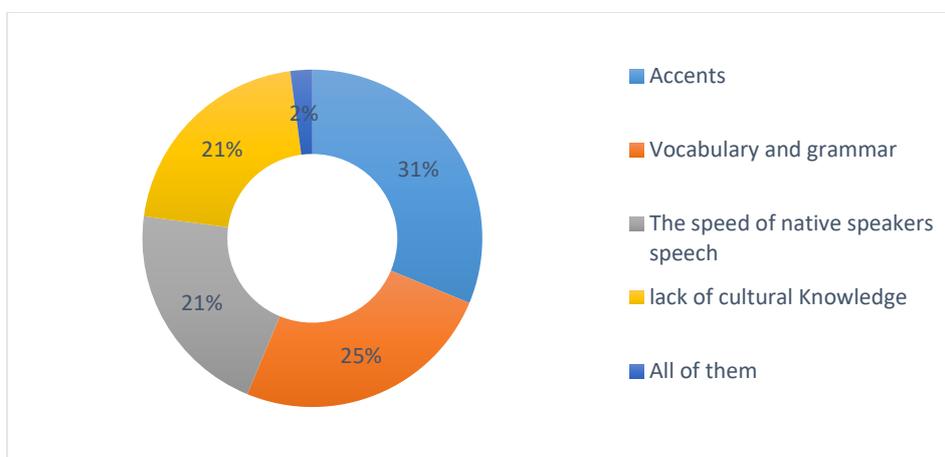
Figure 11: Diagram of students' Difficulties in listening comprehension

The shows that most of students problems in listening comprehension are with accents (31.25 %) and vocabulary and grammar structure with (25 %), this indicates that unfamiliarity with different English accents and grammar are the main problems that obstruct the students listening comprehension, however the students' problems vary from one students to another, because that percentages seem to be near to each other

 Question 08: Listening plays a substantial part in communication, how often you practice listening skill in oral expressions sessions?
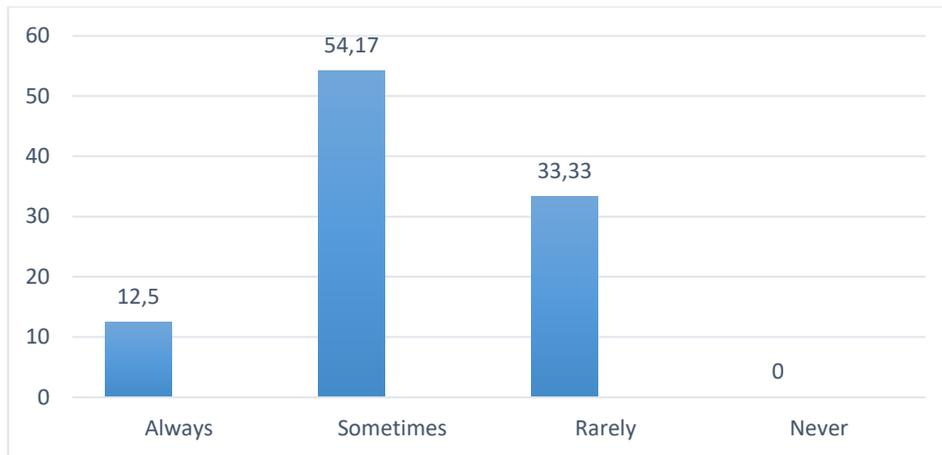
Figure 12: Students' practice of listening in oral sessions

The bar chart above shows that most (54.17 %) of students said that they practice listening sometimes in oral sessions while (33.33 %) said that they rarely practice listening in the classrooms. This means that they don't have regular practice in which they can develop good listening skill, Perhaps most of the time is devoted to speaking skill

Question 09: what is your opinion about creating a course for 'listening skill' where first year students can practice listening deliberately and autonomously?
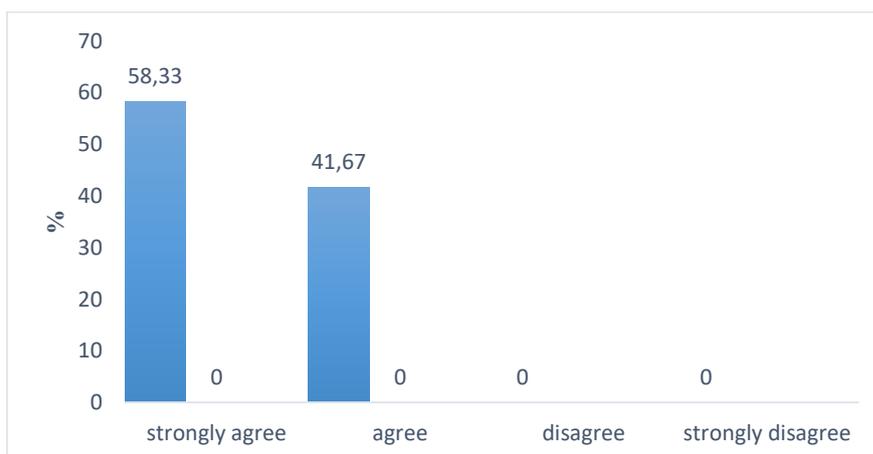
Figure 13: students' agreement on making a course for listening

From the above bar chart, it is clear that (58%) strongly agree and (41.67%) agree, which means that all students are with the idea of making a course for listening skill where they can practice listening whereas none of them refuses.

Section three: Instructional materials and authentic materials

Question 10: What type of materials do your teachers use in classroom?

Note: You may select more than one answer
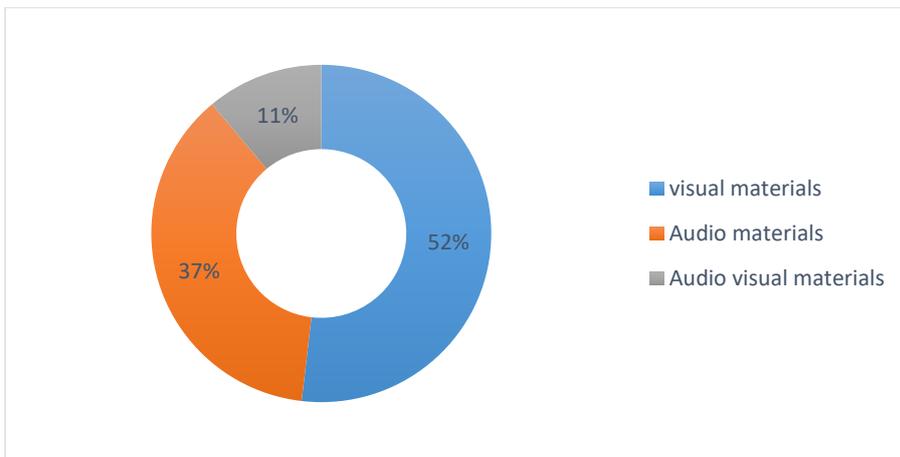
Figure 14: most used teaching materials in EFL classroom

From the pie chart, it is obvious that the majority of participants (52 %) selected the visual materials as most used materials in their classroom, which interprets that teachers prefer and rely using visual materials in presenting their classes. Audio visual materials seem to have less attention in teaching EFL students with (11 %)

Question 11: what are the advantages of using authentic video materials in learning English language? Note: you may select more than one answer?
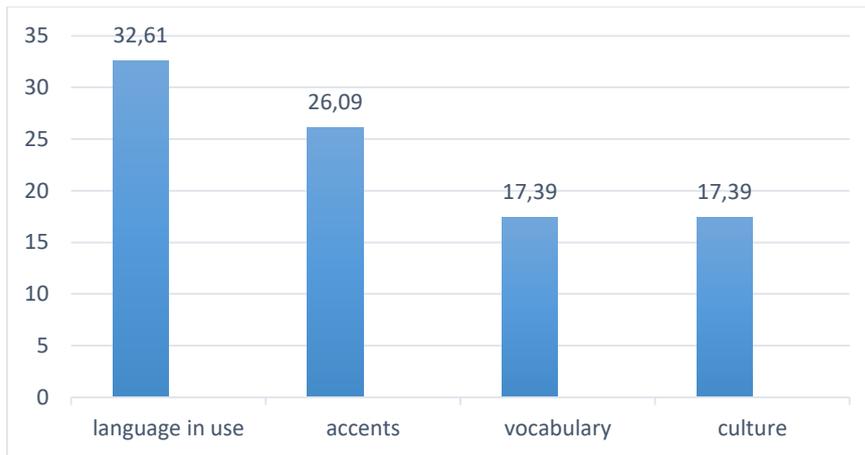
Figure 15: Advantages of authentic materials on listening skill

The graph shows that the majority of students answer that authentic video materials introduces to them how language is used with (32.61 %) , besides the familiarity of English accents with (26.09 %) , this means that students are having a positive attitudes towards authentic materials

Question 12: Do you think that authentic video materials as audio visual aids (that provides verbal and nonverbal cues) is a good strategy on developing listening comprehension?
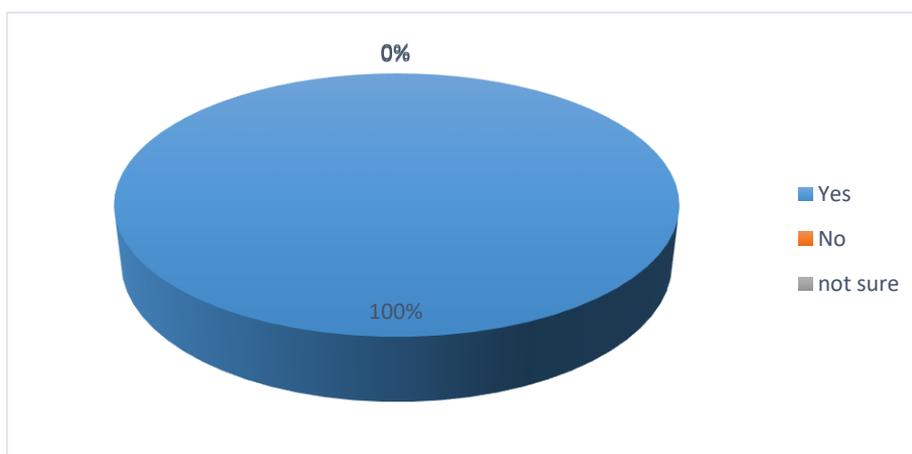
Figure 16: Students attitudes towards the effectiveness of authentic video materials on listening comprehension

The pie chart above illustrates that all students' believe that using authentic video materials as audio visual tool is an effective strategy in listening comprehension, This means that EFL students has positive attitudes towards using authentic video materials and they believe that it is effective

Question 12: What type of authentic video resources you usually rely on the most?
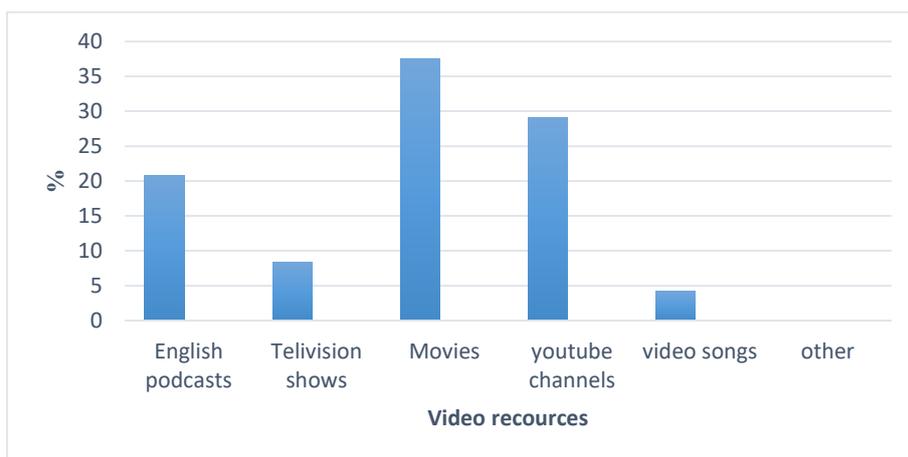
Figure 17: Authentic video resources

The bar chart shows that most students' answers were movies with (37.5 %) and at YouTube channels as second source for authentic video with (29.17 %), this interprets that students have a variety of sources, including movies, YouTube …which in turn offer to teachers a wide range of choices to imply in the EFL classroom

3.2 Discussion and Interpretation of Results (Students' Questionnaire)

In the first section, the analysis of the students' questionnaire indicated that most of the respondents were females, moreover the majority chose to study English at university based on their own willingness, this interprets that most of first year students are interested in learning English and in developing their language skills.

In the second section, students have shown great awareness to listening skills, their answers demonstrates that most of them chose the listening skill as number one skill that need to be improved while learning a language .Moreover participants have shown that they have problems with listening comprehension, among these problems are unfamiliarity with the different accents, vocabulary and grammar, they also indicated that they don't have regular practice with listening skills so the all of them agreed on making a course for listening skill so they have enough space to practice the language through different materials.

In the third section, most students said that they use visual materials rather than other materials. Furthermore, students have shown that authentic video materials have significant advantages particularly on the familiarity of how language is used in real context. The analysis of Students' questionnaire also indicated that they have positive attitudes towards using authentic video materials as learning strategy to improve listening skill.

Finally, in accordance with the discussion and interpretation of results, a hypothesis have been proved; authentic video materials are effective strategies in teaching and learning listening skill.

3.2 Teachers' questionnaire:

Sampling of the teachers' questionnaire:

The teachers' questionnaire was directed to EFL teachers at Mohamed Kheider university of Biskra as they are concerned with teaching first year students or ever experienced teaching first year students, the questionnaire involves three (03) participants, one female teacher, and two male teachers.

The description of the teachers' questionnaire:

The teacher' questionnaire includes twelve (12) variety of questions which attempts to investigate their perspective from using authentic materials in general and authentic video

materials in particular. The questionnaire of teachers was programmed to be an interview, but with specific circumstances it has been changed to a questionnaire, the questionnaire was sent to teachers via their official emails and we have received their answers within two days.

The analysis of the teachers' questionnaire:

Question 01: How long have you been teaching English at university?

Teachers	Teaching experience
Teacher A	15 years
Teacher B	6 years
Teacher C	12 years

Table 3: Teachers' experience in EFL context

The above table shows that the teachers A and B have more than 10 years' teaching which interprets that they have a significant experience in teaching English as a foreign language therefore their feedback will be highly evaluated in this study

Question 02: Do you think that the listening skill is essential in acquiring English language?

Justify your answers please

Teachers	Answers
Teacher A	Yes
Teacher B	Yes
Teacher C	Yes

Table 4: listening skill importance in acquiring English language

Justifications:

Teachers A: Because it is a part of communication skills that a good language user must master

Teacher B: It is important as any other language thus it should be taught and learned to achieve a better academic results

Teacher C: it is important as other skills, it exposes students to a variety of oral language which enable them to learn new language structures

All the teachers' answers were 'Yes 'to the question: is listening skill as essential part in acquiring English as foreign language? Besides they provide variety of justification to their answers; it is part of communication production, it exposes students to a variety of oral language thus, it is important as speaking, writing and reading.

Question 03: How would you order the following skills based on their importance?

Skills	Reading	Writing	Listening	Speaking
Teacher A	4	3	2	1
Teacher B	3	4	1	2
Teacher C	3	4	1	2

Table 5: Language skills order based on their importance

From the above table we understand that the listening skill is among the first skills based on the order of importance besides speaking, which means that listening skill has a big importance in learning English language.

Question 04: How often do you practice listening with your students?

	Often	Sometimes	Rarely	Never
Teacher A		√		
Teacher B		√		
Teacher C		√		

Table 06: Teachers' listening practice frequency with their students

Based on the table above we understand that teachers sometimes practice listening with their students, this means that teachers have some interest in teaching listening skill in their classes

Question 05: Do your students have significant problems in listening to English spoken texts?

	Yes	NO
Teacher A	√	
Teacher B	√	
Teacher C	√	

Table 7: Teachers' listening practice frequency with their students

All teachers proved that their students have a number of problems in listening compression

Question 06: Mention some of the difficulties and challenges that first year English student's encounter in listening?

Teacher A: ………………….

Teacher B: Issues with different accents, pace of speech, Vocabulary

Teacher C: Less importance given to receptive skills

All teachers' answer were yes , their students encounter different problems in listening , some of the problems mentioned are lack of practice , issues with different accents, speech pace and vocabulary , in addition to less attention given to receptive skills by students which causes them significant problems with listening .

Question 07: Do you use supplementary materials in your classroom?

Teachers	Yes	No
Teacher A	√	
Teacher B	√	
Teacher C	√	

Table 8: Teachers' use of supplementary materials

Mention them please**:** (optional)

Teacher A: Audio visual materials

Teacher B: Different types it depends on the objective of the course; videos, text …

Teacher C: Audio visuals

The table shows that teachers use supplementary materials in the classrooms and most of the materials mentioned are audio visual materials; videos…

Question 08: Do you use authentic materials on your classroom?

	Yes	No
Teacher A	√	
Teacher B	√	
Teacher C	√	

Table 9: Teachers use of authentic materials in the classroom

The table shows that teachers are already familiar with the use of authentic materials in their classes, from the examples mentioned by teachers are text and audio authentic materials. This means that teachers have experienced teaching with authentic materials

Question 09: what is your opinion about using authentic video materials in EFL classroom?
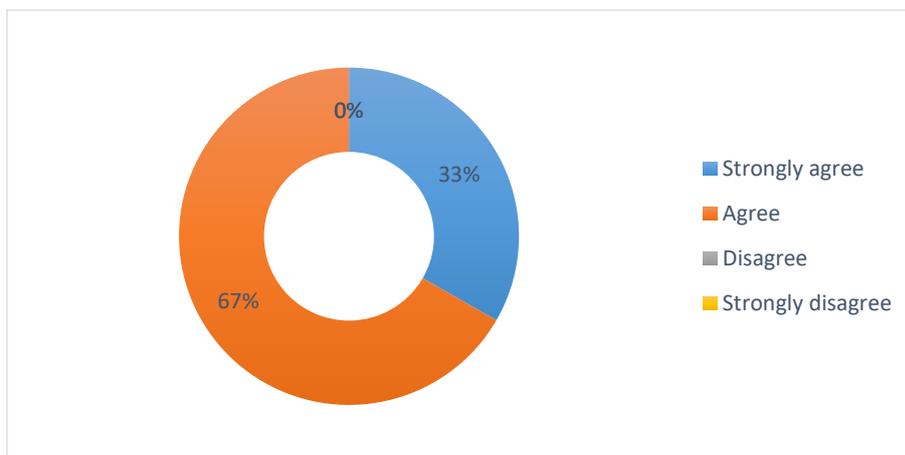

Figure 18: Teachers' agreement on using authentic video materials on EFL classroom

From the above chart we understand that all teachers agreed on using authentic materials on EFL classroom, which means that authentic videos have positive impact on students learning and in effective teaching

Question 10: Do you think that authentic video materials are efficient strategy in teaching listening skill? **Justify your answer please**

	Yes	No
Teacher A	√	
Teacher B	√	
Teacher C	√	

Table 10: The efficiency of authentic videos materials in teaching listening skill

Justification:

Teacher A: The only way to guarantee the student's skill being fostered since they will be exposed to native speakers' speech

Teacher B: They provide natural language use in appropriate context

Teacher C: They familiarize learners with native speakers' language and culture

Based on the table and teachers' justification, we can say all teachers said that authentic video materials are good and efficient strategy in teaching listening skill due to the following reasons: the only way to guarantee student skill to be fostered since they will be exposed to native speakers' speech, another reason is that they provide natural use of language in the context and familiarizing students with natives speakers accents and culture, therefore many advantages has been introduced by teachers which proves the effectiveness of authentic video materials on listening skills

Question 11: Do you agree on teaching "Listening Skill" as a course where first year students can practice listening and where teachers can use a variety of authentic materials such as authentic videos to enhance students' listening skill?
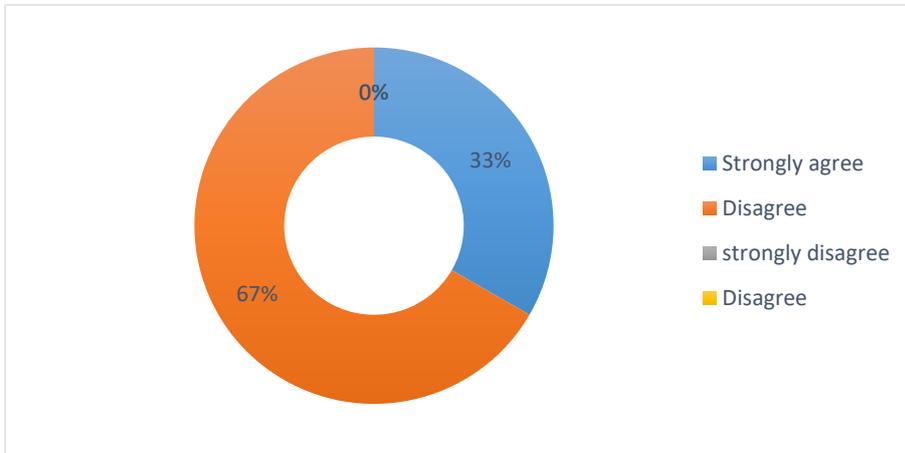
Figure 19: Teaching listening skill as a course in first Year University level

As shown in the pie graph , it is clear that teachers agreed on making a course for 'teaching listening skill' at first year level, where they can use different authentic materials and expose students to natural spoken English language and culture and most importantly fostering listening comprehension

Question 12: In your opinion, what are the advantages of using authentic videos in EFL classroom?

Teachers have stated a number of advantages about using authentic video materials in EFL classroom and they are as the following:

Teacher A:

They foster listening and speaking skills

They replace their natural exposure to native speakers

Teacher B: They help with language acquisition and enhance motivation and engagement in listening

Teacher C: More exposure to natural English as spoken by natives and non-natives as well.

Better cultural awareness and understanding of the differences among Individuals around the world

Teachers have provided a number of advantages in the use of authentic video materials in EFL classroom,

Question 13: Could you please state some recommendations on using authentic video materials in the classroom?

Answer: teachers have stated many recommendation that EFL should take into consideration while using authentic video materials on their classroom and they are as follows:

Teachers A: Course designers should rethink listening skills and materials used, authentic

Teacher B: material used should be well selected to achieve better the goals of teaching English as foreign language

Teacher C: Video must be checked for appropriate content and long video must be avoided or cut into segments

Appropriate language and content, clear objectives and procedures, adequate length

Discussion and interpretation of the teachers' questionnaire:

The teachers' questionnaire involved three participants: two males and one female. The teachers have significant experiences in teaching English as a foreign language , their answers interprets that listening skill is important in learning English language , they explained that listening is a part of communication skills that a good language user must master, they also pointed that listening exposes students to a variety of oral language that enable them to learn new language structures, they mentioned that their students have significant problems such accents and vocabulary .

Accordingly, Most of teachers said that they use supplementary and Authentic materials in the classroom (audio visual materials more commonly), all teachers agreed on using authentic video Materials as teaching aids in listening comprehension , they asserted that they are efficient strategy in teaching listening skill for instance they foster listening , enhances motivation and engagement and they replace natural exposure to native speakers', at the end teachers give certain recommendations that should be taken along with teaching with authentic video; they insist on appropriate content, avoiding long videos and recommending using segments instead .

Conclusion

This chapter has introduced the data collection methods used in the presented study which are the students' and the teachers questionnaires; the finding of the surveys have proved that using authentic video materials is effective strategy in teaching and learning the listening skill, and they have significant advantages on students learning of English, moreover students and teachers have a positive attitudes towards authentic video materials in the classroom.

Recommendations

Listening is one of the important skills that has an undeniable role in language learning. Teachers and students should strive to develop this receptive skill and they should take the following recommendations to ensure students' improvement of listening skill

❖ The use of Authentic materials should be a major concern in teaching listening skill and even speaking skills , because real communication require exposure to authentic input

❖ Instructors have to design course for teaching and assessing listening skill at first year university level to ensure better academic achievement for the EFL students

❖ Teachers have to vary the sources of listening materials to introduce students to a variety of language structures and language in use

❖ Content of Authentic videos should be appropriate and interesting to students to catch their attention and boost engagement in the classroom

General conclusion

This dissertation is about the impact of authentic videos materials on EFL learners' listening skill, it is composed of three main chapters; the first and second chapters were theoretical overview about listening skill and authentic video materials and the third chapter was practical investigation about the study.

Since many first year EFL students face different challenges and problems in listening comprehension, the main aim of this study was to investigate the role of authentic video materials in improving and fostering EFL learners' listening skills and in minimizing the problems that the students face while listening, so to fulfil this objective, we have hypothesized that authentic video Materials are efficient strategy in teaching and learning listening skill.

Concerning the practical part of the study, we have used the mixed methods approach. Two surveys have been employed as tools to collect necessary data; the first survey was directed to first year EFL students and the second survey was administered to EFL teachers. The findings of the surveys shows that Authentic videos materials are efficient tools in teaching and learning listening skill because it exposes students to the English language use, to different culture and make them familiar with different accents, besides positive attitudes has been received from teachers and students on the use of authentic video materials in EFL classrooms.

At the end, while using authentic video materials in the classroom, teachers recommended to consider the length of video content, appropriateness, and students' needs and objectives, students may find several problems in using authentic materials such as highly advanced vocabulary or culture issues, teachers can make an overview to the listening topic before initiate the task.

Limitations of the study

Our study has some limitations within which our finding need to be interpreted carefully ; the first limitation was the lack of justifications of the answers; most of participants did not give appropriate justification for their answers and others left the justification space empty , so their feedback was highly needed for more reliable findings. Another limitation was the lack of participants, we aimed to have 30 participants but we didn't reach the desired number, another limitation was the time constraints.

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Appendices

Students' Questionnaire

Dear first year students,

The following questionnaire is about the impact of Authentic video materials on EFL learners' listening skill , it aims to collect necessary data for the conducted study , you are kindly asked to answer the following questions to help us accomplish this research project, thus your collaboration will be highly appreciated, thank you so much for you time , efforts and collaboration!

Section One: Student's preferences

Q1: Specify your gender please?

Male □

Female □

Q2: Specify your age please?

19-22 □

22-25 □

25+ □

Q3: You study English at university because it is

Personal choice □

Parent's choice □

Someone else's advice □

Section Two: Listening Skill

Q4: What is the most important skill that students should master first in learning English as foreign language?

Speaking □

Listening □

Reading □

Writing □

Justify why is important please?

……………………………………………………………………….

Q5: How do you evaluate your level in listening comprehension?

Excellent □

Good □

Intermediate ☐

Weak ☐

Q6: You tend to repeat the listening text or the audio more than one time to understand

Yes ☐

No ☐

Sometimes ☐

Q7: What are the problems that you usually encounter in listening comprehension (as EFL students)?

Accents ☐

Vocabulary and grammar ☐

The speed of speech (of native speakers) ☐

Diversity and lack of knowledge ☐

All of them ☐

Q8: Listening plays a substantial part in in oral production and in effective

Communication, how often you practice listening in oral expression sessions?

Always ☐

Sometimes ☐

Rarely ☐

Never ☐

Q9: What is your opinion about creating a course for listening skill where you

can practice listening regularly?

Strongly agree ☐

Agree ☐

Disagree ☐

Strongly disagree ☐

Section Three: Instructional materials and authentic video materials

Description:

Authentic materials are materials that are not specifically produced for educational purposes, it rather produced for and by native speakers' of English, such as TV news, podcasts, newspapers, movies, documentaries, newspapers,

YouTube videos...

Q10: What type of materials your teachers usually use in classroom?

Audio materials (recording...) ☐

Visual materials (project aids...) ☐

Audio Visual materials (video...) ☐

Q11: Do you think that authentic video materials are good strategy in teaching listening skills?

Yes ☐

No ☐

Not sure ☐

Q12: Do you think that authentic video materials as an authentic audio visual aids helps you in listening comprehension?

Yes ☐

No ☐

Not sure ☐

Q13: What are the authentic video materials resources that you usually rely on?

English podcasts

Television (TV show, TV commercial) ☐

Movies ☐

YouTube channels ☐

Songs ☐

Others ☐

Q14: what are the advantages of using authentic video materials in learning English?

Introduces to you how language is used in real word ☐

Makes you get familiar with the different accents ☐

Makes you familiar with different vocabulary and grammar use ☐

Exposes you to the culture of the target language ☐

All of them ☐

Any comments relevant to this study, put them below please

     Thank You So much for your collaboration!

Teacher's Questionnaire

Dear teacher,

I'm currently conducting a research on the impact of Authentic video materials on EFL learner's listening skill, our aim is investigate the difficulties and challenges that EFL students face while listening to English, and more adequately to investigate the role of Authentic video materials in improving students' listening skill You're kindly asked to answer the following questionnaire and provide us with a clear and full statement where necessary.

And thank you in advance for your collaboration, time and efforts.

*Obligatory

Adresse e-mail

*.........................

Q1: How long have you been teaching English?

*…………………………………………………………………………………..

Q2: Do you think that Listening skill is essential in acquiring language?

Yes ☐

No ☐

Justify your answer, please.

*…………………………………………………………………………………...

Q3: How would you order the following skills based on their importance?

Reading ☐

Writing ☐

Listening ☐

Speaking ☐

Q4: How often do you practice listening with your students?

Often ☐

Sometimes ☐

Rarely ☐

Never ☐

Q5: Do your students have significant problems in listening to authentic English?

Yes ☐

No ☐

Q6: Mention some of the most common challenges and difficulties that EFL students (of first year) face in listening, please

Q7: Do you use supplementary materials in your classrooms?

Yes ☐

No ☐

If yes, state some of them please.

Q8: What type of Materials do you usually use in teaching language skills?

………………………………………………………………………….

Q9: Do you use authentic materials in your Classroom?

Yes ☐

No ☐

Q10: What is your opinion on using authentic video materials in the classroom?

Strongly agree ☐

Agree ☐

Disagree ☐

Strongly disagree ☐

Q11: Do you think authentic video materials are efficient tools in teaching listening skill?

Yes ☐

No ☐

Justify your choice, please

…………………………………………………………………………………………

Q12: Do you agree on making a module for teaching "listening skill " as a course where students can practice listening and where teachers can use authentic materials (videos) to enhance EFL learners' listening skill?

Strongly agree ☐

Agree ☐

Disagree ☐

Strongly disagree ☐

Q13: In your opinion, what are the advantages of using authentic videos in EFL Classroom?

…………………………………………………………………………………

Q14: Could you please state some recommendations on using authentic materials or particularly authentic video in the classroom?

……………………………………………………………………………………..

Thank you so much for you feedback and help

ملخص الدراسة

يهدف هذا البحث الى إثبات مدى فعالية الفيديوهات الاصلية التي في الغالب موجهة و مبرمجة الى مستعملين اللغة الانجليزية كلغة أم في تحسين مهارات السمع لدى طلاب السنة الأولى شعبة اللغة الانجليزية الذين يدرسون الإنجليزية كلغة أجنبية ،تم استعمال استبيانين كوسيلة لجمع المعلومات التي نحتاجها في إتمام هذا البحث ، الأول كان موجه لطلبة سنة أولى لغة إنجليزية و ثاني وكان موجه لأساتذة الجامعة اذين يدرّسون نفس اللغة ،من خلال الدراسة التي قمنا بها أثبتتا أن الفيديوهات الأصلية لها دور كبير في تحسين مهارة السمع و في تقليص المشاكل التي يواجهها الطلاب أثناء الاستماع من خلال خاصيه السمعي البصري، و بالأخص في تكوين الطلاب الى التواصل الفعال من عدة جوانب ،كما كشفنا على مختلف مصادر الفيديو الأصلية التي يمكن للأساتذة إدراجها في تعليم هذه المهارة الرئيسية في تعلم أي لغة أجنبية و بالأخص الإنجليزية