People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

Mohamed Kheider University of BISKRA

Faculty of Arts and Languages

Department of Foreign Languages

English Language Division

The Use of Authentic Materials to Strengthen Students' Listening Skill in the EFL Classrooms

A Case Study of Second Year Students of the Department of English at Biskra University

A Dissertation Submitted in Partial Fulfillment of the Requirements for the Master Degree in Sciences of Language

Submitted by   **Supervised by**

SOUFI Saida   Mrs. SALHI Ahlem

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DEDICATION

THIS DISSERTATION IS LOVINGLY DEDICATED TO MY MOTHER FOR HER SUPPORT,
ENCOURAGEMENT, AND CONSTANT LOVE HAS SUSTAINED ME THROUGHOUT MY
LIFE. SHE IS THE MOST COURAGEOUS WOMAN I EVER KNEW.

TO MY DEAR FATHER, WITHOUT HIM I WOULD NOT BE WHO I AM. I AM SO GLAD
THAT YOU ARE MY DAD.

TO MY FIRST REASON THAT LEAD ME TO THIS STAGE OF PROGRESSION MY
DEAR BROTHER L'ARBI.

TO MY LOVELY SISTERS, BACHRA, ZHOUR, TAOUAS, DJAHIDA, YASSMINA AND
THEIR CHILDREN.

TO MY BROUTHERS, ABD AL ALI, HICHEM, AHMED.

TO AMINA, HALA, ZAHIYA AND HAYAT.

TO MY BEST FRIEND IN THIS WORLD, NADIA.

TO MY EYES, OUSAMA AND AROUBA.

TO ALL WHO HELP ME IN MY EDUCATION AS WELL AS IN MY LIFE WITHOUT ANY
EXEPTION.

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Abstract

This dissertation investigates one of the most problematic subjects in the domain of English language teaching. It originally aims to investigate the effectiveness of authentic materials in teaching English at Biskra University in order to explore their impact on students' listening. The present study hypothesizes that if teachers use the authentic materials in teaching English language, then they will strengthen their learners listening skill and motivate them to create a positive learning environment. The present paper consists of two main parts; the theoretical aspect of the study which includes two chapters where we present a historical overview of the authentic materials in the first chapter, while the second chapter examines the nature of listening skill, it also introduces at the end the listening activities with authentic materials. The second part is devoted to the practical aspect of the study; in this part, we put the theory into practice in a form of fieldwork. In an attempt to investigate these facts, a descriptive method has been undertaken and the data were been gathered through three tools; the questionnaire which were administered to (40) second year students at Biskra University, teachers' interview that conducts (5) teachers from the current university and the third tool is classroom observation. All participants responded positively and showed the most of interest. The results revealed the students' satisfaction about their experience of learning with authentic materials since they shown that authentic materials are the right technique for increasing their listening comprehension and offering the real world in classroom. From their part, teachers have consolidate their students and agreed on the advantages of teaching with authentic materials.

الملخص

إنّ هذه الدراسة تحقق في أحد المواضيع المشكلة في ميدان تدريس اللغة الانجليزية، فهي أساسا تهدف إلى توضيح ايجابيات الوسائل الأصلية لتقوية مهارة السمع لدى طلبة السنة الثانية في جامعة بسكرة.

فهي تطرح الفرضية التالية: إذا الأساتذة استعملوا الوسائل الأصلية في تدريس اللغة الإنجليزية لتقوية مهارة السمع لدى طلبتهم و تحفيزهم لخلق بيئة التعلم . تتكون هذه الدراسة الحالية من قسمين أساسين؛ الجانب النظري للدراسة و الذي يتضمن فصلين ، حيث قدمنا نظرة عامة حول الوسائل الأصلية في الفصل الأول، بينما عالج الفصل الثاني طبيعة مهارة السمع و أثر الوسائل عليها. القسم الثاني خصص للخصائص التطبيقية للدراسة، ففي هذا القسم وضعنا الجانب النظري في التطبيقي على شكل دراسة ميدانية، و في محاولة لتحقيق هذه الحقائق قمنا بإتباع المنهج الوصفي إذ جمعت المعطيات باستعمال ثلاثة وسائل ؛ استبيان وزع على أربعون طالب من السنة الثانية في جامعة بسكرة، استجوابا لخمسة أساتذة من نفس الجامعة و ملاحظة لبعض الأقسام. وقد كان رد جميع المشاركين بشكل ايجابي كما أبدوا الكثير من الاهتمام.ولقد أظهرت نتائج هذه الدراسة رأي الطلبة حول تجربتهم في التعلم بالوسائل الأصلية حيث بينوا أنها الطريقة المناسبة لرفع مستوى الفهم السمعي ، و وضع العالم الحقيقي في القسم.

ومن جهة أخرى ضامنو الأساتذة طلبتهم إذ وافقوهم على ايجابيات التدريس بالوسائل الأصلية.

List of Acronyms

BBC: British Broadcasting Corporation

CNN: Cable News Network

EFL: English as Foreign Language

ESL: English as a Second Language

ICT: Information and Communication Technology

L1: First Language

L2: Second Language

LMD: License Master Doctorate

TL: Teaching Language

TV: Television

VOA: Voice of American

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General Introduction

The use of authentic materials in an EFL classroom is what many teachers involved in foreign language teaching have discussed in recent years. We have heard persuasive voices insisting that the English presented in the classroom should be authentic, not produced for instructional purposes. Generally, what this means are materials, which involve language naturally, occurring as communication in native-speaker contexts of use, or rather those selected contexts where Standard English is the norm: real newspaper reports, for example, real magazine articles, real advertisements, cooking recipes, horoscopes, etc. Most of the teachers throughout the world agree that authentic texts or materials are beneficial to the language learning process as well as, to strengthen listening skill, but what is less agreed is when authentic materials should be introduced and how they should be used in an EFL classroom

In This study, we would speak about the use of authentic materials in English language classrooms and its impact on listening skill. We think that the use of authentic materials in EFL classroom is important because of its positive impact on learners' acquisition. We would also encourage its application in classroom courses, when it aims to enhance the learners' listening skill in learning foreign language. Therefore, we put forward that the use of authentic materials may make the learners closer on the language target.

Statement of the Problem

According to my experience as an EFL student, we noticed that using authentic materials in teaching English is a subjected for debate. The present way of teaching English language without the use of authentic listening materials does not attract and

motivate students' listening skill in classroom courses; while its use would motivate students and help them to achieve a better result.

Significance of the study

The main goal of the present study is to describe the role of authentic materials and their impact on students 'listening skill which plays a significant role on daily communication and educational process, and to explore how often teachers use them in their courses as a motivational factor to develop their students 'listening skill in learning. We think that, our research topic is important to be discuses because of the positive effects from of the use of authentic materials in EFL learning. In addition to that, teachers also as part of the issue are expects to make a real change in their teaching strategies towards the use of authentic materials in assisting courses with the traditional method.

Aim of the Study

Our aim from this research is to investigate the effectiveness of authentic materials in teaching English at Biskra University in order to explore their impact on students' listening comprehension.

Research Questions

Authentic materials of any type play a vital role in educational process. This thesis relies on the following main question:

To what extent does the use of authentic materials for second year students at Biskra University enhance their proficiency listening skill?

Additionally, sub questions have risen:

1. To what extent listening is an important issue in learning process?

2. How much is the use of authentic materials necessary in EFL Oral expression classes?

3. To which extent do students benefit and using authentic materials in foreign language to develop their listening?

Hypothesis

In our research we hypothesis that:

If teachers use the authentic materials in teaching English language as foreign language then, they will strengthen their learners listening skill and motivate them to create a positive learning environment.

Methodology

We think that the descriptive method would be more adequate for this research, we have chosen it because the work mainly based on definitions, descriptions and analysis of findings; moreover, the objective of this study aims to highlight the impact of authentic materials on learners' listening comprehension.

Research Tools

The most important tools of collecting data are interviews, observation and questionnaire; we will focus on investigating how authentic materials strengthen second language by using all of them to achieve more data that are reliable. First, students' questionnaire; would be direct to the students of the second year LMD in the English department of Biskra it aims to gathering information about their attitudes toward authentic

materials and at investigating to which extent they benefit from their use as motivational factor in their listening skill then we will analyses the findings later. Second, teachers' interview; will be done with some teachers of oral expression. In this sense, we will ask them if they use authentic materials in teaching their module, and if this device is effective or not on developing students' achievement in listening skill.

Finally, a classroom observation; we would attend with some oral expression classes with different teachers from the second year students to observe if they use the authentic materials and students behavior in order to learn by them.

Sample

En order to investigate this issue, we will deal with a sample of (40) students chosen randomly from the students of the second year LMD as a population. Moreover, the interview is concerned with teachers of oral expression in the university of Mohamed Kheider in Biskra. We are going to work with (05) teachers from the number which is about 12 teachers, to provide us with some results on the learners with the use of authentic materials in their classes.

Chapter One

An Overview of Authentic Materials in Learning Foreign Language

Introduction

During the last few years, English has become important tool in order to succeed professionally all around the world; it is the language of business, technology…etc, for this reason the communicative approach in language teaching which starts from theory of language as communication, provide the opportunities for learners to engage actively in real communication and skills. In addition, it suggests that, learners are expects to use the target language with reference to the authentic materials, the thing that help them to strongly the language from its nature.

Authentic materials are seems the appropriate source in enhancing learners listening skill.

Therefore, in this chapter, we will shed light on the importance of authentic materials in teaching English as a foreign language in classrooms, but first we will give general overview about them and identify some of their sources, then we will deal with their advantages and disadvantages as well as, factor to consider when selecting them. In the final, we will deal with their role in classroom on listening skill.

1. Authentic Materials

1.1. Definition of Authentic Materials

It would be wrong to say that materials are entirely neglected in educational research when the education based on two kinds of teaching materials; non-authentic and authentic materials. In the literature in the second language acquisition and learning, the term

'authentic materials' means different things to different people; therefore, it has been defined in number of ways. Peacock (1997 cited in Mrtinez 2000. §1) claims that, authentic materials are "materials that have been produced to fulfill some social purpose in the language community." Also, Hitler (2005, p. 04) Stats that, "Authentic materials are any text written by native English speakers for native English speakers." In the same line of though, According to Tomlison (1998, p. viii) we can recognize authentic materials' definition, "A text which is not written or spoken for language teaching purposes. A newspaper article, a rock song, a novel, a radio interview and a traditional fairy story are examples of authentic text." it means that, authentic materials are one designed for the purposes of communicating information. Thus, it is important to have in mind when teaching a language, using authentic materials simply refer to using examples of language produced by native speaker for some real purposes of their own rather than using language produced and designed solely for the classroom.

Another definition suggested by Saderson (1999 cited in Tamo 2009, p. 75) "authentic materials are materials that we can use with the students in the classroom and that have not been changed in any way for ESL students…"

Based on above definitions, we see that all authors refers these kind of materials to the materials that are produced by native speakers for not teaching purposes, more than that learners by using authentic materials exposures to the language that naturally occurs as communication in the native speaker context of use. In other words, the term authenticity has not related only to the language that is used, but to the all what around it.

1.2. Types of Authenticity

According to Mishan (2005, p. 15), "authenticity may be something that is realized in the fact of interpretation, and may be judged in terms of the degree of participation of the

learners." The question of authenticity in the language classroom much discussed but even a cursory reading of the relevant literature will bring to light a confused and contradictory picture. In these, sense Breen (1985 cited in Mishan 2005, p. 16) that there are four types of authenticity:

1.2.1. Authenticity of Text

It refers to the input data that has used for students. In other words, Morrow (1977 cited in Mishan 2005, p.11) that, an authentic text is a stretch of real language produced by real speaker as well as, writers to convey a real message in order to the purpose of communication.

Therefore, authentic texts are any source of input, which serve as a way to help the learner to promote an authentic interpretation.

1.2.2. Authenticity of the Learners' own Interpretation of Such Text

It means that, the learners must discovery the convention communication in the target language, and it refers to the learners understanding of these authentic materials as natural social situation of the language classroom.

1.2.3. Authenticity of Task Conductive to Language Learning

Task authenticity involves the purpose to which language input is put, it refers to the actually way of using materials in language teaching.

1.2.4. Authenticity of the Actual Social Situation of the Language Classroom

It means the relevant creating context in conjunction with materials by teachers.

Generally, authenticity in brief associated with the text that the learners use and with the way of its use, situation as well as the interactions with it.

1.3. Authentic Via Non- Authentic Materials

This is a comparison made by some teacher; is between a recording of natural speech among native speakers and recording made for English language learners.

Authentic language	Non-authentic language
Variation in the speed of delivery often fast	Slaw space with little variation
Natural intonation	Exaggerated intonation pattern
Natural features of connected speeches: elisions	Carefully articulate pronunciation
Variety of accents	Received pronunciation
Any grammatical structures natural to the topic	Regularly repeated structures
Colloquial language	More formal language
Incomplete utterances	Complete utterances
Restricting in longer more complex sentences	Grammatically correct sentence
Speakers interrupt or speak at the same time	Speakers take carful turns
Speakers use ellipsis (i.e. miss out parts of sentences)	Ellipsis infrequent
Background noise present	Background noise absent

Table 1.1: The Difference between Authentic and non- authentic

Materials

(In Hedge.2000, p. 42)

As can be located, the above table shows many features distinguish authentic from non-authentic materials. As for language is concerned, authentic materials provide a close relation with the target language since they introduce all the natural features of the language which enable the learners to access all those features as it is in real language such as pronunciation, intonation, incomplete structures of expressing meaning from its different types.

2. Categories of Authentic Materials

We need to classify authentic materials before introducing it in language teaching and according to its suitability in teaching some skills rather than another. According to Gebhard (1966 cited in Lingzhu &Yuanyuan, p. 3), authentic materials classified into three categories:

2.1. Authentic Visual Materials

It refers to the materials such as, slides, photograph, painting, picture from magazine…, they plays an important role in teaching process as they provides learners with opportunities to use language in interesting situation and they can help them to communicate their ideas.

2.2. Authentic Printed Materials

It means that any materials in written form such as newspaper articles, movies advertisement, maps, comic book, lyrics to songs. According to Jacobson, Degener, and Gates (2003, p. 01) argue that, **"**preened materials used in ways that they would be used in the lives of learners outside of their adult education classes."

2.3. Authentic Listening- Viewing Materials

It means all those materials that help or enable the learners to see and hear the English language and how it has produced from own users in real context. Such as, TV commercials, quiz shows, cartoons, new clips, movies, professionally audiotaped short stories and novels, radio ads, songs and sales pitches.

Therefore, the present author thinks the appropriate definition should be that authentic listening materials are real, natural and spontaneous spoken language materials. And that is represents the source of authenticity in classrooms to enhance learners listening skill

1. Sources of Authentic Materials in EFL Courses

In today's globalized world the most commonly sources used are newspaper, TV programs, magazines, the internet, movies, songs, brochures, comics and literature…, so we move in detail to see some sources of authentic materials and their impact on teaching foreign language.

3.1. Literature

As cited in Mishan (2005, p. 97) that, the definition of literature is "writing that are valued for their beauty of form, specially novels and poetry and plays etc." according to him the use of literature in language learning vied in the context of increasing attitudes and approaches to the study of literature in the native speakers community. The literature an authentic material in has advantages in learning foreign language.

✓ Mishan (2005, p. 100) argues that literature can be used with all students 'levels, to links cultures and to enhance students' knowledge of the target language and its culture.

In using any kind of literature text, the focus should be on teaching language not literature

3.2. The Broadcast Media

As a tool for language teaching media, printed or broadcast ones; have always been used to facilitate the task of language learning. In addition, it consist many genres in commons vied in Mishan (2005, p. 132) that, "the broadcast media offer the most diversified set of genres."

> **Television**

According to Oxford learner's pocket Dictionary, Television is "pies of electrical equipment with a screen on which you can watch movies and sounds."

Figure1. TV in use with a class in the 1970s
(In Lee and Winzenried, 2009, p. 64)

Lee.and Winzenried (2009, p. 61) claims, "Television was seen in industry, government and tertiary education as being able to provide the desired expert instruction."In other words as related in Mishan (2005) that teacher need to be aware that using television for language learning create a medium when learner probably the most familiar, so be aware about the formulas of such programs, the sort of topics to expect and the language register. It means that, television as an authenic source providing foreign language learners with target language and developing such skills.

✓ Television as a universal medium relates learner with the target culture language as it is in host community, it enable them to see their traditions, relations with each other. (p.135)

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✓ Television is enriching students' English vocabulary, lexical power, and enhancing their listening skill when it enables them to see their linguistic features.

➢ **Radio**

Mishan (2005, p. 138) claims that, using radio is one of the more easily accessible forms of authentic listening practice we can provide the learner. Moreover, its use makes them more familiar with foreign language culture.

In conclusion, the broadcasts media have more interest in acquiring foreign language, as they provide outside world into the classroom.

3.3. Newspaper

According to Mishan (2005, p.154) "newspaper are the most easily available and accessible of the news media-anyone, anywhere can buy a newspaper (…) and they are less ethereal than their broadcast counterparts."

✓ Mishan (2005, p. 154) stated that, "Newspaper is probably the best single source of information about the contemporary culture of country." It means that learner be able to identify the English language culture from newspaper color, size, headlines, text, and photographs.

✓ With newspaper, they can feel personal involvement with events that are happen surrounding target language. (p.161)

✓ Mishan argues that, newspaper in classroom can be a product of motivation

When students encouraged acquiring the linguistic complexities of these language in this product.

Therefore, newspaper is an authentic materials, its use in learning make the learner more focus and closer with the language in context. It provides them with strategies to dealing with difficult text.

3.4. Songs

Music is an excellent alternative for language learning because, nowadays thanks to technology, learners can listen to songs anytime, everywhere, which helps them to learn new authentic language expressions while entertaining themselves. In order to this relation of songs and music to L1, it developed in L2 learning "that's why of all the products of TC, music and song are consistently well represented in the language classroom." (Mishan 2005, p. 196)

Therefore, all teachers around the world tries to provide some authenticity in their classes and they looking for the songs as one which makes learners practice pronunciations as it is in real language and improved their listening skill.

✓ Morales (2007cited in Castro Vilada 2009, p. 17) suggests that evidently, music Provide meaningful content for EFL learners to learn many aspects of the target language in regards to language usage in a real context. In other words, Tourki (2013) stated that, students would potentially internalize the elements of culture presented in the song as well as they enjoy with song lyrics that has combined with a melody.

✓ Mishan (2005, p. 200) stats that, "A widespread attitude in language teaching is to Treat TL songs merely as authentic example of grammar structure." In other words, as Tourki (2013) claims that, songs give an excellent authentic example of grammar in action that is enable learners to use of sentence structure. It means that, Music and songs have a closer appeal to our language acquisition device than spoken language. In other words, songs can be helpful for comprehension, where students concentrate their lyrics.

3.5. Films

According to Mishan (2005, p. 223) films is "the one that is designed to appeal most directly and fully to our emotions (and) it is also the one most clearly entrenched in

learners' minds as a medium of entertainment."It means that any teacher who has used the film in class he enhance students learning as well as enjoy them. The films as an authentic source has advantages on learning, as viewed in Tourki (2013) that, "historical films may be used in classroom to give students a glimpse of what was ones the reality of the target language culture."

✓   Film can be enhancing students listening skill, by seeing the linguistic features of language as it is in context. As they can see, the film characters that make them feel by the nature of language as it in real world.(p. 223)

✓   Films provide learners with familiarity information taken about the native speakers culture, where this cultural information taken from the implicit-values and ideals, to the explicit- so students see how people speak, move, behave…

3.6. ICT

Including in Mishan (2005, p. 241) that, ICT has a great excitement on notion among the language teaching community, the most source of authenticity in classroom is internet technology.

➢ **Internet in EFL Courses**

"It is a computer- based global system […] the internet has made it possible for people all around the world to communicate with one another effectively and expensively." Microsoft Encarta Premium (2009).

✓ **Web Sites**

Use of web as an authentic source is useful starting point in language learning when it offer cites that contain materials produced for native speaker like, songs, poetry, newspaper, commercial and informative sites. In other words, according to Tourki (2013)

that, online newspaper and chat rooms gives opportunities for students to read authentic materials that could provide them with cultural knowledge and they allow them to visit many sites to look for the language in real context.

✓ **E-Mail**

Is widely used Internet application that enables individuals or group of individuals to quickly exchange massages, As cited in Mishan (2005, p. 250) that is today," the largest communication system in the world […], it is only computer technology to consist of human- to-human, rather than human-to- machine communication." In other words, via online communication, students are aware about the target culture, by means of interacting with native speakers as well as, it develop their writing, speaking and listening skills.

Generally, learners of a foreign language by the aid of teacher can use Internet, of course who has to guide and provide them with a variety of materials that can be useful to them. In addition to these sense of authentic materials computer soft ware is ones of authentic sources.

3.7. Computer Software

According to Oxford, advanced learner's dictionary computer is "an electronic machine that can store, organize and find information."It means that software in general used to enable students to interact with personal computer as well as, with each other. Moreover, Lee and Winzenried (2009, p. 74) viewed a computer as "discrete teaching tools […] had minuscule impact on the nature of teaching and the development of traditional academic skills."

Therefore, students of foreign language can use other means of education on computer not just the internet but also CD-ROM which contains many of the programs have

excellent visuals and sounds which make the education attractive and it includes many games that involve a great amount of receptive skills; reading and listening.

In conclusion, authentic materials play a most importance in the learning foreign language process as it develop the learners skills specially the productive one. Moreover, their uses have many advantages on learners and learning.

4. Advantages of Using Authentic Materials

In order to go beyond the limited classroom environments and to achieve more development in language classroom, teacher make use of many aids and in order to fit learner in real world of foreign language they goes to provide their classes with some authenticity that is delivered by authentic materials.

Therefore, for an effective and practical use, it is useful to deal with real language for many reasons, as stated in Undrwood (1989)

> Authentic materials allow the students to hear as much more real act of communication with all the interactional features which are not normally found in scripted materials. it gives them a true representation of real spontaneous speech with its hesitation, false, starts and mistakes, which will make them more able to cope with 'real life' speech when they meet it outside the learning situation.(p. 100)

It means that, by authentic material students can acquire the foreign language as it is in native speakers, with all its own features. Moreover, Glisan (1994 cited in Seguni 2009, p. 43) claims that, "students process information in meaningful ways, take responsibility for their own learning, and become independent learners." in other words, authentic materials are the good method that can involves opportunities for learners to think about the real language and the responsibility to use those materials by their own.

Another advantages is that by authentic material, listener are exposed to how people speak and how display hesitation, pusses, false starts, and knowing topic and be familiar with incomplete structures of language. As Nunan (1997 cited in Seguni 2009, p. 43) argues that, "learners should be fed as rich a diet of authentic data as possible, because, ultimately if they only ever encounter specially written dialogues and listening text, the language learning exchange will be made more difficult." Also, Israelson (2007, p. 13) says that, "using authentic materials in the classrooms is a fool-proof method for success."

Another important aspects of authentic materials are argues by Martinez (2000, § 5)

✓ Students are exposes to real language when it keeps them informed about what is happening in the world.

✓ Textbook do not include inaccurate English.

✓ Authentic materials create a sense of achievement; it may be inspirational for some students.

✓ Their use provides learners with various activities and tasks.

✓ "Language is reflected into material." Therefore, there is a wide choice of styles, genres, and forms of authentic text.

✓ Authentic materials motivate students in many sides reading, more than that, their listening skill.

In addition, authentic materials makes a good environment in classroom as viewed in Strevenes (1987 cited in Nuna1989, p. 93) suggests that, "they provide learners with opportunities for genuine interactions which have a real- life point to them."

In sum up, we can say that authentic materials are appropriate sources of instruction and information for a learner by making them relevant with the foreign language that is

interests in. As they represent the most important materials that are develops their listening skill, because it contains the natural spoken of native speaker and many hard words.

4. Disadvantages of Using Authentic Materials

The main criticism made to those materials is that they are sometimes too difficult for learners of a foreign language to access it.

According to Hedge (2000), the difficulties of authentic materials lie in the speed of speech delivery, varying accent and background noise as shown in the table above.

In addition, Martinez (2000, § 6) states authentic materials difficulties as:

✓ They may be too culturally biased; their difficult represents in culture gap.

✓ The vocabulary might not be relevant to the student's immediate needs, which means that, vocabulary may not the needs of students.

✓ Too many structures are mixed; it is so difficult for beginners.

✓ Special preparation is necessary of the text and activities is often time Consuming.

✓ Accents and dialect are varies in listening.

✓ The material can become outdated quickly such as news.

In conclusion, we can say necessary that any kind of teaching materials should meeting the learners' needs, and it is logically that students face some difficulties with those materials. Therefore, to reduce those difficulties we should put fellow some criteria and considering factors when selecting and applying authentic materials.

6. Factor to Consider When Selecting Authentic Materials

In order to the difficult of authentic task many element involves in the choice and implementation of the material to succeed in teaching foreign language and meet learners'

needs and interest. In selective text for classroom, Hedge (2000, p. 245) stated that "one solution to this problem for teacher who which to expos learners to authentic text is to choose conversation with clear setting, role, relationships, topic and structures." In addition, he proposed another solution that is to take flexible approach to the concept of authenticity.

6.1. Criteria for Selecting Authentic Materials

According to Seguni (2009, p. 46) for the material to be effective, some criteria have to be taken in consideration.

➢ **Authenticity**: the selected material should serve communicative goals. It means that the text should be authentic.

➢ **Accessibility**: the material should be not difficult for the learners to access and understand, and then it should be suitable for the teacher to use them.

➢ **Appropriateness**: the selected text should be suitable for the age, levels, needs and interests, In other words, the material it more difficult to apply with beginner EFL learners and we should applied it according to the learners needs (job, travel…) as well as, it is necessary for teachers to know students likes and dislikes on authentic materials.

➢ **Applicability**: the authentic materials should focus on the teaching context and achieve The objectives needed.

➢ **Adaptability**: It is necessary for teacher to adopt some authenticity their classes in interesting way to ensure the learners' comprehension.

In the same idea, Israelsson (2007, p. 14) stated that Benget makes clear that there are a number of factors have taken into account for the appropriate use of authentic materials in classroom. He stated that you have to check the course objective to make sure you rich all sides that learners are supposed to learn; also, it is important to take in consideration what materials are attending. Another factor, it should be relevant to their future professions.

Therefore, all those considerations should taken by the teacher who is the one responsible in adapting authentic materials in the classroom.

6.2. The Role of Teacher

As Spelleri (2000 cited in Segueni 2009, p. 47) thinks that, the teacher should perform the following roles:

➢ **Filter**: Teachers present the language in suit ways, to meet learners' level, needs, and Interest.

➢ **A culture guide:** teachers should provide their classrooms as well as, learners with

all Information of culture that is available in authentic materials.

➢ **An objective chairperson**: In many cases, the use of authentic material involves

Some discussion in some topics; here the teacher should be leader listener.

Generally, the good selection of teaching foreign language authentic materials enables teacher to create appropriately activities that meet the needs of their learners, and motivate them for high access.

7. Applying Authentic Materials in Classroom Listening

Listening as productive skill has great impact on learning foreign language and we should make more interest to develop this skill. According to lynch (2009, p.93) "as with any teaching materials, if the teacher decides that a particular set of listening materials is deficient in some respect, it may be possible to adopt or supplement it." It means that, introducing authentic listening materials is one important to improve students' true listening ability in English and to fit them on the target language. Geddes and Whit (cited in Hedge (2000, p. 246) suggests a two-ways definition of authentic discourse, first as

"language which was originally written or spoken for a non-pedagogical purpose…" the second as language produced for a pedagogical purpose…" which is refer to the semi-authentic text.

As noticeable for Hedge (2000), the both can provide Varity of several different kinds, for example, speed of delivery, accent, and formality of language. As viewed in Matinee (2000, p.38) that, "the teacher should exploit more authentic texts in all levels of language instruction in order to involve students in activities that reflect real-life listening."

In conclusion, since a goal of listening skill it is necessary to implement authentic materials that is contributes in strengthen learner listening skill so more acquiring of foreign language.

Conclusion

For the student to learn a foreign language as it is by their owns the use of materials need to be exploited in classroom as much as possible, so, the use of authentic materials in teaching English as a foreign language have great importance. Utilizing authentic materials through technology in lesson environment, attract attention as it is showed in this chapter it have got many advantages in improving learner's listening to vocabulary, pronunciation…etc, as well as it is a window into culture. So, authentic materials can be successfully incorporated into pedagogical context to develop learner's level in English more than that, listening skill.

Chapter Two

The Impact of Authentic Materials on Listening Skill

Introduction

Language is a medium of communication, which helps the members of community in the society to communicate and interact with one another as Leslie claims, "every successful communication requires a sender and receiver. When a message is spoken, it is received by listening" (1999, p.26). As well as, learning foreign language depends on four skills which can be categorized into receptive skill (reading and listening) and productive skill (speaking and writing).listening is one important skill in learning a language and it has always been considered for granted skill; however, it is a complex, active and difficult skill. It is also a significant part in language learning that is why many teacher and researchers focuses to develop this skill by introducing some authenticity in their classes.

In this chapter, we give a general overview on listening in L2 as we highlights the importance of authentic materials to strengthens listening in learning process.

1- The Nature of Listening

Because of the complex nature of listening and the fact that is a covert skill, it is not easy to arrive at a through definition of the whole of it. According to Buck (2001)

> [a]process [in which]… the listener takes the incoming data, The acoustic signal, and interprets that using a wide variety of information and knowledge , for particular communicative purpose; it is an inferential process, an ongoing process of constructing and modifying an interpretation of what the text is about , based on whatever information seems relevant at the time. (p.99)

Therefore, listening is the process in which individual focus on selected aspects of oral input to construct meaning from the passage. Also Hedge (2000, p. 288) said, "Listening ability will develop automatically through exposure to the language and through practice of grammar, vocabulary and pronunciation." This process involves understanding speaker's accent or pronunciation, the speaker's grammar, vocabulary and comprehension of meaning. In addition, Harmer (2001, p. 228) viewed it as the fundamental language skill. "It provides the perfect opportunity to hear voices other than the teacher's, enables students to acquire good speaking habits as a result of the spoken English they absorb, and helps to improve their own pronunciation." In these of oral mass communication, it is a vital important that students are thought to listen effectively and critically. Ronald and riosklly (1985,cited in Matinee,2000)defined listening as an active process requiring the same skill of predicting, hypothesizing, checking, revising and generalizing that writing and reading demand. In order words it means that, listening is more useful than speaking English for specific purposes is, because the listening activity seems to require more recognition vocabulary from the foreign language learners for a rapid comprehension than a sophisticated and complex knowledge of syntax.

Moreover, Leslie viewed that listening is the other half of speaking; the two activities belong together (1999, p. 26). As the chart below according to him, shows listening make up 53% of all communicating time.
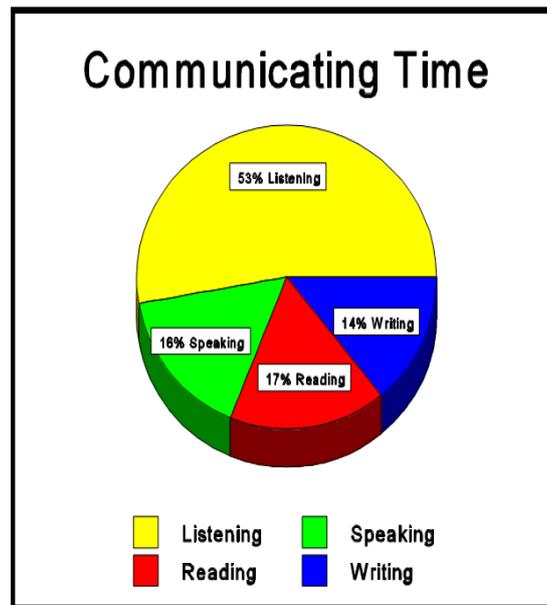
Figure 2: The Communicative Time

(In Childes, 1999, p.26)

Generally, listening is a receptive skill; it involves understanding the meaning of oral input. In addition, plays an important role in language learning. Moreover, it should take more attention and consideration.

➢ **Active Listening**

In the past, listening comprehension characterized as passive activity. However, many linguists realized that listening is not a passive but an active process of constructing meaning from a stream of sounds (Berne, 1998; Joiner, 1991; Mcdonough, 1999; Morphy, 1991, cited in Metinee, 2000, p. 13).

Therefore, speaking, listening is an active process of attacking meaning to the speech sound. As a listener performs a variety of tasks in a comprehension process, she/he has to rely upon various types of knowledge such as grammatical knowledge and socio-cultural knowledge.

➢ **Listening Comprehension**

The process of listening comprehension is highly complex. According to Richard (2008, p. 03) "listening as comprehension is the traditional way of thinking about the nature of listening." in additions, Ciccone (1995, cited in Metinee, 2000, p. 16) agreed that comprehension does not always require understanding every word or structure. It means that, listening comprehension is an active and conscious process

Therefore, knowledge is necessary for listening comprehension, and the general purpose of listening is to comprehend the message as it is.

➢ **Listening Performance**

Brown (1994 cited in Meskill, p. 14) defined listening performance as what language learners actually do during a listening activity. In multimedia environment, the possibilities for inviting student to do things before, during, and after listening in the target language are many and varied. As he defined six types of listening performance: reactive, intensive, responsive, and selective; extensive and interactive.

1.1. Listening and Language Processing

In the process of listening, listener processes information in two strategies that implies. These referred to as bottom-up and top-down

1.1.1. Bottom-up Processing Mode

It is processing mode where the listener using the linguistic information in order to attain meaning. According to Peterson (1991, p. 109) "the lower level process (bottom-up) are triggered by the sounds, words and phrases which listener has as they attempt to decode speech and assign meaning."

Therefore, the language input processed by decoding its components starting from the smallest speech constituent to higher stages to construct meaning.

1.1.2. Top-down Processing Mode

The top-down processing mode involves the understanding of the message as a whole rather than the perception of individual sounds and words. The listener use his previous knowledge to solve a linguistic problem, what Ellis (2003, p. 45) summarized as "schemata and contextual knowledge."

Generally, these two processes help the listener to understand the language meaning of the speaker.

2. Important of EFL Listening

It is widely accepted that we should be acknowledgeable about the role reasons of listening in TEFL. Galvin (1985 cited in Hedge, 2000, p. 243) suggest that "there are five general reasons for listening, which are: to engage in social rituals; to exchange information; to exert control; to share feelings and to enjoy yourself." In addition, Harmer (1988, pp. 97. 98) "learning a second language by teaching listening exposes students to spoken language to give them opportunities to hear native speaker' language with different varieties of accent. " According to Brown (2004, p. 119), "listening plays a role as a key factor in understanding and facilitating language learning and emerged as a component in the process language acquisition."

Moreover, Nation and Newton (2009, p. 38) emphasizes the importance of listening in foreign language by, "listening is the way of learning the language. It gives the learner information from which to build up the knowledge necessary for using the language." It means that, listening is implied as a component of speaking because, we cannot imagine someone speak a language without understand what he/she listen to it before.

Generally, listening is an important process in learning foreign language as well as in students to communicate and expose to the target language.

3. Kinds of Listening

EFL teachers should encourage students to engage in listening process by involving them in the both kind of listening, which are important since it provides the perfect opportunity to hear voices.

3.1. Extensive Listening

Brown (2004, p.120) viewed extensive listening as a way to develop a global understanding of spoken language. As including in their book Aalam and Sinha (2009),

> […] therefore, we must incorporate extensive listening, which is not focused on minute details and activities to keep students stimulated and also to provide a range of listening input and functions. These aims can be considered and attained in activities using literary or creative texts such as short stories, poems or even songs. (p.6)

It means that, extensive listening refer to the listening in which students involved in. as it is consumed the audio material that they consist of text that they can enjoy listening to.

3.2. Intensive Listening

According to Brown (2004), "intensive listening is listening for perception of the component (phonemes, words, intonation…) of a larger stretch of language." In addition, Flowing Geoffrey and others (1980, p. 73), intensive listening defined as follows:

> […], intensive listening is concerned, in much more controlled way, with just one or two specific points. There is one important division to be made – the listening can be primarily for language items as a part of the language-teaching program, or it can be primarily for general comprehension and understanding. (p. 120)

In sum, intensive listening refer to the listening when the teacher presented to guide students through any listening difficulties, and pointed them to areas of interest. Harmer (2001, p. 229) stated that, teachers in intensive listening use material to when they want to make their student practice listening however its use is not enough because the teacher plays a big role in listening activities, and he conclude their role in classroom by many characteristics:

- ✓ **Organizer:** the teacher explains exactly the purpose of their listening and gives them clear instruction about it.

- ✓ **Machine operator:** they have to try the material before use it in the classroom in order to do not waste time and teacher knows the appropriate time when to stop the machine to ask questions then restart it again.

- ✓ **Feedback organizer:** "it is important to be supportive when organizing feedback after listening if we are to counter any negative expectation students might have" Harmer (2001, p. 232); after the process of listening the teacher should lead a feedback to check if the operation completed successfully.

- ✓ **Prompter:** the teacher may let the students listen again in order to notice the language and spoken features.

4. EFL Listening Difficulties

Students faced with amount of difficulties while they are listening to the second language learning, and they disturbed by the inability to understand rescored dialogues, or songs even if elements of stress and intonation are not rapid.

According to Alam and Sinha (2009, p. 54), "listening requires considerable training because it is difficult skill requiring multiple sub- skills and stages, which have to be undertaken simultaneously." In addition, Shelagh rixon (1986 cited in Alam and Sinha 2009, p. 54) considered "listening to be complex process requiring interdependence of

different skill." It refers to the listening requirement of powerful ability to understand phonology, syntax, lexis and to understand information content within real time.

L2 listening is complex process and not easy to access, many difficulties arise, According to Buck(2001, p. 49) "these difficulties are due to in sufficient knowledge of the linguistic system, or a lack of knowledge of socio-cultural content of the message, in addition to the different backgrounds of the learners." Moreover, Rost (1994, pp. 234-236) stated that, L2 listening is difficult for many learners because of problem of motivation, transfer and complete achievement to the input and second language learners often have limited access to authentic input which is important and have a great impact for second language learning.

Therefore, background of cultural knowledge, which learners have, is more important for the learners to understand the message. However, the luck of motivation and reducing chances of introducing authentic input to the learners cusses many difficulties in their listening

Including in second year master didactics handout and as Brown (2000, pp. 252-253) that EFL student frequently, face challenges when they listen to native speakers. Here are listed the eight commonest challenges/or difficulties, which most non- native students of English encounter.

➢ Clustering: try to pronounce the cluster of sounds/letters in the name of this famous British actor Peter Postelethwaite.

➢ Redundancy: (well/ you know/I mean…etc)

➢ Performance variables, which are refers to the hesitations, filters and repeats

➢ Reduced forms, it refers to the reduced forms, blending, that is characterized spoken discourse.

➢ Colloquial language, it refers to the many colloquialisms on spoken discourse.

➢ Rate of delivery, it refers to the varied accents from native to non-native.

➢ Stress, Rhythm, Intonation, in which spoken English has a stress-timed rather than syllabus timed rhythm.

➢ Interaction (exist/calm/formal/informal)

Sounds of English is major problem for the L2 learners one of those is because the number of silent letters in English language and it making listening the most difficult skill. Including on Rixon (1986 cited in Alam,and Sinha 2009, p. 55) list four sources of difficulties arising from pronunciation:

➢ The weak relationship between English sound and the way they are spelt in the written language.

➢ Change in sound when they occur in rapid, connected speech.

➢ Rhythm and pattern of English speech.

➢ The same sound pronounced in different ways.

Generally, speaking foreign language listener really encounters such problems preventing him from the successful listening comprehension process. Discourse analysis studies have proposed three main skills to be develop by the L2 listener:

➢ The ability to reorganize the topic of conversation from the native speaker's initial remarks.

➢ The ability to make appropriate prediction about the developments of the topic to make adequate replies.

➢ The ability to recognize and signal understanding's gaps and difficult input apparently

Exist-to makes the right prediction or response.

L2 listener has to exploit all the available knowledge about participants, topic and setting for successful engagement in listening.

4.1. Strategies for Effective Listening

According to Leslie (1990, p. 37) there are many strategies to the listener to do during or after the listening process in order to get effective listening.

4.1.1. Have a Positive Attitude about what you are going to Hear

It means that the student's attitude is positive, his/her brain pay attention and help him to remember and learn, but if they got a negative attitude their brain automatically pay less attention.

4.1.2. Be physically and Alert

Increasing abilities by making sure that you are physically fit, also it is important to get night's sleep before you expose yourself for the information.

4.1.3. Listen to the Whole Message before Making a Judgment

Students should listen and received the message completely. In addition, this allows them to make transition then good respond.

4.1.4. Concentration

The listener has to focus on the details and listen to the whole message.

4.1.5. Be prepared

It is good for student to prepare him/her self to what he is going to listen by reading about it.

4.1.6. Listen for repetition

It helps the students to remember the major point and keep track of where the speaker in his/her overall speech.

4.1.7. Pay attention for speaker voice

It means that, watch his/her body language, gestures, and facial expressions.

4.1.8. Listen critically

Means that, to listen just what is important in any message.

4.1.9. Review what you Have Listened to within 2to 3 Hours…the Daily or Weekly

It is useful to review the information; it will be available when you want it.

Generally, For the importance of listening skill in learning teachers select effective ways and activities for listening practice because they offer facilities for teacher to insist their students to listen appropriately and effectively.

5. Designing Activities for L2 Listening Comprehension

Exposing students to a listening text or passage cannot be done with random and blindly, there are certain procedures for the teacher to follow because "it has now become standard practice to use the following procedures when dealing with a listening text" (Hedge, 2000, p. 247)

➢ Teacher should prepare his students before carrying out any listening activates for listening, by getting them familiar with the topic; it refer to introducing some features or structures of the text. In this phase according to Hedge (2000) says "the teacher's role in to create interest, reasons for listening, and the confidence to listen."

➢ The second the teacher makes sure, whether all students have all understood the activity involves for example, (question-answers).

➢ Here students become aware about the activity and it is in instructions. The teacher then lets the student listen independently without intervention. He preferably encourages individuality in doing listening, and later checks their responses in pair or groups.

➢ The teacher and students checking and discussing responses as well as feedback session, to see how successful the have been doing on the task.

➢ Focusing on the language features of the listening text and its structures for further development of effective listening can be appropriately as follow-up activities.

These are the most common procedures to follow when dealing with any listening text.

6. Authentic Materials in EFL Listening

In this section, we would help to suggest a process for helping learners develop their listening skill, and makes interpretation of how this might be achieve with authentic materials.

6.1. Developing EFL Listening

In order to the important of listening in learning foreign language, many researchers argued that introducing some authenticity that has a vital role in developing listening students' skill. As Otte (2006 cited in Sabet, p. 2012) stated that exposure to authentic materials would improve students' listening comprehension abilities and motivation. In addition, Herron and Seay (1991cited in Sabet, 2012, p. 218) stated that the more interest to authentic speech, the more develop in listening comprehension skill. Hadley (2001) Concludes that:

> The use of real or simulated travel documents, hotel registration
> forms, […] labels, signs, newspaper, and magazines will acquaint
> students more directly with real language than will any set of
> contrived classroom materials used alone. (p.97)

It means that, authentic listening materials engaged students with how language is used in real context and narrowing the distance between them and the target language. Moreover, Rost (1994) believed that authentic materials are an important tool for teaching listening, because it "presents a challenge for the learners to understand language as it is actually used by native speaker."(p.141)

In addition, the main advantages of using authenic materials on listening skill according to Richards (2001 cited in Sabet, 2012, p. 220) are:

➢ They have a positive effect on learners' motivation.

➢ They provide authentic cultural information and exposure to real language.

➢ They relate more closely to learners' need.

➢ They support creative approach to teaching.

In sum, authenticity in teaching language is subject debated for it is positive impact on developing learners' listening skill to meeting their needs and facilitating difficulties that students faced on, to make the listening for second language more enjoyable.

6.2. Listening Strategies

One of the main advancement to come out of research into listening strategies was the understanding that listening activities divided into three main parts: pre-listening, while-listening and post-listening activities. This format has proved useful in taking learners the attention off continually testing listening and enables learners to make other practice with the information that they listen to it.

6.2.1. Pre-Listening Stage

Hedge (2000, p. 249) stated that, "at the pre-listening stage, the teacher will need to decide what kind of listening purpose is appropriate to the text. The learners will need to 'tune in' to the context and the topic of the text."

It means that, in this phase teacher can initiate a short discussion with the learners, to know what they think of the topic before they listen to the text.

Figure 3: pre-listening activity for a listening –strategies lesson

(In Clement, 2007, p. 102)

6.2.2 While-listening stage

It refers to time of listening to the text. While they listen, students will need to be involved in the task by performing some while-listening activities. Hedge (2000, p. 252) stated that, "the work at the while-listening stage needs to link in relevant ways to the pre-listening work."

Therefore, learners in this phase will need to be involved in an authentic purpose for listening, and the teacher can prepare an intensive or extensive listening passage, for gist of the content as it relates to the text.

6.2.3. Post-listening stage

It comprises all those activities that can practice after listening to the text. According to Hedge (2000, p. 252) "post listening activities can take students into a more intensive phase of study […] can also usefully involve integration with other skills through development of the topic into reading, speaking, or writing activities"

It means that, the learners in the post-listening stage can be ask to use whatever information they gathered from a text to have an extended discussion. Post-listening task may include the following activities:

1. Answering multiple-choice or true-false questions to ensure comprehension of the listening text.

2. Summarizing the passage by referring to the notes taken during the while listening stage.

6.3. Authenticity in listening strategies with media technologies

Predicting, asking for clarification, using non-verbal cues are examples of strategies that increase chances for successful testing and using authentic materials delivered through technological media is good way to develop listening strategies as including in Miller (2003, p. 2- 3).

6.3.1. Radio

Using radio stations such as (BBC) world service and Voice of America (VOA) in our classes to present authentic language (songs, news, BBC voice) is easily accessible forms of authentic listening practice we can give the learners. As Hedge (2000, p. 246) viewed that "Audio recordings expose students to a wide range of listening situations, speakers,

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voices, and speaking speeds, and they can be used by students working in the self-access mod."

➢ **Stage one: Pre-listening task**

For example, listen to a story on the radio. When the students before listening make prediction and ask question about what will be happen in this listening task.

➢ **Stage two**: **while listening task**

While students to the story try to listen for the main things and do not try to write anything down, only listen to the program and see how much you can understand.

➢ **Stage three**: **Post-listening task**

After listening, a short discussion raised about what you just heard and understand. Therefore, in using the radio in the way suggested, we allow learners access to native speakers language, something that might be absent from their normal classroom experiences.

Figure 4: **Pre-listening activity with link to accompanying audio**

(**In Clement, 2007, p. 102**)

6.3.2 TV/Video

Harmer (2001, p. 282) raised earlier a designation that the video is the best tool that enables learners not only listen to the language but also to see it. Moreover, contrast to the

radio learners with video can see what is happening which means (non-verbal/paralinguistic feature of the spoken are available to the learners).

➢ **Stage one**: **previewing task**

For example, presenting movie on T.V from the target culture, in this phase students

ask question: what is the movie about? What time is it on...?

➢ **Stage two**: **while viewing task**

Here student focus on listening to the movie and try to collect information about what

kind of movies? Where it does take place? In addition, what is the main idea in the

movie…?

➢ **Stage three**: **Post-viewing task**

Here the teacher made a discussion with their students, and ask them question about the

movies they watched, they will get used to this type of exposure to listening for pleasure,

and you may then move on to more critical post-viewing tasks.

Therefore, teacher of foreign languages can use videos as a new material in the

classroom which enable the students to see and listen to the native speakers at the same

time, and it can be used in foreign language classes for relaxation because it helps students

and teachers to take some rest and enjoyment, it changes the classroom atmosphere.

Conclusion

We have tried in this chapter to give different definitions of listening. Generally, it is an

active process of attacking meaning to the speech sounds. Secondly, we present how

English language is processed. Then, we mentioned the reasons and significant of listening

skill in language learning and teaching; we conclude that is vital, important in learning English language. As we differentiated between its kinds, intensive and extensive listening. In addition, we give the difficulties that disturb this process as well as the strategies that are making listening more effective. Moreover, we try to shed light on the positive impact of using authentic material in teaching foreign language to develop the listening skill.

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Chapter Three

Data Analysis and Interpretation

</div>

Introduction

In this second part of our research, which is the practical part, we try to prove the significance and the role of authentic materials to strengthen EFL learners listening skill to achieve that. We have tried to investigate how do second year students at the Biskra University perceive learning English through the integration of authentic materials, and how do they consider the effects of using them on achieving better results in their listening skill. We have also investigated how teacher of oral expression module judge the use of authentic materials as means to enhance their students' listening skill.

In order to conduct our investigation- answering the problem and confirming our hypothesis we have deal with three data gathering tools. The major one was the questionnaire addressed to the second year students at Biskra University. To make our research more credible we make an interview with Biskra university teachers of Oral expression module. In addition, we have used the classroom observation in order to collect more information and to confirm the questionnaire results- we have attended four sessions with different teachers, three with tough authentic materials, the rest not.

1. Method of the Research

According to the nature of our problem, we have choice the method of our study. This work follows the descriptive method that is suited to determine the facts about the actual situation (the difficulties that students encounter while listening to the English language) and to clarify that the using of authentic material is the best and appropriate solution for promoting students' listening skill.

2. Sample of the Study

In our research work, we have dealt with 40 students from second year as a sample selected randomly from a population about 500 students. Therefore, second year students chosen for number of reasons:

-They have already background of 1st year learning English.

-More importantly, they become familiar with English language neither not like the 1st year, nor like the 3rd year students who may become fluent in English language.

Concerning teachers, we have dealt with six teachers chosen randomly from 12 teacher of Oral expression module as a population.

3. Data Gathering Tools

The objectives of the data gathering tools depend on the overall objective of our research. It aims first at seeking, discovering, and understanding how an authentic material affects students' achievement in learning English. So we have opted three gathering tools; questionnaire; to obtain different students opinion, teacher interview to highlight their views about teaching with authentic materials. Finally, classroom observation for more findings that is accurate.

3.1. Students Questionnaire

3.1.1. Aim of the Questionnaire

We have designed a questionnaire for second year students to give them an opportunity to express their opinion and attitudes towards learning with authentic materials and the difficulties they encounter in listening to English language. And whether consider them as tool to strengthen their listening skill.

3.1.2. Questionnaire Administration

The students' questionnaire administered during the second semester of academic year 2012-2013; it handed to (40) second year students. All the (40) papers that have been distributed were returned, since they have been administered in our own presence to make sure that all students understand the questions.

3.1.3. Description of the Students' Questionnaire

Student questionnaire included both open and close- ended question. Moreover, provides a free space for their personal suggestions. It is composed of three sections; each of them investigates a different but a relevant issue.

Section One: consists of four questions aimed at gathering general information about the students' sex, age, type of baccalaureate the hold, and their choice to study English is personal or imposed.

Section Two: It consists 8 questions. The whole section is about the authentic materials, it seeks the students' knowledge, attitudes and feeling towards learning by authentic materials and the difficulties they encounter while use it.

Section Three: It consists 10 questions which is about the students listening skill as it seeks to which extent the use of authentic materials strengthen it. More than that, it contains as last question space to provide us by their suggestions about the materials that should used in English language classroom.

Section One: Background Information

Item 01: **Sex Distribution**

Sex	N	%
Male	11	23
Female	29	77
Total	40	100

Table 1: Students' Gender

From the table above, out of 40 participants, 29(77%) are female and 11(23%) are males, this high number of females enrolled in the department of English at university of Biskra proves the common believes that females have more tendency towards studying foreign language and English in particular.

Item 02: Age Distribution

Age	N	%
18-20	3	8
20-25	35	89
More than 25	2	4
Total	40	100

Table 2: Students' Age

According to the results shown in the table 02, we notice that there is diversity in age, the scope of second year students' age ranges between 20-25 (89%), then the second 18-20 (8%), the last is more than 25 (4%), the highest one it could be due to the number of times they pass Baccalaureate exam.

Item 03: Your Baccalaureate Hold is

Response	N	%
Literary	7	18
Philosophy and literary	25	62
Scientific	8	20
Total	40	100

Table 3: Students' Baccalaureate

As shown in table 3 the majority of students 25(62%) came from philosophy and literary stream. 8(20%) hold scientific stream and the rest 7 participants (18%) came from literary stream.

Item 04: your choice to study English is

Response	N	%
Personal	34	85
Imposed	6	15
Total	40	100

Table 4: **Students' Decision to Study English**

The majority of participants 34 (85%) chose freely to study English. However 6 (15%) said that studying English was an imposed decision. the great rate of students whose decision to study English was personal decision lets them prepared and ready to receive any materials attempts to develop and improve their language level specially productive and receptive skill.

Section Two: Authentic Materials

Item 05: **Do you know what authentic materials are?**

Before asking them any think about authentic materials, learners were first asked if they know what notion of authentic materials is or not.

Response	N	%
Yes	33	82
No	7	18
Total	40	100

Table 5: Authentic Materials Taught

As shown from the table that the majority of students 33 (83%) declared that authentic materials is familiar teaching equipment, whereas, the rest reported that they do not know what authentic materials are as a concept. Because, they did answer the next questions.

Item 06: If yes, which course your teachers use it?

This question aims at determining which courses teachers use authentic materials more.

Response	N	%
Oral	37	73
Written	3	27
Total	40	100

Table 6: **Courses Thought in Authentic Materials**

The majority of students 37 (73%) said that Oral Expression is the most common course where the teachers use authentic materials; It is the course which depend on taped materials to practice listening. The rest participants 3 (27%) said that their teachers use authentic materials in written courses.

Item 07: Which kind of authentic materials do your teachers often use in classroom?

Response	N	%
Printed	3	8
Visuals	4	10
Viewing-listening	21	52
1+2	1	3
3+1	6	15
3+2	5	12
Total	40	100

Table 7: Kind of Authentic Materials that Teacher Used

As it is noticeable in the above table, that the highest percentages (52%) which represents 21 students their answers are viewing-listening authentic materials, it seems to be the common and the most used teaching materials. Viewing-listening and printed materials deserved second rank with a proportion of (15%). Only 5 students whose their answers are viewing –listening and visuals. A result confirms that the teachers have great role in the use of viewing-listening authentic materials as videos in the EFL classrooms, which gather both, sounds and picture and which they motivate them to learn in way interesting and attractive way. We notice also that teachers do not use more printed and visuals authentic materials since a few percentages of using them as shown in the table.

Item 08: How can you consider the difference in listening to authentic and non-authentic materials?

This question for investigates the issue whether there is a difference between listening to authentic and non- authentic materials.

response	N	%
Quite different	19	48
Little bit different	17	42
No different	4	10
Total	40	100

Table 8: Students' Opinion Concerning the Difference between Listening to

Authentic and non- Authentic Materials

The proportion of quite different indicates that 19 students (48%) found that listening to authentic materials very different to listen. 17 (42%) participants claimed that there is a little bit difference between them. Only four respondents (10%) said that the two are almost the same.

We notice that not all students prefer learning with non- authentic materials. This could be explaining that the majority of them want to learn with modern means that motivate and help them to learn English Language as it is.

Item 09: What is your attitude toward the authentic materials?

By asking this question, we would to know learners' attitudes toward authentic materials.

response	N	%
I like it	20	50
Neutral	16	40
I hate it	4	10
Total	40	100

Table 9: Learners' Attitudes toward Authentic Materials

The table shows that, the majority of participants 20 (50%) claimed that they like authentic materials. As they prefer learning by these instructional materials and them justificatory their answers because, it brings them the native language as it is in social context, and they enjoy when they listen to the native language. 16 (40%) subjects have neutral attitudes toward authentic materials, and they do not give any justification to reinforce their answers. Only four participants (10%) claimed that they hate these teaching materials. Because, it contains a complex language and they said that they not feel well when learning by it.

Item 10: Do you find difficulties and problems in listening to the authentic materials?

response	N	%
Yes	25	89
No	15	11
Total	40	100

Table 10: Students' Listening Difficulties to Authentic Materials

As shown from the table results that 25 (89%) of participants reported that they really face difficulties when listening to authentic materials. 15participants (11%) stated that they encounter no difficulties in listening to them.

The 25 participants, who claimed that they have difficulties when listening to authentic materials, have asked again to determine the factors causing these difficulties. The results are as fellows; 16 respondents justified their difficulties as a result to the variation of accents and dialects while they listen. Five participants stated their difficulties because of mixed of many structures, and just one student who state that his difficulties refer to the language culturally biased. Three students who are their answers refer to mixed structures and the variation of accents and dialects. Two students who found that the difficulties in listening to the authentic materials are structures mixed and because they may too culturally biased.

Item 11: Do you feel that your teachers use the authentic materials skillfully and appropriately?

response	N	%
Yes	26	89
No	14	11
Total	40	100

Table 11: Students' Evaluation of their Teachers' using Authentic Materials

From the above table we can state that the students appreciation of their teachers' well using of authentic materials vary from one to another. Therefore, we notice that 26 students (89%) stated that their teacher use the authentic materials skillfully and appropriately. Whereas 14 students (11%) think that, their teachers do not care about the appropriate use of them.

Item 12: How often do your teachers vary the authentic materials activities and tasks each session?

This question aim to investigate how often do teachers vary the authentic materials tasks and activities in each session which is as a motivational factor for students to learn is to vary the session activities.

Response	N	%
Always	4	10
Sometimes	26	65
Rarely	8	20
Never	2	5
Total	40	100

Table12: Teacher Rate of Varying Authentic Materials Tasks and Activities

As it clearly observed from this table 4 (10%) participants stated that their teacher vary authentic materials task and activities, the highest percentage is that of learners 26 (65%) who argued that their teachers sometimes vary the activities by using authentic materials. This refers to the students' attention of enhancing their students English language levels and their answers supported the first one. The third rate is those students who are their answers rarely 8 (20%). Just two students (5%) claimed that their teacher never vary their activities, it may refer to their inability to use authentic materials. All those results may refer to the teacher attitudes towards using authentic materials in listening classrooms.

Section Three: Listening Skill

Item 13: Do you like Oral expression course?

response	N	%
Yes	40	100
No	00	00
Total	40	100

Table 13: Students' Attitudes towards Oral Expression Module

As far as, we notice participants' attitudes towards oral expression module. All of them (100%) their answers was yes. It is refers to the oral expression as an only module in which

students have a chance to express their ideas, share opinions, besides they feel comfortable, enjoyable and motivated to improve and enrich their listening and speaking ability.

All students who their answers are yes, asked to justify their answers so we state that 10 students like it because it is enjoyable. 16 of them like it because it gives them an opportunity to practice and test their levels of English. The rest 14 students sated that they like it because the both reasons.

Item 14: Which skill has given more attention by your oral expression teachers?

response	N	%
Listening	10	25
Speaking	24	60
Both	6	15
Total	40	100

Table 14: Skills' Importance

In this item, we asked the participants about the skill that has given much importance by teachers. 24 students (60%) chose speaking.10 of them (25%) chose listening ,the others 6 students who represent (15%) stated that the both of skills is given importance by the oral expression teachers, which signifies the difficulty to consider only one skill as important compared to other because all language skills are interrelated and necessary for EFL learner.

Item 15: How do you consider your listening ability?

Response	N	%
Good	11	27
Average	29	73
Bad	00	00
Very bad	00	00
Total	40	100

Table 15: Students' Abilities in Listening Skill

By asking this question, we wanted to have students' evaluation to their listening ability level. The result as noticeable from the table above related that 29 (73%) have an average listening ability level. 11 subjects (27%) reported that they have a good level in listening ability as a sense, and there is no one have a bad or very bad listening level.

Item 16: Do you encounter any difficulties in listening.

response	N	%
Yes	18	45
No	22	55
Total	40	100

Table 16: Students' Listening Difficulty

Concerning the students listening difficulty 22 participants (55%) stated that they have no difficulty in listening. However, 18 subjects (45%) reported that they really face difficulties when they listen to the English language passage, and they state their difficulties in the table below.

Item 17: If yes, what are they?

The proportion of (45%) who claimed that they encounter difficulty while listening where asked again to determine the factor causing these barriers, the results seeing as below.

Response	N	%
Delivery of speed	5	27
Pronunciation	9	50
Reduced forms	2	11
Reduced forms +pronunciation	1	6
Delivery of speed+ pronunciation	1	6
Total	18	100

Table 17: Students' Kind of Listening Difficulty

As noticeable from the table above, the most of proportion of students' listening difficulties encountered in pronunciation. The second, it represents in delivery of speed (27%). (11%) percentages have difficulty in reduced forms. The rest of participants claim that they have a difficulty in the both reduced forms and pronunciation, which represents (6%). And the same percentage for those who have difficulty in delivery of speed and pronunciation.

Item 18: Do you fellow certain methodologies to deal with your difficulties?

After we know about the students' listening difficulties, we have asked them if they fellow a certain methodologies to deal with.

response	N	%
Yes	24	60
No	16	40
Total	40	100

Table 18: Students' Evaluation of Dealing with Certain Methodologies

As far as participants following some methodologies to deal with their listening difficulties, more than half of subjects (60%) claim that they following strategies to deal with them. However, proportion of (40%) ,states that they have no methodologies to deal with their difficulty, the result it may refers to the students' big challenge in learning English language so, listen to it.

Item 19: In your opinion what is the best way to learn and acquire the listening skill?

response	N	%
Authentic materials	22	55
Teacher' talk	16	40
Peers	2	5
Total	40	100

Table 19: Students' Ways to Practice Listening

After we know students' using methodologies to deal with listening difficulties, we have asked them this question to know about the most ways that they prefer to listen in order to learn English language. The majority of students 22 (55%) claimed that they prefer listening to authentic materials which is considered as an important way to listening learn.16 participants (40%) choose listening to teacher talk, as a simplified of English language. As shown in the table above, that few of them (5%) prefers to listen to the peers.

Item 20: How often your teachers use authentic materials to improve your listening skill?

In order to the highest proportion of authentic materials as preferable way to practice listening as shown from the table above, we have asked students again to which extent their teachers use them to improve their listening skill, and results shown as bellow.

Response	N	%
Often	3	8
Sometimes	31	77
Rarely	5	12
Never	1	3
Total	40	100

Table 20: **Students' Evaluation of Teachers Using Authentic Materials**

The table above shown diversity of students responses towards teacher using authentic materials in order to enhance their listening level. It reveals that "sometimes" received the highest rates (77%). Then proportion of (12%) who reported that they were often training to improve their listening skill. Only one subject who claims that they never training to improve their listening skill. All those results refer to time allocated in oral expression sessions and the available of authentic materials in Biskra University.

Item 21: What do you think of teaching listening comprehension in the EFL classroom with authentic materials?

response	N	%
Effective	19	48
Motivating	21	52
Boring	00	00
Total	40	100

Table 21: **Students' Attitudes about Teaching Listening Comprehension with**

Authentic Materials

After we asking students about how often their teachers use authentic materials in order to enhance their listening skill, we asked them about how they found them while their using in classroom. As shown from the results above that there are approximate responses of teaching listening comprehension with authentic materials between they are motivating and effective, they represents the following percentages (52%) for "motivating" and (48%) for "effective". However, there is no one claims that they are boring that is refers to the students' accessing language of authentic materials as well as, their positive attitudes towards it as a motivational factor to enhance their listening level.

22. Item Twenty-two: What kind of materials do you suggest for your teachers to teach you in oral expression courses?

At the end of the questionnaire, we left some lines for students to express their suggestions and proposition and we asked them about what they suggest their teacher use in order to strengthen their listening level in EFL classroom.

Unfortunately, many of them wrote nothing, in attempted to be objective we thought that mentioning their requests as they were given and the questionnaire sheets be better they said:

✓ A lot of open discussion and more plays

✓ More visuals aids, flash cards and filed work activities homework.

- ✓ Films and videos that are contain a simple language and with translation for better understanding and catching the words that are lost.
- ✓ Stories to keep us in touch with native speaker.
- ✓ Bring us stories, events about the native English world to get more from their knowledge.
- ✓ Documentaries, movies, advertisement and newspapers for acquire vocabulary.
- ✓ Listen to native speaker songs.

3.2. The teacher s' Interview

It is another instrument from our data gathering tools, it has done to consolidate our data and to collect additional information that serves our study for testing our hypothesis. In our interview, we had faced problem to record the teachers' evidences because of many reasons, so we had deal with structured interview with written form to collect teachers' responses.

3.2.1. The Description of the Teachers' Interview

This interview contained often open-ended questions, which designed to get more insights and information about the five teachers who are experienced on answered attitudes toward the authentic materials in enhancing their students listening skill.

3.2.2. Interview's Analysis

Question one: How long have you been teaching oral expression courses?

The first teacher said, "It is my first year"

The second teacher said, "2 years"

The third teacher said, "I have been teaching this module for 2 years"

The fourth teacher said, "8 years"

The fifth teacher said, "2 years"

From the teachers' replies, we deduce that the scope of teachers experience in teaching oral expression course ranges from one year to eight years. This means that our respondents have different backgrounds about learning and learners' needs. It is positive in the sense that we have different viewpoints towards the subject under investigation.

Question Two: How often do you use authentic materials in the classroom?

When asking the teachers we have approximately answers from four teacher only one teacher stated that, they did not use them and their answers were as following:

- Teacher one: 80%
- The second teacher said that, she uses it quite often.
- The third teacher said that she usually uses them in class, and they are essenssial device for the teacher to develop his/her students' skills (specially listening and speaking).
- The fourth teacher claimed that she use it one session a week (listening session).
- The fifth teacher stated that although she did not use it because she did not find the appropriate place to use it and the administration did not offer her the materials to use.

Question Three: What do you think the role of authentic materials is?

- The first teacher reported that they enhance the students' oral proficiency.
- The second teacher said that, the authentic materials help the learners to know different aspects about the target language such as, accents, new vocabulary…etc.
- The third teacher said that, they are very important because they have very motivating, interesting and the Students have an opportunity to be in contact with native speaker' culture and traditions.

- The forth teacher said that, they are very useful where they represent the target language in its real context.

- The fifth teacher sees the role of authentic materials to motivate the students to learn and the teacher to teach and they simplify the studying process.

Among all these above teachers' responses, we investigate that authentic materials have a great impact on learning process.

Question Four: From your experience in TEFL, what are the main difficulties your students encounter in listening comprehension?

By asking teachers this question, we want to know about students listening comprehension difficulties and they provide us by bellow answers.

All teachers gave approximately the same responses for their students encountered listening comprehension difficulties, they have to be interested by the subject otherwise also, they face problem in speed of speech, the rate is too fast, the use of weak forms by native speakers, uncommon vocabulary and difficulties of understanding an idioms and some expressions. While the fifth teacher stated that, they do not have the drive to listen as well as there is no innate motivation to learn English through listening.

Therefore, all students have a difficulty, which require more consideration to enhance their listening and provide them by the more reinforcement to ovoid those difficulties.

Question Five: Do you use authentic material appropriately to overcome their listening problem?

From this question, we want to know how often teachers take the students' needs in consideration and how often they use the authentic material appropriately. We have taken their answers as following:

- The first teacher claimed that she could not always use them appropriately because time is not enough she argued in this sense that, the students must depend on themselves by listen to videos, songs…etc.

- The second teacher said that she uses them appropriately in order to make them familiar with different accents and different ways of speaking.

- The third teacher said that, "at least I try to. By choosing topic, subject appropriate to students' interests and levels."

- The fourth teacher respond by ''Yes», she reported that, simple passage are presented to the students with learn language, familiar words, and good accents.

- The fifth teacher as stated above that, she does not use them because the department is not providing them for her to teach.

Question Six: How much do you think authentic materials help EFL students listen fluently?

After asking them about the authentic materials role in general, we want to specify its role on how much it helps students listen fluency. The teachers provide us by different answers are:

- The first teacher stated that, what has provided in classroom is not enough, however it may boosted their level.

- The second teacher answered us as "very much" because, they become able to understand easily and give them the chance speaks fluently.

- The third teacher stated that they help them a lot because it is "authentic". Students have the chance to listen to correct perfect accents, stress, and pronunciations.

- The fourth teacher said that authentic materials are useful device that should been used by teacher (very important to enhance their listen fluency).

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- The fifth one stated that they are very good; they will be able to understand the native speaker without any difficulties and help them to speak correctly.

Therefore, authentic materials are so useful for students in order to become more fluently, in their listening.

Question Seven: Did your students complain about the difficulty of authentic materials?

By asking this question, we want to know whether students complain about the authentic materials difficulty.

The teacher who declared that she did not use them, stated that, "yes" they did, they want use them "and so do I", but as she said they are not available.

What is about the rest teacher we viewed their answers between "no" and "sometimes" and they justify their answers by that are;

- Because they found difficulties when they listen to natives.
- Because the use of them is not as appropriate to their level as intermediate.
- Mainly about conversation, dialogues with an American accent which goes generally fast.
- Their difficulties not about the authentic materials, but about the passage presented for them some times (difficult and unclear language).

From above teachers' answers, we stated that, the teacher should simplify to them the language that produced by authentic materials in order to help them more to complain their difficulties.

Question Eight: What are the most difficulties your students encounter with them?

By asking this question, we want to be aware about the difficulties that students encountered. Our subjects answered us as following,

The first teacher stated that, the lack of equipment, while the second teacher said that they use guided activities with video or films so their students rarely complain. The third one stated that the difficulties represents in the use of some idioms that students do not necessarily know or because some of them find the topic not interesting. Moreover, the forth teacher stated that it is the lack of understanding some expressions, the final one declared that the most difficulties that students encounter with authentic materials are the interference of the first language in the second language and they do not watch TV or listen to music out classroom activities to enhance their listening skill.

Therefore, we stated that the majority of difficulties that students encounter with authentic materials not complex difficulties because they can complain with by their teachers 'help.

Question Nine: Have you found the use of authentic materials a suit tool for the teaching of listening skill?

After asking them all above questions, we want to know about their opinion as a final evidence for the important of authentic materials in teaching listening skill. All of their answers were "yes", because students are more motivated and they feel the challenge, they significant useful, and they are the best one "I" think.

Question Ten: Please suggest some of strategies to deal with your students listening difficulties?

There were different suggestions to be followed.

- More listening in class and outdoors.

- Students have to expose to authentic material as much as they can.

- Let them talk and give them home works as watching a movies and watch TV news in CNN.

- We choose motivating topics that are relevant to students' level and interest.

- Start with "easy" topic/Listening for students to check the pronunciation and accent then continue with more difficult listening materials, for students to gain more vocabulary, expressions…etc.

- The listening session should include before, while, and post listening stages in order to make students more interesting on the topic.

3.3. The Classroom Observation:

3.3.1. Description of the Observation

Our observation classroom taken place on March 2013 with four classes of second year Biskra university students. It lasted three weeks, in which we attend four sessions, three with the use of authentic materials, one with songs, the second with record native speaker discussion, the third with printed materials and only one that is the fourth session without the use of authentic materials. Therefore, we are going to consider, first the session in which the teacher did not integrate authentic materials to be general case that would represent the classical teaching method.

Throughout this classroom observation, we aimed at pointing to the extent to which authentic materials foster students' understanding and improve their listening skill.

The observation that we have undertaken was overt and direct, we have not used any recording or filming devices. In addition, we have depended on passive observation, we followed own personal classroom observation sheet, as we relied on own personal

observation through examining the students' reaction, interaction and responses during listening to the language that are produced by authentic materials that is used. More over our classroom observation was been assisted with authentic materials activities that guide us set our results about the use of authentic materials in strengthen EFL learners' listening skill.

3.3.3. The classroom Observation results

Classroom observation one of group 01   **Date:** 14/03/2013

Place: Ben Taibi   **Time:** 11:10/12:50

The first teacher has joined her class of second year students on time to meet her informants. We observed for the first moment that the teacher maintained a friendly atmosphere of learning, for the session that teacher did not use the authenic materials, we had observed the following; the students have learned under by presenting an overview of the lesson. As she made clear statement of the purpose of the lesson, which is how, differentiate between the words that are the same in spelling but differ in writing.

For the selection and use of instructional materials, the teacher did not use any kind of authentic materials as we mentioned above; she just used the board from time to time to introduce new vocabulary or to exploring some ambiguous words .

Concerning of students and teachers' interaction, the teacher' questions are always clearly and effectively to the level of the students, and as observed the most of them looked avoiding asking questions, just few of them who trying making comments about the subject. What is relate to the classroom atmosphere, we had observed it as a few participative but the teacher always has an eye contact with students and uses class time

effectively, students do not keep their cool while listening as we had observed some existence of confusion and boredom.

No material voices, only the teacher voices; her voice looked easily heard and understandable because she kept using the same facial expression from the beginning until the end of the course. In fact, she always restates important ideas at appropriate time, the majority of students not interested to the subject mutter.

In brief, the session was not motivating, because of the teacher' classical teaching method that led to the students' lack of interesting at class. On the other hand, we have attended three sessions in which the teacher used a variety of authentic materials; the material used in each session were different and varied, we will present it follow.

Classroom observation two of group 06   **Date:** 04/03/2013

Place: Ben Taibi   **Time:** 11:20/12:30

In this session the teacher present an overview of the lesson by asking their students what is the topic about, as he presented an authentic material appropriate to state purpose of the course; that is story (episode) under the title of "Moon of India". Concerning teacher and students' interaction they interact well where he directed for them question in order to investigate how many new words they face in the text. The teacher questions are clearly and effectively to their students' level as he encourages them to discuss between each reading parts and to answer a difficult question.

The classroom atmosphere was so participative where we looked well using of class time and teacher' moving by his eyes between his students who were listen well to teacher and keeping cool however, there is no existence of boredom.

The presentation of lesson was evaluated as well, the teacher' voice as a representative of this written authentic printed language was easily heard and he always had trying to simplify some words that is not clear for his students. In addition, sometimes provide an explanation for the difficult words, more than that, he relates new ideas to their familiar concepts such as he give the signification of some native speaker places like "Idoho" and "Calivoriana".

So, we observed that all students enjoy and get as a result many new words, moreover have been learned how to pronounce it as it is by native speakers.

Classroom observation three of group 04   **Date:** 17/02/2013-24/02/2013

Place: Ben Taibi   **Time:** 09:40-11:20/9:40-11:20

The third teacher has joined class on time. This listening comprehension session was been divided into two sessions, the first is on 17/02/2013 and followed up session on 24/02/2013 for solved activities, where she used a recording material before starting the lesson. The teacher made clear statement of the purpose of the lesson that aims to enhance students' listening comprehension, and present clearly the title of recording which is about "Crime Banishment" it seems to be an appropriate material to state the purpose of course. First, the teacher prepared students well for the lesson with appropriate listening; they listen three times to selected records for more understanding.

We observed that teachers' question are always clearly and effectively to the level of her students. she looked all the time encourage their discussion, as we notice that they also interact well with their teacher as well as the subject matter, where they asked questions, make comments and trying to answer difficult question as a result of their teacher reinforcement.

Concerning classroom atmosphere was more participative where the teacher uses class time effectively according to the lesson activities and always has an eye contact with her students who are observed keeping their cool while listening whereas, no existence of confusion and boredom.. However, the language was difficult to understandable because the speed rate of delivery the presentation of recording lesson observed very well and the project voice easily heard. In addition to that, all students liked the session.

This recording material assisted teacher in clarifying unfamiliar words and ideas to students who are listening and present examples in order to explaining an important ideas at appropriate time.

Therefore, students engaged to the recording material course right from the beginning until the end.

Classroom observation four of group 07   **Date:** 04/03/2013

Place: Ben Taibi   **Time:** 09:40-11:20/9:40-11:20

Always as the other the fourth teacher, attend at time to meet her students, the teacher before starting her lesson made clear statement of the purpose of lesson that is about the past tense. We looked that the teacher selected material appropriately to state her lesson purpose and she make good preparation for listening to it. The teacher introduced a recording song with a missing verbs activities, she repeated the song many times to let the chance for all students to understand and assimilated its content.

Concerning students and teacher' interaction; we remark that the teacher always directed clearly and effectively questions to the level of her students as she always encourage them to answer a difficult question and to discuss about the topic, we observed that all of them negotiate about the missing verbs to in order to finding its meaning.

The classroom atmosphere was been observed participative where the teacher always has an eye contact with her informants we had notice that there is no existence of confusion and all of them interested on the subject, the project voice was easily heard. However, some of student declared that the language often understandable, they were grasping it because of their teacher clarification unfamiliar words and ideas; also provide them with examples at appropriate time.

In fact, by the end of the session we observed that all students like the lesson specially the song and all of them be aware about new vocabularies.

Conclusion

The analysis of students' questionnaire, teachers' interview and the classroom, observation allowed us to make a summary about the students and teachers ' needs in Biskra University, as well as their opinions and attitudes towards the use of authentic materials as a teaching aid in improving and strengthening students' listening skill. And depicting the difficulties that face them in learning English as a foreign language.

Concerning the adopting of authentic materials in teaching-learning English, the questionnaire revealed the following, after the analysis of the students' questionnaire ; they appreciate learning with authentic materials, and consider them very interesting and more encouraging since they want to be more closer with the native speakers' language.

As they see that, they do not just listen to the native speakers' language but also, they learn new vocabularies as well as how to pronounce the English language as it is by their own and the use of authentic materials make them more related with their cultures.

On the other hand, the teachers' interview stated that, all our participants believed in using authentic materials in listening classrooms. In addition, all of them stated that, although they are difficult with their students' level and they face many challenges when they listen to them (difficult expressions, idioms, pronunciations), but they still the best means to fit them with the native language as well as to improve their listening moreover their speaking skill.

However, we observed that not all teachers choose authentic materials randomly. Indeed when selecting them, they takes into consideration their students' needs and levels, moreover, the classroom environment were not suit for doing authentic materials activities as we observed also that, the teacher use their own materials.

The investigation carried out throughout this study has attempted to confirm our hypothesis stated in the introduction which claimed that, if teachers use the authentic materials in teaching English language, they will strengthen their learners listening skill and motivate them to create a positive leaning environment. Our research mainly examined the Algerian teachers' and students' attitudes towards the integration of authentic materials as teaching strategies in EFL class to have a positive effect on developing students' listening skill.

In the theoretical study, we have tacked two different variables: authentic materials and the impact of authentic materials in listening skill. To examine those theoretical beliefs different research procedures were been administered to test our hypothesis; students' questionnaire, teachers' interview to obtain their standpoints and perspectives concerning the items under investigation, and classroom observation. Based on the data we obtained from the questionnaire, interview and classroom observation, we resulted the following: we have noticed that the majority of second year students have difficulties in their listening as their teachers reported in their interview are due their less of practice and the lack of exposure to the English language in natural.

Another important fact; revealed through our investigation, is that; however the students found many difficulties in listening to authentic materials as they reported that they were (stress, intonation, delivery of speed, clustering and reducing forms), almost the majority of them appreciate learning with authentic materials. As we noticed that all of them like to learn English language in natural as well as from natives' resources. Therefore, we found that authentic materials exposure had a positive impact in increasing students' listening g skill since they allowed them to have a direct contact with real language presented by proficient English native speakers that use and master all the language components

effectively and more accurately. As they are enables them to learn native speakers' pronunciations, intonation and accents.

Moreover, they often learn from them new vocabulary, discover grammatical rules and constructions and get accustomed to English common expressions, idioms that they cannot necessarily learn in normal session.

Furthermore, we can stated that teachers plan the authentic materials session according to certain criteria, the most is the objective of the lesion as they simplify for their students the authentic language for more grasp. Therefore, they argued that integrating authentic materials in their teaching process has a positive impact on developing their students listening skill as they claimed that they are one of the best strategies in teaching English as a foreign language.

Recommendations

As a research requirement, we suggested some teaching implications aiming at bringing the authentic materials back to life and giving recommendation for the instructional authentic materials. We hope that the suggestions and recommendations proposed in this work will be helpful and useful for raising teachers' awareness about the importance of authentic materials as a valuable tool within their EFL classes.

- We may achieve the common ground that students feel better with authentic materials helping them increase in the real language as far as teachers provide them with pedagogical support.

- The authentic materials effected positively the classroom environment from inert into more dynamic. Since the majority of students, appreciate learning with it.

- Martinez (2002) suggested that teachers could make use of authentic materials for the learners to listen the gist of the information presented.

- Authentic materials should used in accordance with students' abilities and levels. So, teachers should use a variety of authentic materials, with different activities and grouping work to meet all students' needs, levels, and abilities.

- Authentic materials should provided by the administration to the teacher for facilitating their use.

- Authentic materials should be includes in students' curriculum for their continuous implication.

Finally, all students appreciated learning with authentic materials, they really seem to have enjoyed it and felt relaxed their teachers support them as a teaching strategy. Nerveless, it is worth considering the duration of our observation; only for sessions. To sum up, teaching EFL learners using authentic materials strengthen them to improve their listening skill.

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Appendixes

Appendix A: Students' Questionnaire

Dear students:

You are kindly invited to answer the following questionnaire that aims to investigate and exploring the role of authentic materials to enhance learners' listening skill in EFL classroom.

Your contribution is too important for the present research.

Section one: Background Information

Please tick your appropriate answer:

1. Sex: **a.** male ☐   **b.** Female ☐

2. Age: **a.** 18-20 ☐   **b.** 20-25 ☐   **c.** more than 25 ☐

3. The type of baccalaureate you hold:

    a. Literary ☐   **b.** Philosophy and literary ☐   **c.** Scientific ☐

4. Your choice of studying English:

    a. Personal decision ☐   **b.** Imposed decision ☐

Section Two: Authentic Materials

1. Do you know what authentic materials are?

a. Yes ☐   b. No ☐

2. If yes, which course your teachers use it?

a. Oral courses ☐   **b.** Written courses ☐

3. Which kind of authentic materials do your teachers often use in classroom?

a. Printed authentic materials ☐

b. Visual authentic materials ☐

c. Viewing –listening authentic materials ☐

4. How can you consider the difference in listening to authentic and non-authentic materials?

a. Quite different ☐   **b.** Little bit different ☐   **c.** No differences at all ☐

5. What is your attitude toward the authentic materials?

a. I like it ☐   b. Neutral ☐   c. I hate it ☐

Why?

………………………………………………   …………………………………………………

………

………

6. Do you find difficulties and problems in listening to the authentic materials?

       Yes ☐   No ☐

If yes, what are they?

a. They may be too culturally biased ☐

b. Too many structures are mixed ☐

c. Accents and dialect are varies in listening ☐

7. Do you feel that your teachers use the authentic materials skillfully and appropriately?

Yes ☐   b. No ☐

8. How often your teachers vary the authentic materials activities and tasks each session.

Always ☐   Sometime ☐   Rarely ☐   Never ☐

Section Three: listening skill

1. Do you like oral expression course?

    a. Yes ☐   b. No ☐

If yes, because of what?

It is appropriate to practice your speaking ☐   It is enjoyable ☐

2. Which skill has given more attention by your oral expression teachers?

    a. Listening ☐   b. Speaking ☐

3. How do you consider your listening ability?

    a. Good ☐   **b.** Average ☐   **c.** Bad ☐   **d.** Very bad ☐

If it is "bad" or very "bad", why?

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………………………………………………………………………………………………

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4. Do you encounter any difficulties in listening?

    a. Yes ☐   **b.** No ☐

5. If yes, what are they?

Delivery of speed ☐   Pronunciation ☐   Reduced Forms ☐

6. Do you fellow certain methodology to deal with your difficulties?

    a. Yes ☐   **b.** No ☐

7. In your opinion what is the best way to learn and acquire the listening skill?

    a. Listening to authentic materials ☐   **b.** Listening to teacher talk ☐

    c. Listening to peers ☐

8. How often do your teachers use authentic materials to improve your listening skill?

a. Often ☐ **b.** Sometimes ☐ **c.** Rarely ☐ **d.** Never ☐

9. What do you think of teaching listening comprehension in the EFL classroom with authentic materials?

Effective ☐   Motivating ☐   Boring ☐

10. What kind of materials do you suggest for your teachers to teach you in oral expression courses?

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

Thank you

Appendix B: Teachers 'Interview

Dear teachers;

I will be very grateful if you help me to answer these question whose aim to gather information about the **Role of Authentic Materials to Strengthen Students' Listening Skill***; your precious help is mostly appreciated. Thank you.*

Sincerely yours

Miss; SOUFI S

Q1/ How long have you been teaching oral expression courses?

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……………………………………………………………………………………………………

Q2/ How often do you use authentic materials in the classroom?

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Q3/ What do you think the role of authentic materials is?

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Q4/ from your experience in TEFL, what are the main difficulties your students encounter in listening comprehension?

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   Q5/ Do you use authentic materials appropriately to overcome their listening problems?

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Q6/ How much do you think authentic materials help EFL students listen fluency?

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Q7/ Did your students complain about the difficulty of authentic materials?

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Q8/ What are the most difficulties your students encounter with them?

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Q9/ Have you found the use of authentic materials as a suited tool for the teaching of listening skill?

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 ……………………………………………………………………………......................

Q10/ Please, suggest some of strategies to deal with your students listening difficulties?

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Thank You

Appendix C: Classroom Observation check list

Instructor evaluated _____

Course _____

Date _____

Time_____

1. Development of learning objective	never	often	Always
Presented overview of the lesson			
Made clear statement of the purpose of the lesson			
2. selection and use of instructional materials			
Presents materials appropriate to state purpose of the course			
Supported lesson with useful classroom discussion and exercises			
Prepared students for the lesson with appropriate listening			
3.students and teacher' s interaction			
Teachers' question are clearly and effectively to the level of the students			

Encourages students' discussion			
students ask questions and make comments on subject			
The students avoid asking questions			
The Teacher encourages students to answer difficult questions			
The teacher demonstrates comments of the subject mutter			
4. classroom atmosphere			
the atmosphere of the classroom is participative			
The teacher has an eye contact with students			
Uses class time effectively			
The students keep their cool while listening			
The existence of confusion and boredom			
5. presentation			
Project voice easily heard			
Understandable language			
Appropriate rate of delivery			
Clarifies unfamiliar words and ideas to students who are listening			
Relates new ideas to familiar concepts			
Restates important ideas at appropriate times			
Presents examples to clarify points			
students listen well and interested to the subject matter			

Comments: