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Section of English



**The Impact of Audio books on Developing EFL learners'
Listening Comprehension**

**A Case study of First Year LMD Student of English at Mohamed Kheider
University of Biskra**

*Dissertation Presented to the Department of Foreign Languages as
Partial Fulfilment for the Master's Degree in Science of Languages*

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Dedication

I dedicate this humble work to:

The soul of my father and best friend Naceur who supported me by saying push to the limit

My mother Laroui Yamina who brought me to this world and become the mother and the father in order to support me

My husband and my soul mate Mohamed hafnaoui for his emotional support

My sister and intimate friend Sara and her husband Abed elhak Rahmouni

To my brothers Lofty and Mohamed Lamin who are my glory and support after my father.

My grandmothers Aisha may Allah protect her and Khadija may Allah blesse her soul and to the soul of my grandfathers Mohamed and Ahmed

My uncle Abed Hamid Laroui and his wife Hakima and their eight children

My uncle Laroui Said and my oldest aunt Fatima and my uncle Hakim Zigouche

My aunts ,Rahima and her husband Abed Malik Metlili ,Souad and her husband Fathi Ben hafid , and to the souls of my aunts Zahra ,Wasilla ,Rachida and Yamina

My mother in law Mahbouba,my brother in law Soufian, my sister in law Messouada and her husband Nouredin and their daughter in addition to Yasmine

To the soul of my father in law Sassi Hafnaoui

My best friends and path mate: Hesna Harbouch, Nesrine Zigouche, Ouided Karbaa, Imam Houfani, Amina Zaitouni, Manel Achour and Ghania.

To Hanane, Ismahan ,Badia ,Latifa and their husbands in addition to Toufik,ahmed,Selma ,Retag ,Sabrina ,Leila ,Sofia ,Samir ,Imad ,Badra, Riadh ,Ahmed Laroui and Rayane.

To all the family of Laroui, Metlili, Djabri, Zigouche, Hafnaoui and Houfani.

Finally, to my baby, my nice Samouna and her brother.

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Abstract

As an EFL learners', listening plays a very important role in the learning process, though it is difficult to develop, many teachers in their oral expression focuses on speaking instead of listening or they only use one type of authentic materials ,which is songs ,instead of varying and using Audio books for developing EFL listening comprehension . This study means to focus on the challenges that could be faced by the learners in his approach to listening yet, the principle point is to demonstrate the vital part of audio books for building up learner's listening comprehension and its advantages The hypothesis states that if EFL learners listen to audio books, they will help them develop their listening comprehension. A randomly chosen sample of first year LMD from the Foreign language Department, the English section at Mohamed Kheider University were kindly asked to answer to a questionnaire. The gathered data were analysed by hand. Both students and teachers have a positive attitude toward the use of Audio books in developing EFL listening comprehension. As a result, this study will contribute to provide the learners with native speech whether it is for in or outside the classroom for the purpose of practicing their ears to listen and to comprehend, at the same time it provides great help for both learners and teachers in terms of using audio books for the benefit of providing the learners with the real life language in addition to the creativity and imagination to the learning. Hence, audio books are recommended to be used as one way of developing learners listening comprehension abilities.

List of Abbreviations

EFL: English as a Foreign Language

LMD: License, Master; Doctorate

FL: Foreign Language

L2: Second Language

AFB: American Foundation of Blind

VA: Veterans Health Administration

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1. General Introduction

This study investigated the role of audio books in enhancing learners' listening comprehension. Audio books are a recording version of a printed book or text which is considered as one type of aural authentic material, it is not a new invention because it was known in 1930 as "Talking books" that reviled to the world as a reaction to blinded who cannot read by the American Foundation for the Blind (AFB). It was converted from cassette to audio CD's, to digital download by Audio Publishers Association which has documented it in 2003.

The teacher may use it in order to provide a great opportunity for second language learners all over the world to listen to native speakers in oral English classroom. Audio books play a developing role in listening process, besides of being a powerful tool that will help the struggled learners to develop their reading comprehension as well as listening especially the beginners, Beers (1998, p.33) supports this idea by stating: "The use of audio books with struggling, reluctant, or second-language learners is powerful since they act as a scaffold that allows students to read above their actual reading level." Audio books encourage the students to be creative and use their sense of imagination.

Listening is a significant skill if one knew how to manage it, people think that hearing is the same as listening yet it is part of the process. Listening comprehension is a type of listening which helps the learners to maintain knowledge. According to Krashen(1982) a comprehensible input are required in order to acquire any language and to compare language to listening comprehensible input is listening comprehension. More than that, O' Malley et al,(1985)and Vandergrift(1999) state that listening comprehension is an active process and according to Morley(1991,p.82) "We can expect to listen twice as much as we speak, four times more than we read, and five times more than we write".

Researchers for example Marchionda(2001.19) stated that "Audiobooks encourage active listening and critical thinking skills--skills necessary for reading comprehension". Based on the idea of this latter, this research tended to provide both learners and teacher with insights about the importance of audio books in listening comprehension. The appropriate use of listening strategies may help the learners overcome their listening problems.

2. Statement of the Problem

It is not always an easy task to understand native speaker's speech. Learners face different difficulties summarized in three points; Problems from the listeners, Problems which result from physical settings and problems from the listening material. We find that the first problem concerns the learner himself, who is sometimes unable to guess the meaning of the words according to the previous ones, or it is the opposite ;i.e. he is unable to coordinate the meaning of the words to each other; in addition ,the second problem could be a result for external factors such as the noise from the outside or the crowded classes here in Algeria ,and finally ,the inappropriate use of authentic material or there is no verity in the teaching of oral class with it .

The above difficulties are general but to be specific our problem here concerns EFL Algerian oral classes which lack the use of oral authentic material especially audio books; instead of that they rely on telling stories by themselves. In addition, oral class should not be based just on speaking because in order to be a good speaker one should be familiar with hearing and understanding the foreign language.

Audio books are more helpful for non-native learners because we can find everything in them, starting from the common subject and finishing with the specific one. Whether it is a novel or a short story it is beneficial for the learner to listen and give feedback for the teacher as a proof for comprehending; moreover, EFL Algerian learner are not exposed to English outside classrooms yet; audio books can provide the opportunity for them to listen to English anywhere.

3. Aim of the Study

This study aims to spotlight the difficulties that could be faced by Algerian EFL learners in listening. The main aim is to show the important role of audio books in developing learner's listening comprehension and how beneficial they are. Moreover; it is a way to help learners develop new strategies in listening and be exposed more to native speakers.

This can be achieved by:

1. The identification of audio books for learners.

2. The good selection of oral authentic material especially audio books to listening comprehension.

3. Developing learners listening strategies.

4. Research Questions

In this research ,we will try to answer the following questions:

1. What is an Audio book?

2. What is listening and what is listening comprehension?

3. Does listening facilitate the learning process?

5. How can listening strategies help learners? And how can they be used before, during and after listening?

6. and most importantly question is, do audio books really help learners develop listening comprehension?

5. Hypothesis

If EFL learners listen to audio books, they will help them develop their listening comprehension.

6. Significance of the Study

This study is extremely important because it will show us the important role of audio books in listening without neglecting the other roles of authentic materials. Furthermore, it will contribute to provide the learners with native speech whether it is for in or outside the classroom for the purpose of training their ears to listen and to comprehend at the same time. More than that, this research will be as a proof that aural authentic material, especially audio books can improve EFL learners listening comprehension.

7. Research Methodo

Before conducting any research, a question needs to be answer to define the nature of the research and this research was conduct to answer the question “what if” we had choose audio books and how to be able to predict the effect of this latter on EFL listening comprehension.

In order to answer this question, descriptive research has been used because it is appropriate for determining the effect of the independent variable on the dependent one, in addition to the choice of dealing with random sampling . Furthermore, we have used the quantitative method that had provide to the current study with a generate numerical data that involve using statistics because it was easier for analysing those data.

8. The Population

Listening is considered a complex skill to develop, so we have chosen first year LMD student at the Department of Foreign Language section of English at Mohamed Kheider University of Biskra because of the unfamiliarity with the use of audio books; the population consists 500 students of different ages and sexes.

9. The Sample

As this research is descriptive, we will use a randomly chosen group of the ten existing ones in the first year level from the section of English at Mohamed Kheider University.in addition to five randomly chosen teachers of oral expression.

10. Research Instrument

Any research needs instruments or tools to conduct it. This research will rely on both learners and teachers’ questionnaire. Both questionnaires will provide us with the two different points of view concerning the use of audio books in the listening context. Semi structured questionnaires have been chosen because it seems easier for both participant to answer .

11. Data Analysis

Data and findings which was gathered from the two questionnaires by using the quantitative method was analysed manually because it is useful than using a package;

moreover, the result was in terms of tables, diagrams and figures in order to be easy and helpful at the analytical process .

11.The structure of the dissertation

This thesis consist of two main parts, the theoretical part and the practical one, in the theoretical part we discussed each variable in isolation i.e. listening comprehension in a chapter and audio books in another chapter; in addition we devoted the practical part to test our hypothesis.

The theoretical part as we mentioned above included two chapters; in the first chapter we had discussed the different definitions of listening in general and listening comprehension in specific, in addition it will diagnose the learners listening difficulties and also provide the learners with strategies to cope with . Additionally, we introduced the different type of listening comprehension and a slight comparison between listening comprehension and the reading one. Finally, we discussed the importance of listening in the learning process.

The second chapter of the theoretical part was mainly devoted to the study of audio books. First of all, an introduction of both authentic materials as well as non-authentic, in addition to comparison between the two .Second, a full history of the term audio book and explain its nature will be provided because the learners are unfamiliar with it.Thirdly, explaining the purpose of having two types of audio books, in addition to the difference between the two. Finally, we stated the benefit of audio books.

The practical part which consists of one chapter was mainly devoted to test the hypothesis. Analysing both the learners and teachers questionnaire discussion the result and finally maintaining recommendations.

12. Conclusion

Many researchers have related developing listening to authentic materials such as song, while no one had related it to audiobooks. Audio books in the other had mainly being related to reading comprehension rather than listening. This study aims to spotlight on the relation between the two variables, and how can audio books enhance learners 'listening comprehension.

Chapter One

An Overview of Listening Comprehension

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An Overview of Listening Comprehension

Introduction

Listening is a vital process which was neglected for many years because of the great focuses on the productive skills speaking and writing . Listening is the Cinderella . This chapter introduced listening from different definitions, highlights the key role of listening comprehension in both teaching and learning a language. In addition to differentiate between listening for comprehend or for acquisition, moreover; it provides the readers with the five main stages and the different types of listening .The learner while listening to a speaker may use either bottom-up or top-down, furthermore; numerous difficulties that faced by second language learners that requires the use of pre-listening, while listening and after listening strategies. The teacher should assesses learners' listening as part of the listening process .

1.1 Definition of listening and Listening Comprehension

Listening is the ability to hear and understand the spoken language; it is also the process of decoding the message by the receiver or the listener in order to recognize the intended meaning of the speech. Listening has been known for several years as the passive process, yet all the researchers has agreed that it is an active and cognitive process which requires a lot of effort to accomplish it.

Many researchers tried over the past few years to define listening from different point of views; for instance, Purdy(1997,p.8) has defined listening as “the active and dynamic process of attending, perceiving, interpreting, remembering and responding to the expressed (verbal and non-verbal) needs, concerns and information offered by the human beings.”.

In contrast ; Rost (2002p.2-3) proposed that listening may differ from the point of view that we take it , he has divided listening into four orientation or perspectives, firstly, from a receptive meaning it is the elective process in which the listener recognize the aural

symbols, secondly, from a constructive and representing meaning it is decoding the speaker's message that will make sense to the listener ,thirdly, from a collaborative meaning it is the identification of ideas which is relevant and acceptable to the listener and finally, from transformative meaning it is the creation of meaning through participation, visualisation and empathy.

Furthermore; the same idea is shared by Lynch(2009,p.4) who has argued that there are various listenings and has no standard definition because there is no specific way of speaking or understanding the discourse, in addition listening can be defined in terms of invisibility and complexity. Invisibility in which teachers cannot measure listening but they can identify that the listener have understood through words such as “uh and huh” yet it is not enough sometimes, and complexity because of the listening process ,the development of computer technology and when conducting a research in listening. According to Richards (2008) listening and listening comprehension are used synonymously in the language learning because the main purpose of listening is to comprehend, consequently the above definition can be for both listening and listening comprehension

Listening is a receptive skill can be defined through different terms but the common points that it is an active process and have no ideal definition to be recognised with, and may be it is the variation what makes listening searchable.

1.2 The Importance of Listening Comprehension in Language Learning

Listening has become an important skill for learning any language, it facilitate the learning process and will able the student to maintain knowledge, information and provides the opportunity to understand the spoken language as a mean of communication.

According to Gary(1975cited inVandegrift1999) listening plays a key role in facilitating the leaning process ,he emphasized on the four advantages of listening comprehension in the learning of language, first the cognitive view which is the audio lingual method or the army method, the first time used was in second world war because of the necessity to understand the spoken language of the enemy, the soldiers used to listen to part of speech and repeat it as a drill instead of learning how it is written , as well as Wilson(2008) who agreed to this point and add that the behaviourism has emphasized on the role of reward in the listening which is the understanding of the spoken language.

Furthermore Krashen (1982) argued that listening has a key role in second language acquisition process if the learner was provided with the comprehensible input and through the silent period which are the basis of the input hypothesis. This latter emphasise firstly on the comprehensible input which is provided from the caretaker, who is the teacher ;in this case the learner should receive an understandable message that is a little behind the learners' current level $i+1$, in addition the learners are capable to comprehend grammar above his current level through the recognition of the framework. Secondly concerning the silent period whereas the learner is listening to the teacher in a way for memorising the utterances and acquiring the language for future use Studies have shown that we listen more than we speak, for example Burley-Allen (1995), has argued that through the daily communication process we spent 35 present for speaking, 16 per cent for reading, 9 per cent for writing and 40 per cent for listening (cited in Flowerdew & Miller, 2005); according to Richards and Rogers (2001:58) "the teaching of listening comprehension, pronunciation, grammar and vocabulary are all related to development of aural fluency."

Listening plays a key role for learning and teaching any language if the learner is provided with the appropriate input and it is also considered as way of communication because human beings spent most of their time for listening.

1.3 Listening for Comprehension vs. Listening for Acquisition

According to Richards (2008) listening for comprehension is the ability of the listener to understand the spoken language through taking into consideration the characteristic of the spoken discourse since it differ from the written form. Unlike this latter, spoken discourse may not have the chance of being repeated again, consequently the listener will use one of the two processes bottom-up, top-down or combine between them in order to decode what have been said by the speaker, addition to that, he may choose from the other listening strategies such as cognitive, metacognitive and social strategies to be used in the listening process.

Although listening for comprehension is very important, it is just the first phase and the second phase is listening for acquisition .This latter was first known by Schmidt (1990) who argued that in order to acquire a language it is not important that the learner is intentionally or not want to notice a specific "linguistic form" in the input which is the intake. Moreover Richards had agreed that Noticing which is the return to the record and asking a few question to be answered from the text and Restructuring activities which are

spoken or written assignment which requires elective items from the records text, are beneficial to this point of listening for acquisition.

Both listening for comprehension or for acquisition provides the learner with the appropriate input which could be helpful for further use. one cannot favour one over another because the learning process may requires both of them.

1.4 The Stages of Listening

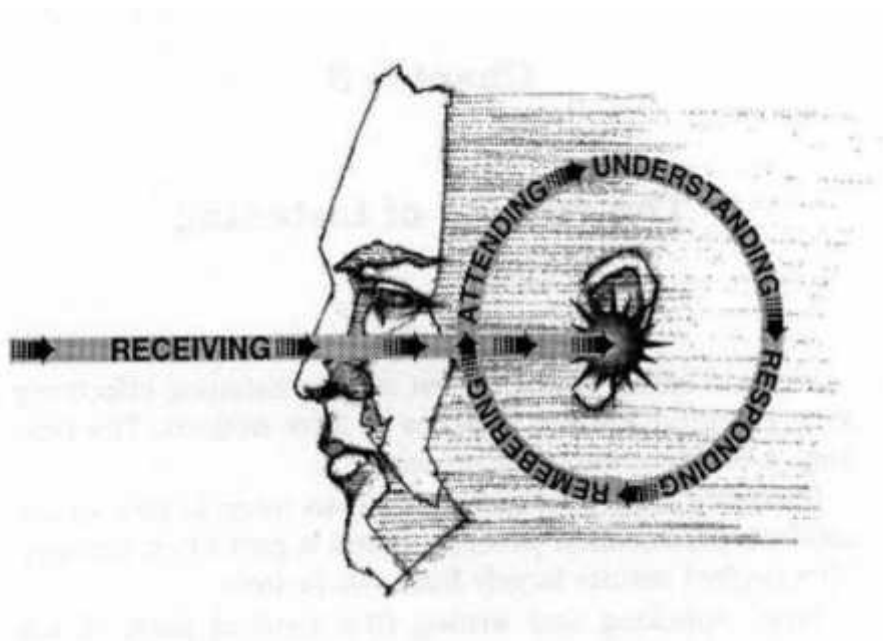


Figure 1.1 Stages of listening Kline (1996, p.15)

According to Kline (1996, pp.15-26) there are five stages in the listening process, essential ones, responding receiving, attending and understanding are the essentials and remembering are complementary.

1.4.1 Receiving & Hearing

Receiving or Hearing is the ability and the process of obtaining g and recognizing the sounds without analysing it , according to Kline it is essential for the listening process it is natural for the human beings in order to be understood and simplify it ,he used the analogy of computer. He argued that if any one sends an e-mail to another and his computer are off the message stays between the sender and the receiver and according to Rost it is neurological process that differs from listening.

1.4.2 Attending

It is the process of focusing on what has been said for example when the listener is not paying any attention to the speaker or he is absent minded. This latter occurs when the listener is provided with an internal stimulus, the emphasis on date or external one, which motivates him to listen this stimulus can be chosen consciously or unconsciously by three factors which lead to remember it or not.

1. Selectivity of Attention

When someone is concentrating on a specific topic than another thing which is familiar or more interesting happened that interrupt your attention

2. Strength of Attention

Strength of Attention is the powerfulness of a topic or thing which grasps one's attention and it is based on three factors. First of all, this latter needs effort that is why it is frustrating when you divide your attention between two things, consequently one is likely to not pay any attention to none of them. Secondly, desire is another important factor which makes one to pay attention to the topic for a specific purpose such as maintaining information or getting entertainment for example reading a book or watching TV, finally the length of time that the incident of a simple remembrance keeps returning as a flash backs because of its importance .

3. Sustainment of Attention

It is the capacity of the listener to keep focusing or paying attention to a topic, the listener cannot provide a great attention to the subject matter for ever because it is likely to end as results for other needs, although the topic is interesting and the way of speaker to convey his message is sophisticated, it is limited by the sufficiency of the listener.

1.4.3 Understanding

It is the recognition of the real and exact meaning of the message without missing the point through paying attention to verbal and non-verbal symbols. Verbal symbols are shared and common written or spoken forms of the language between two persons, speaker and a listener, who is taking into consideration to overcome two barriers which are at first is the meaning of one word may differ according to the context which has been used for

and the other is synonyms of different word may mean the same thing. Furthermore, non-verbal symbols or the body language which are facial expression and jesters are used to help the speaker convey his message in addition it provides a great help to prevent of misinterpretation of actions, non- actions and sounds.

1.4.4 Responding

It is the act of showing that one has understood by stating in a direct verbal response such as immediate reply to the speaker since he needs an agreement for the subject matter. response seek for clarification, to provide the speaker with more detailed information i.e.to add extra information about the subject or paraphrase response which is the same idea but in different words to show his agreement and non-verbal response which is body language.

1.4.5 Remembering

It is the ability to recall what have been listened by getting a similar situation, it requires a short term memory which occurs to record instant facts that will not be used again and long term memory which occurs to record things or information is needed for the future

1.5 Types of Listening

Types of listening	Purpose	Example
Informative/ listening in details Efferent	According to Kline (1994,p.30-32) it is a way of listening to maintain knowledge and it can be successful only through the use of vocabulary, concentration and memory	Listening for lectures Content of lesson Direction
Relational/ Interactional	According to Nation &Newton (2009, p.40) it is two- way listening happens through the interaction of the real life situation	Dialogue Conversation

Appreciative /Aesthetic	According to Derrington (2004, p.43) it is the feel of enjoyment while listening to an interesting topic that grasp one's attention.	Music Poetry
Critical/ Inferential	Listener in this type analyse every word that had been said in order to understand between the lines and according to Wilson (2008, p.) and Brown (2006,p.6) it is knowing the intention of the speaker and how his psychological status when he spoke	speech politics
Discriminative	One may listen to determine and to differentiate between two sounds of words that seems alike in pronunciation.	Minimal pairs
Transactional	According to Nation & Newton (2009,p.40) it is one-way listening which is the common way of maintaining information	-Authentic material: -Audio books -Podcasting
Listening for the main idea/ specific information	Both Brown (2006,p.5)and Wilson(2008,p.) has agreed on this type of listening ,the listener in this case is searching for major theme of the topi	Specific flight number Specific term

Table 1.1 types of listening

1.6 Top-down and Bottom-up

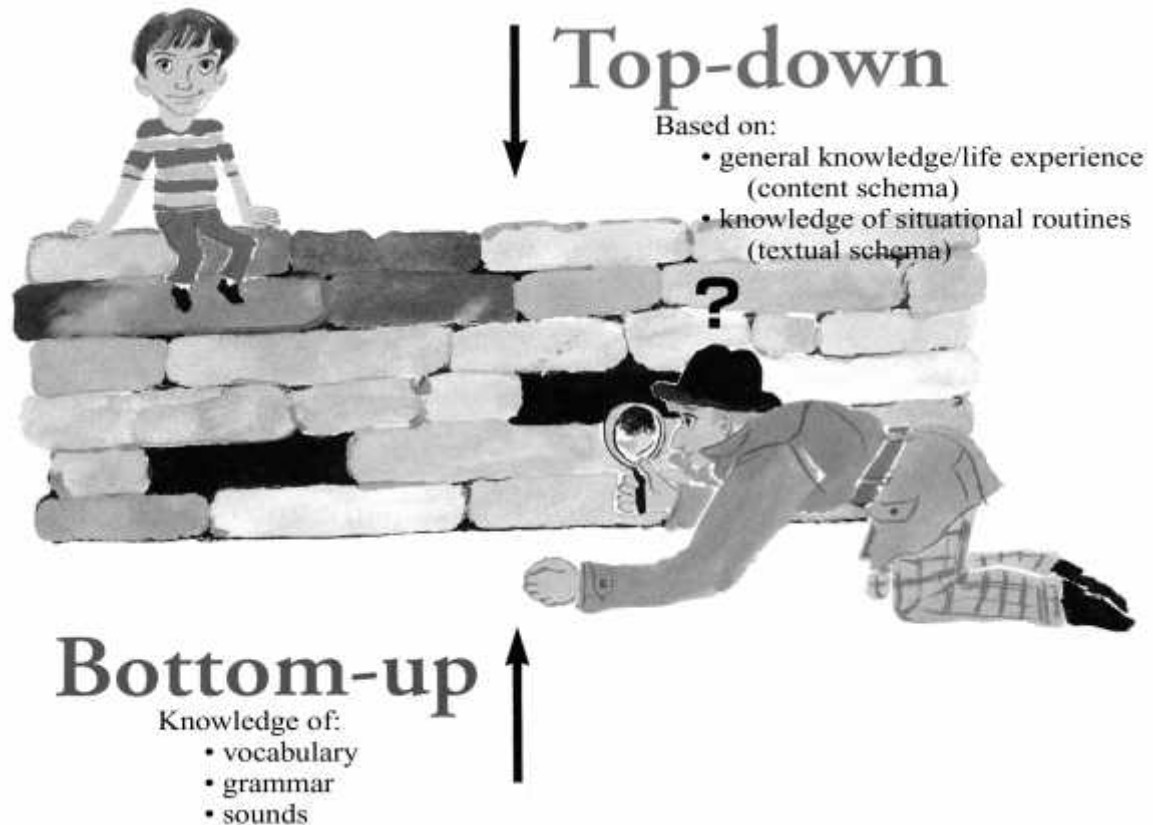


Figure 1.2: Bottom-up and top-down processing Brown (2006, p.3)

According to Brown (2006, pp.3-8) bottom-up and top-down processes are part of the cognitive view of language learning which has been known since 1930's. Bottom-up is the way to make sense of what we hear in terms of using of grammar, vocabulary and sounds to understand the spoken, the use of previous knowledge, he also argued that the use of schemata as a way to grasp the information, in contrast, top-down is understanding what have been said according to a similar situation, using prior knowledge or like Brown argued by using the example of the restaurant the scenario getting repeated in every situation, in his way to explain top-down and bottom-up he used an example from his life experience, he stated his experience in the Australian museum and in the metro station which can be a proof for the success of the two processes in the real life situation. Furthermore, he argued that in the cognitive view of language learning, listening comprehension and reading comprehension is similar in terms that the both have pre-activities, while activities and post activities. Moreover, Brown & Helgsen (2007, p6-8) stated that for the two processes, bottom-up is the process of decoding the spoken language

in terms of identifying three stages which are previously mentioned and top-down process which is based on two schemas, content schema that can be used for everyday life and textual schema that can be used for specific situation of a context ,and for better understanding of top-down and bottom-up processing he used the analogy of the wall, inspector and the boy which explained in the above figure.

In this context of bottom-up and top-down it is better to simplify these processes by using an analogy, for example, building a house or buying it. In one hand the use of bottom-up is like the constructing a house from the bottom, one is present and followed the construction procedures step by step of the house, in other hand one can use top-down process the same as buying a house without witnessing the construction procedures but he knows how it is built consequence he used his experience to buy the house.

1.7 Difficulties Faced by EFL Learners in Listening

1.7.1 From the Listener

Second language learners may face numerous difficulties especially in listening activities unlike native speaker because of different factors, sometimes can be a result of anxiety, lack of vocabulary and lack of motivation.

Anxiety is a normal internal feeling faced by EFL learner when they listen to a foreign language which make them uneasy to listen to it ,it differ from one learner to another , according to Mayer (2008,p.4) “ Anxiety is defined as a state of intense agitation, foreboding, tension, and dread, occurring from a real or perceived threat of impending danger”. Gonen (2009) argued that learners’ anxiety while listening to the foreign language is caused by numerous factors such as the authenticity of the listening text, incomprehensibility of the listening material and some external environmental factors like noise and inaudibility

Furthermore lack of vocabulary is another major problem which can be as the result of the unfamiliarity or the difficulty with the subject matter. The learner in this situation could use misleading strategies such as prediction strategies, although it is useful sometime, to predict what the speaker tend to say or he uses the meaning of the word in isolation but it could not be appropriate to the context, in addition Underwood's (1989) views on L2/FL listening problems argued that the listener have three seven major problems among those is the limited vocabulary. According to Goh (2000) FL learner face three stages problem while he is listening, the first stage is the perception which is forgetting words that he

already knows them, second, the parsing stage when he found that listeners complained of problems such as forgetting what they just have learned . Third, in the utilization stage which is misunderstanding the intended message yet he recognizes each word of the speech.

However, lack of motivation which is the third problem faced by the listener must not be neglected because no one can study a foreign language without maintaining the motive to master it, because of the unknown psychology of the learner when he come to the classroom, reasons for lack of motivation differ from one to another . Family problem plays a great role in these types of situation if one did not know how to handle this or the teacher does not have the equipment or the appropriate way to motivate his learners through attracting their attention to the topic.

1.7.2 From Physical Setting

Since listening is difficult skill to be developed, it needs concentration and focus although sometimes it is impossible in the Algerian context. The noises can be defined as the different sources of sounds which have no relation to the lesson. Both background and external noises affects the concentration of the listener. The inside noise is caused by the overcrowded classes here in Algeria in general and in Biskra for specific. The outside noise is caused by Based on the pervious information. In contrast we find that Sabbagh & Purdy (p.8) there are three types of noise .the interior or interpersonal noise which is the disturbance faced by the listener while decoding the speaker's message. besides it can also be caused by the external monologue. The semantic noise is the destruction faced by the listener may keep him from understanding the real message and focusing on specific words such as stereotypes of people or things. These two types of noise can the component of background noise .the situational noise is the outside sounds coming from the window or from attached room. Whatever the type of noise is, the Algerian learner should know how to overcome this problem in order to be a good listener.

1.7.3 From the Listening Material

In this study the problem of listening materials comes from the unusual use of the authentic material at the oral classroom since the learner is not familiar with .The teacher may face numerous problem when he or she plan for a listening session .As a start, the equipment may not work because of electrocution damage. Secondly, learners cannot understand what the have heard because of sound system. Finally, even though those problems can easily be solved a well equipment laboratory with few numbers of student is required for any listening session.

1.8 Listening Strategies

1.8.1 Pre-Listening Strategies

Direct Attention

the learner in this strategy straight his attention to Deciding in advance to attend general to a learning task and to ignore irrelevant distractors; maintaining attention during task execution.

Selective Attention

The learner in this strategy takes the decision to attend to what is important in the listening task by identifying the key concept and the main ideas from the listening text.

1.8.2 While Listening

1. Self-management

In this strategy the learner is going prepare himself for the listening task by organizing his priorities to achieve his goal .and to accommodate with the to fit his need from the listening task by recognizing the effective way for learning

2. Auditory monitoring:

The learner in this case is not just hearing the sounds but also listening carefully to each one of it in order to differentiate between the similar sounds.

3. Inferencing:

The use of background knowledge by the listener as mean of help to guess the meaning of the unknown words and to deduce the main idea from the previous words

4. Note Taking

While the learner is listening to the oral texts, he tries to write the key concepts through the use of mind maps or charts in addition to the additional thoughts that came to one's mind while he is listening.

1.8.3 After listening

1. Self-Evaluation

Verifying and assessing one's own products from four different aspects:

- a. *Production* evaluation: at the end of each listening task.
- b. *Performance* evaluation:
- c. *Ability* evaluation: the capacity of the listener to accomplish the task.
- d. *Strategy* evaluation: whether the learner are using listening strategies in order to understand the task or not.

2. Self-monitoring:

Examining one's own performance of the task given by the use of Comprehension monitoring which can be by testing one' own understanding.

3. Problem Identification

This strategy is used to identify the strength and the weaknesses of one's own listening in order to solve the problem.

4. Summarization and Elaboration

Writing a short version of the what one's had listened to by taking the important information in addition to the reconstruction of note taking's ideas

1.9 Approaches to teaching Listening

1.9.1 The Direct method

It appeared in Germany and France around 1900 as a reaction to the grammar translation method. According to Flowerdew & Miller (2005,p.) this approach is also Known as the "Natural" method because it supports effectiveness of the idea of aural/oral method of teaching in addition to the emphasise of the use of monologue because the teacher and the student who only speaks in the classroom ,and the main objective of this approach is to listen and answer questions. Summarized by Richards and Rogers (2001) as follows:

1. Classroom instruction was conducted exclusively in the target language.

2. The teaching of the real life vocabulary and sentences.
3. Oral communication is mainly based on question-and-answer.
4. The inductive way of grammar teaching.
5. It emphasise on presenting new information orally.
6. The teaching of Concept and the abstract vocabulary.
7. It bases on the teaching of speech and listening comprehension.
8. Highlights on the important role of appropriate pronunciation and grammar.

1.9.2 The Grammar Approach

According to Flowerdew & Miller (2005, p.) the Grammar approach provides the opportunity for the learners to listen to the audio text as well as reading it from the printed paper, it is preferred by numerous teachers because the main purpose of this approach is to pattern match and to test listening, it encourages to be familiar with both the written and spoken words. The beneath example explains the approach.

Activity 1 – An Activity Illustrating the Grammar Approach

Listen to a medical doctor talk about staying healthy. While listening, fill in the missing words in the blank spaces below.

Getting and staying fit is important for _____. It does not matter how _____ or young you are; you can, and should, do things to _____ yourself fit and healthy. Some simple ways to get fit are _____ short distances instead of using a car or bus, cutting back on snacks like _____ or chips and instead eating fruit and vegetables, and taking up more active _____ instead of watching television every day. If we start _____ a healthy lifestyle, not only will we feel better, but there will be fewer visits to the _____. Once you begin to get fit, you will want to make more changes to your _____ and become more and more healthy.

Figure 1.3 An activity of the grammar approach

1.9.3 The Audio-Lingual Approach

It also called the Army method because it was constructed by the US army as way to help them understand the foreign language of the enemy during and after World War II. The purpose of this approach is to highlight on the importance of phonological level and the structural level of the language at first and latter to repeat what they had heard in addition to pattern match. The foundations of an audio-lingual lesson are dialogues and drills.

1.9.4 The Discrete-Item Approach

It was influenced by the audio-lingual method, unlike this latter which emphasises on drills and the understanding of grammar, this approach focuses on segmental features which are the consonant and vowel, and super segmental features which are the stress and tone in a way that allows the learner to be familiar with the sounds patterns. An experience shows that it is helpful for both beginners and advanced levels. As an example of exercise to this approach is classify the different pronunciation of s sound at the end of different word which can be as /s/or/z/or/iz/

1.9.5 The Communicative Approach

According to Flower & Miller (2005,p.) this approach emphasize on the use of real life listening and promotes the use of different languages in the classroom with no intervention from the teacher. Its main goal is to listen and interact with the speaker and or complete a task.

Activity 4 – An Activity Illustrating the Communicative Approach

Read this situation:

You and some friends want to go out for dinner together. Listen to each other give restaurant reviews and make some notes about each restaurant. Then discuss with your friends which restaurant you think you would all like to go to. Listen for information like price, location, and quality of food and service.

Figure 1.4 Activity of the communicative

1.9.6 The Task-Based Approach

it is a doing approach because the learners are supposed to listen to an authentic material such as audio-books in order to fulfil a task which can be answering questions which As Kumaravadivelu (1991:100) States, “In the context of task-based pedagogy the learning outcome is the result of a fairly unpredictable interaction between the task, and the task situation.” the main objective of this approach is to develop listening for functional purposes and to listen and complete real tasks by the use of background information.

1.9.7 The Learner-Strategy Approach

As the name suggests the learner in this approach is the responsible for choosing the appropriate strategy for better understanding and effective listening which make him also the responsible of the content that he wants to listen instead of permitting the teacher decide ,although this approach supports the idea of individuality and autonomy of one’s

own learning ,yet the teacher is the responsible for accepting the learner’s opinion or rejecting it. The main goal for this approach is to improve the consciousness of other skills in relation to listening such as speaking and the use of different types of listening for different purposes.

1.9.8 The Integrative Approach

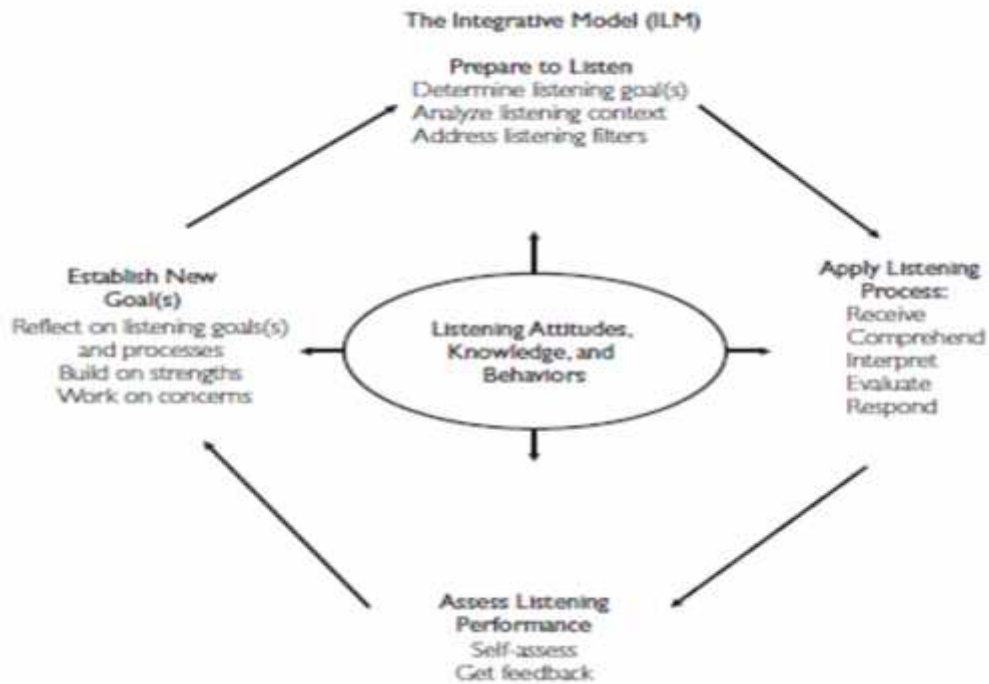


Figure1 .5The Integrative Listening Model

Source: © Copyright 2003. Alverno College Productions, Milwaukee, Wisconsin.

According to Wolvin(2010,p.)

In this approach the teacher uses series of activities in order to develop the different types of listening and the objective of this approach is to use listening as a part of the inter active communication. As in (Figure 1.5) the integrative approach goes through four stages in addition to the main aim of the whole process. First of all, the teacher prepare the students to listen by stating the goals and aims of the lesson, analysing the content and addressing what they.

1.10 Assessing Listening

Assessment is testing one's ability, attitude and skills. The teacher may use one of the approaches of teaching listening or he can plan a lesson of his own. The following lesson can be considered as an example for assessing listening.

1.10.1 Pre-listening

Any successful lesson is mainly related to the successful warm-up, the teacher should start with a warm-up by using simple and intimate questions related to the topic which is going to be undertaken or discussed in the session, in addition the teacher could use motivational strategies to encourage and engage the learners to the lesson. For instance, the learners are going to listen to an audio book titled "The Curious Case of Benjamin Button" first published in 1922, which is a funny story about the day he was born as an old man and the details of his life, it was converted into a movie played by the Hollywood actor Brad Pitt.

The teacher could simply ask questions such as:

1. How old are you
2. Do you know anything about the day you were born?
3. Can you tell us any funny thing about your birthday?
4. What is your weight the day you were born?

1.10.2 While Listening Activities

The assessment stage starts from this point and continues to the next one after listening activity. The teacher assesses the students' listening skill by providing the learners with chapter one titled "Benjamin Button is born" of the original audio books to listen to once, twice and a third time in order to fill in the gaps and answer other questions previously distributed such as:

From part one

I shall tell you what occurred, and let you judge for yourself.

The Roger Buttons held anposition, both social and financial, in ante-bellum Baltimore. They were related to the This Family and the That Family, which, as every Southerner knew, entitled them to membership in that enormous peerage which largely populated the Confederacy. This was their first experience with theold custom

of having babies—Mr. Button was naturally nervous. He hoped it would be a boy so that he could be sent to Yale College in Connecticut, at which institution Mr. Button himself had been known for four years by the somewhat obvious nickname of "Cuff."

From Part two

The doctor heard him, faced around, and stood waiting, a curious expression settling on his harsh, medicinal face as Mr. Button drew near.".....?" demanded Mr. Button, as he came up in a gasping rush. "What was it? How is she" A boy? Who is it? What—"

Part three

"Talk sense!" said Doctor Keene sharply, He appeared somewhat irritated.

"Is the child born?" begged Mr. Button.

Doctor Keene frowned. "Why, yes, I suppose so—after a fashion." Again he threw a curious at Mr. Button. "Is my wife all right?"

"Yes."

"Is it a boy or a girl?"

"Here now!" cried Doctor Keene in a perfect passion of irritation," I'll ask you to go and see for yourself.!" He snapped the last word out in almost one syllable, then he turned away muttering: "Do you imagine a case like this will help my professional reputation? One more would me—ruins anybody."

Than asking questions such as

answer the following question according to the audio books

1. Do people in that time used to be born at the hospital

Yes

No

2. Why does the doctor react so strangely

- The baby is disfigured
- The baby is double heads baby.
- The baby is an old man.
- The baby is an elf.

3. The medicine of god at that times are

Doctors

Nurses

1.10.3 Post Listening Activities

In this stage, the teacher may use the grouping strategies in order to make the learners discuss their answers and answer another questions more detailed ones. Reacting hat they have heard in order to speak or the teacher asks the learner to imagine another end of the story in order to encourage creativity and imagination, moreover; the teacher may ask a short version of the story in order to test learners' understanding and in this case the teacher succeeded in making the learners uses his four skill because they are interrelated to each other ,at first they listen to the story ,secondly ,they write a summary of the story ,finally ,they read the story and at the same time they are speaking. All what the teacher have done in this stage called assessing students' listening through the application of what they have understand from the story.

Conclusion

As a conclusion, listening is a receptive skill was neglected for the past few years. This latter played a great role in the learning and acquiring any second language .Going through the different stages of listening ,the learners receives ,attends, understands ,responds and remembers the information for further use. Furthermore, the listener unconsciously uses the different types of listening for example appreciative listening. In addition, based on both background knowledge and previous scenario the learners guess the speakers' intended meaning .Furthermore ,teaching listening can be through the choice from the different approaches such as audio liguallism .The assessment of any skill or attitude is part of the learners' progress and development .

Chapter Two: An Introduction for Audio books

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An Introduction for Audio books

Introduction

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Conclusion

Chapter Two:

An introduction to Audio books

Introduction

This chapter is going to be about authenticity in the oral classes and specially Audio books. The general purpose is to introduce authentic materials and how teachers can use them in a listening session in addition to the difference between authentic materials and non-authentic materials. Then, we will introduce the main historical development over the past years and through the different transformation from LP's to Cassettes and finally to the presence of CD's and Internet. After that, we will emphasize the great role of audio books in leaning in general and listening specifically. Finally, we will state the main advantageous of using Audio books in listening.

2.1 Authenticity in the Oral Classes

Nowadays we are more likely to use authentic materials In the ESL and EFLclasses whether written or spoken materials in order to facilitate the learning process. Authenticity plays a great role in the lesson plan because it motivates the learner to learn more and helps the teacher by providing him with the appropriate support. In addition, aural authentic materials are helpful tools for the learner to train him to listen to native speakers. According to Yuanyuan Z. & Lingzhu J. (1997) , “They are real language”; “produced for the native speakers”; “designed without the teaching purposes”. Authenticity is the creating a native world inside the non-native one, the teacher tires as much as possible to having a reliable example of the real life language to his learners as a part of the learning process

Moreover, numerous researchers such as (Guariento & Morley, 2001; Martinez, 2002; Kim, 2000) argue that the language of authentic materials may be challenging for the learner because it may contain sophisticated and unnecessary vocabulary in addition to the use of difficult sentence structures and neglecting the use of the simple form for better understanding. It is why learners are demotivated and it is time consuming. Moreover the

different between one culture and the other may be an obstacle to understand the authentic material which has been used. Unlike traditional teaching materials, the use of the authentic materials is a way that provides the learners with the native speech whether it is in or outside the class room. In addition to that, the learner may practice listening outside the classroom and stop relying on the teacher for providing him with listening materials. Numerous studies have shown the effects of using authentic materials in the class room and have approved their success; authentic materials are a needed tool for both teachers and learners to develop their listening comprehension level to at least be proficient whether they want to continue their studies abroad or even a simple telephone conversation with a native speaker. Authentic materials should be available for all the learners and easy to access because no one can effort traveling abroad to learn from native speakers;

2.2 Methods of Teaching Listening

Non authentic materials are materials which are specifically designed for the purpose of teaching, for example, in the written ones what are course books, teacher's book and hand-out and in the other hand the spoken one which are documentary films for specific purpose of teaching the target language. another method to be used is authentic materials which are materials which are not created for the purpose of teaching and according to Nunan (1989:54), authentic materials are 'any material which has not been specifically produced for the purpose of language teaching'; this latter can be found in two different categories which are the written and spoken authentic materials. Written authentic materials are those which can be used for reading in order to make the students listen to each other ,moreover; it encourage learners to use their listening as a receptive skill and speaking as a productive one . This category contains the printed mass media such as magazines, newspapers and posters, in addition to short stories, novels and written public speeches. Spoken materials are the audible materials such as Songs, Podcasting, films, broadcasting and Audio books which the teacher uses in the classroom as part of the lesson, or can be used for an outside use by the learner as an extra listening for pleasure. The use of both types of authentic materials can improve learners' listening comprehension

2.3 Authentic Vs. Non-authentic Materials

According to Adams (1995;p.) and Miller (2003;p.)

Authentic materials

- It depends on the real life language instead of the academic one.
- They involved the use of unstructured sentence with minimum use of the correct grammar rules.
- They are as a training way for improving their communication skills.
- It is a motivating tool for Language learners.it considered as access point to the authentic cultural information It encourages both learners and teachers to be more creative.

Non-authentic materials

- The main purpose of non-authentic materials is the use of academic language.
- They involved well-structured sentences in addition to well thoughtful ideas which serve the purpose of learning and teaching the correct language.
- Teaching grammar may be the main concern of non-authentic materials
- It involves the use of understandable and easy language
- It focuses on the learners needs .

2.4 Audio books

The notion of audio books is not new to the world . It was first revealed in 1920 from the Royal National Institute for the blind(RNIB)for the purpose of helping the blind to produce the “spoken-word novel.” In the other part of the world ,in 1930s , the American Foundation for the Blind (AFB) and Library of Congress Books for the Adult Blind Project originated the "Talking Books Program" .This latter was a way to provide reading resources for those damaged warriors in the world war one ,besides to others with visuals disabilities. The first talking book in1934,was extracted from Helen Keller,O.Henry and the Bible.

2.4.1 History of Audiobooks

In order to focus on Audio books ,the USA was chosen as an example from Wikipedia Encyclopaedia for the spread of audio books

In the beginning of the 19th century numerous short, spoken word recordings were sold as cylinders with respect to the limited time which was 4 minutes for each making books impractical; for this reason the level platters expanded to be 12 minutes ,yet it had been illogical to meet the expectations of listeners Because it was of the limited and insufficient time they would need a wheelbarrow to bring all the discs with them . Toward the 1930s close-grooved records expanded to be 20 minutes to achieve a conceivable longer story.

In 1931, in a way to provide a reading resources replacement for injured warriors during WWI and those with visually disabilities adults, the American Foundation for the Blind (AFB) and Library of Congress Books for the Adult Blind Project recognised the Program». in 1932 a selected chapter from Helen Keller's *Midstream* and Edgar Allan Poe's "The Raven" was involved in the first recorded test which the organization had the received congressional agreement for exclusion from the copyright and free postal distribution of talking books. In 1934 ,sections of the Bible; the Declaration of Independence and other patriotic documents; plays and sonnets by Shakespeare; and fiction by Gladys Hasty Carroll, E. M. Delafield, Cora Jarrett, Rudyard Kipling, John Masefield, and P. G. Wodehouse was involved in the first recording book .

As a replay to the urgent need of to the blind soldiers who had insight lost in World War II,a recording for the Blind (later renamed Learning Ally) was established by Anne T. Macdonald, a member of the New York Public Library's Women's Auxiliary in 1948, Those recently passed GI bill of rights assured an academic education to the inborn blind , yet it was unreachable for those of late blinded veterans, who didn't perused braille because they were readers in the past. Macdonald assembled those ladies of the assistant under the slogan "Education is a right, not a privilege". Parts of the assistant changed those loft of the New York state funded library under a studio, recording textbooks utilizing At that point state-of-the-craft six-inch vinyl Sound Scriber phonograph discs that assumed more or less 12 minutes of material for each side. On 1952, Macdonald made recording studios to seven extra urban communities over the United States.

Caedmon Records which was originated in New York in 1952 by college graduates Barbara Holdridge and Marianne Roney, was known at that time as the "seed" of the audiobook industry because of the dominance in the audiobook business, in addition of been the first company devoted to spoken work recordings trade. Their first release was a collection of poems by Dylan Thomas as read by the author, this latter lead the company to be effective in this huge industry of audio books. One of Thomas beloved work *A Child's Christmas in Wales* was in the LP's(Long play) B-side which was an addition at that time. In 2008, the United States National Recording Registry, appreciate the successful effort of the company by stating that it is "credited with launching the audiobook industry in the United States" Caedmon utilized LP's records, developed for 1948, which committed longer recordings all the more competitive and practical, though their interest generally were poems, plays in addition to the different short works, not a full-length books because of the LP's constraint a 45-minute playing time (combined sides).

In addition to Caedmon, the Listening Library was originated by Anthony Ditlow, who was partially blind, and his wife in 1955 their Red Bank, New Jersey home; was another pioneering company, yet different interest such as been the first supplement of audiobooks to schools, libraries and other special markets, including VA(Veterans Health Administration). Furthermore, Spoken Arts were also recognized for poetry and drama recordings used in schools and libraries in 1956, which was established by Arthur Luce Klein and his wife, they produced over 700 recordings and. Through the new technology of LP's, both Caedmon, Listening Library and Spoken Arts had gained benefited from this latter, as well as expanded governmental financing for schools and libraries from the 1950s to the 60s.

Cassette tapes were invented in 1963 and a few libraries, such as the Library of Congress, began distributing books on cassette by 1969. Though spoken recordings were popular in 33-1/3 vinyl record format for schools and libraries into the early 1970s, the beginning of the modern retail market for audiobooks can be traced to the wide adoption of cassette tapes during the 1970s. However during the 1970s, a number of technological innovations allowed the cassette tape wider usage in libraries and also spawned the creation of new commercial audiobook market These innovations included the introduction of small and cheap portable players such as the Walkman, and the widespread use of

cassette decks in cars, particularly imported Japanese models which flooded the market during the multiple energy crises of the decade.

In the early 1970s, instructional recordings were among the first commercial products sold on cassette. There were 8 companies distributing materials on cassette with titles such as *Managing and Selling Companies* (12-cassettes, \$300) and *Executive Seminar in Sound* on a series of 60-minute cassettes. In libraries, most books on cassette were still made for the blind and handicap, however some new companies saw the opportunity for making audiobooks for a wider audience, such as *Voice Over Books* which produced abridged best-sellers with professional actors. Early pioneers included Olympic gold medalist Duvall Hecht who in 1975 founded the California-based *Books on Tape* as a direct to consumer mail order rental service for unabridged audiobooks and expanded their services selling their products to libraries and audiobooks gaining popularity with commuters and travellers. In 1978, Henry Trentman, a traveling salesman who listened to sales tapes while driving long distances, had the idea to create quality unabridged recordings of classic literature read by professional actors. His company, the Maryland-based *Recorded Books*, followed the model of *Books on Tape* but with higher quality studio recordings and actors. *Recorded Books* and *Chivers Audio Books* were the first to develop integrated production teams and to work with professional actors.

By 1984, there were eleven audiobook publishing companies, they included *Caedmon*, *Metacom*, *Newman Communications*, *Recorded Books*, *Brilliance* and *Books on Tape*. The companies were small, the largest had a catalog of 200 titles. Some abridged titles were being sold in bookstores, such as *Walden Books*, but had negligible sales figures, many were sold by mail-order subscription or through libraries. However in 1984, *Brilliance Audio* invented a technique for recording twice as much on the same cassette thus allowing for affordable unabridged editions. The technique involved recording on each of the two channels of each stereo track. This opened the market to new opportunities and by September 1985, *Publishers Weekly* identified twenty-one audiobook publishers. These included new major publishers such as *Harper and Row*, *Random House*, and *Warner Communications*.

1986 has been identified as the turning point in the industry, when it matured from an experimental curiosity. A number of events happened: the *Audio Publishers Association*, a professional non-profit trade association, was established by publishers who joined

together to promote awareness of spoken word audio and provide industry statistic. Time-Life began offering members audiobooks. Book-of-the-Month club began offering audiobooks to its members, as did the Literary Guild. Other clubs such as the History Book Club, Get Rich Club, Nostalgia Book Club, Scholastic club for children all began offering audiobooks. Publishers began releasing religious and inspirational titles in Christian bookstores. By May 1987, Publishers Weekly initiated a regular column to cover the industry. By the end of 1987, the audiobook market was estimated to be a \$200 million market, and audiobooks on cassette were being sold in 75% of regional and independent bookstores surveyed by Publishers Weekly. By August 1988 there were forty audiobook publishers, about four times as many as in 1984.

By the middle of the 1990s, the audio publishing business grew to 1.5 billion dollars a year in retail value. In 1996, the Audio Publishers Association established the Audie Awards for audio books, which is equivalent to the Oscar for the talking books industry. The nominees are announced each year in January. The winners are announced at a gala banquet in the spring, usually in conjunction with Book Expo America.

With the advent of the Internet, broadband technologies, new compressed audio formats and portable media players, the popularity of audiobooks has increased significantly during the late 1990s and 2000s. In 1997, Audible.com pioneered the world's first mass-market digital media player, named "The Audible Player", it retailed for \$200, held 2-hours of audio and was touted as being "smaller and lighter than a Walkman", the popular cassette player used at the time. Digital audiobooks were a significant new milestone as they allowed listeners freedom from physical media such as cassettes and CD-ROMs which required transportation through the mail, allowing instead instant download access from online libraries of unlimited size, and portability using comparatively small and lightweight devices. Audible.com was the first to establish a website, in 1998, from which digital audiobooks could be purchased.

Another innovation was the creation of LibriVox in 2005 by Montreal-based writer Hugh McGuire who posed the question on his blog: "Can the net harness a bunch of volunteers to help bring books in the public domain to life through podcasting?" Thus began the creation of free audiobooks by volunteer narrators. By the end of 2012, LibriVox had a catalogue of over 6,244 unabridged books and was producing dozens of new books per month.

The transition from cassette, to CD, to digital download has been documented by Audio Publishers Association in annual surveys (the earlier transition from record to cassette is described in the section on the 1970s). The final year that cassettes represented greater than 50% of total market sales was 2002. Cassettes were replaced by CDs as the dominant medium during 2003-2004. CDs reached a peak of 78% of sales in 2008, then began to decline in favor of digital downloads. The 2012 survey found CDs accounted for "nearly half" of all sales meaning it was no longer the dominate medium (APA did not report the digital download figures for 2012, but in 2011 CDs accounted for 53% and digital download was 41%). In 2014, Bob & Debra Deyan of Deyan Audio opened the Deyan Institute of Vocal Artistry and Technology (DIVA), the world's first campus and school for teaching the art and technology of audiobook production.

2.4.2 The Importance of Audio books in Listening Comprehension

Any authentic materials can play a great role in developing the learning process and specially listening. in this study we are emphasising the importance of using audio books in the oral classes as they can provide learners with correct pronunciation in addition to new vocabulary. This will enable them to learn beyond their learning and it will also be a motivating way for encouraging them to listen outside and inside the classroom

2.4.3 The use of audio books

According to the 69th IFLA General Conference and Council (2001;p. 2-3)The purpose of recording books in each track is different and it caused differences in is because audio books for those with visual disabilities are provided from non-profit organization for different purposes and numerous reasons ,for example they provide them with more detail to assimilate the story of the book in a way that help them ,unlike tis latter audio books for normal people are designed in different which make them a recording version of the printed book .According to William Arthur Deacon. he had tried to make himself “into a panel of glass through which the reader could see the book as if he held it in his own hand”. The differences between the versions of audio books and the printed one are in three main points, At first, the audience the two different types of people are the reason behind the requirement of having two different types of audio books. Type one is considered as the exact audio version of the printed book, which are designed for the

normal people who sometimes prefer to do two things in one time, for example, listening while they driving a car .They are limited by so they can not to read the printed one, or in case of learning second language through listening to audio books. Unlike normal; and the second type is the improved audio version of the printed book, are designed for those with visual disabilities because they have no choice but to listen. Moreover, they did not trained to read Braille or they simply want to use their listening skill.Loyalty and similarity to the print book , concerning this point the difference between the two version is in terms of timing .For normal people it is longer the blind one, besides the chapters of the blind version is shorter than the other one . The Reading style differs in terms of simplicity of the blind version and different writing style for the purpose of encouraging listening.

2.4.4 Advantages of audiobooks in Listening

Like any authentic materials, audio books have numerous advantageous whether they are used inside or outside the class room. It is way of providing learners with native speech in an academic way to encourage them and train their ears to analyse each and every word being said in the book.

- 1.Audio books provide the learners with the chance of inside and outside use of listening to native speakers
- 2.Audiobooks encourage the learners to listen to native speakers without even been ask to.
- 3.Audio books involve the use of imagination while they listen to them in addition to encouragement of the creativity in the class.
- 4.Audio books can be used as homework for both listening and reading.
- 5.As it used to be said “good listener is a good speaker», Audio books can help the learner overcome his problems of speaking in terms of speech fluency and accuracy.
- 6.Audio books are considered as a great tools and supplement for the teacher in order to motivate the leaners to listen or even to read.
- 7.According to an International Conference in titled “ICT for Language Learning 5th edition” ,Audio books plays great role in developing critical listening through because they provide us with three main features ,Authenticity in the oral class, Eliminated medium factors such as clausal basis of speech, reduced forms, ungrammatical forms,

pausing and speech errors, delivery rate, rhythm and stress in addition to Transparent structure which is clearly organizing structure of both ideas and the structure in order to facilitate the comprehension.

8. Audio books are helpful devices for those learners with special needs (visual disabilities) who go to college.

Conclusion

As a conclusion, the use of authentic materials nowadays is considered as a priority for teaching a second or foreign language because it provides the learner with real life language. Audio books which are authentic materials is considered as a great supplement for both learners and teachers. It went through numerous development. First, it was known as Long play records, then it was converted to a cassette to suit the development of that time. Finally, it was transformed from cassette to audio CD's, to digital download by Audio Publishers Association which has documented it in 2003. Audio books play major role in the development of listening comprehension as well as the encouragement of creativity and innovation of the learners.

Chapter Three

Discussion and Analysis of the Results

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Discussion and Analysis of the Results

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Chapter Three

Discussion and Analysis of the Results

Introduction

In order to translate our theoretical part to the practical one we have chosen the disruptive method because Audio books which is one aspect of the research is considered as a new area to investigate while listening is a complicated skill to develop an investigate in the same time .the descriptive method is based on two main parts, which are both students and teachers' questionnaire.

The questionnaire seems to be the best way to conduct this research because we are limited by time, this latter is distributed for first year LMD and divided into three sections ,the first one is devoted to student's background information ,the section two is for student's listening comprehension and the last one is for the use of audio books .

3.1. Students and Teachers' Questionnaire

3.1.1. Aim of the Questionnaires

The general purpose of conducting this research is to spotlight on the importance of using authentic materials in the oral expression module especially audiobooks because it is an in and outside learning a second language tool. In addition to investigating both students' and teacher's point of view toward using of audio books.

3.1.2. Description of the Questionnaires

Both students and teachers' questionnaires are divided into three sections ,the first one is devoted for students' background information which consist of two questions such as the years of learning English while teachers 'background information grade ,in the section two, for both questionnaires it is about students' listening comprehension yet it differ in terms of some questions. In this section, some questions provide the opportunity to choose more than one answer to the same question. Section three is about audio books ,the questions varies in terms of the use of authentic materials in general and audio books for specific. the goal of this study is to find out the importance of audio books with all of its

advantageous in developing learners' listening comprehension An open question was the close of the questionnaire for both students and teachers to add their points of view.

3.1.3. Participants

As a way to explore this topic, we have chosen first year students of English language at Mohamed Kheider University of Biskra. The group were randomly chosen regardless to the student background of using Audio books, though the one criterion which was taken into account was the students new in terms of having oral expression module. .

3.1.4. Results

Statistical findings have shown that both teachers and students encourage the use of audio books in the sessions because it develops students 'listening comprehension ,more than that ,psychological factors such as lack of confidence and external factors such as the outside noise can strongly affect student listening and understanding. Finally, the use of Audio books differs from one person to the other, for example; audio books can be motivating for a student and efficient for another yet it is helpful for both cases.

1. How long have the students studying English

How long have you been studying English	Percentage	Number of participant
8 years	82.85%	29
9 years	8.57%	03
10 years	5.71%	02
11 years	2.85%	01

Table (3.1) The period of studying English

The purpose of this question is to recognize whether the students have enough knowledge in terms of learning English without taking into account the background environment. According to the findings which is shown in the (table1.1), 82. 85% of the participant share the same background knowledge of English which is 8 years, while varies in the other percentages which are 8.57% for 9 years' experience ,5.71%for 10 years' experience and 2.85% for 11 years' experience

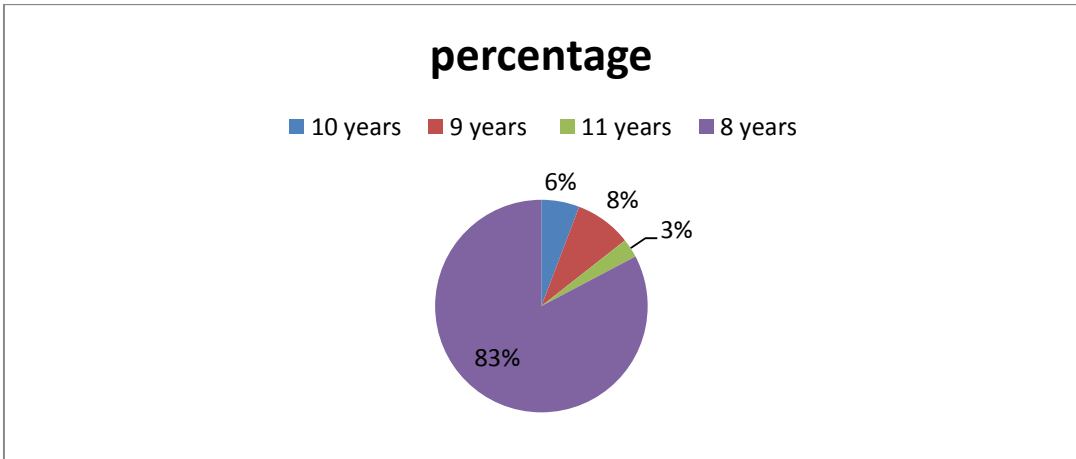


Figure 3.1 The period of studying English

2. The Choice of studying English

choosing English was:	Percentage	Number of participant
Personal	82.5	29
Imposed	17.14	6

Table (3.2) 1. The Choice of studying English

In this study, the result in (table3.2) indicates that more than 82% of the sample had chosen English as a personal choice, and as an argument for their choice of studying it was for the love of the language at first and for being English as a universal language while 17.14% of the sample English branch were imposed to the because of several reasons, the most popular was they wanted another branch yet they were not qualified to study it.

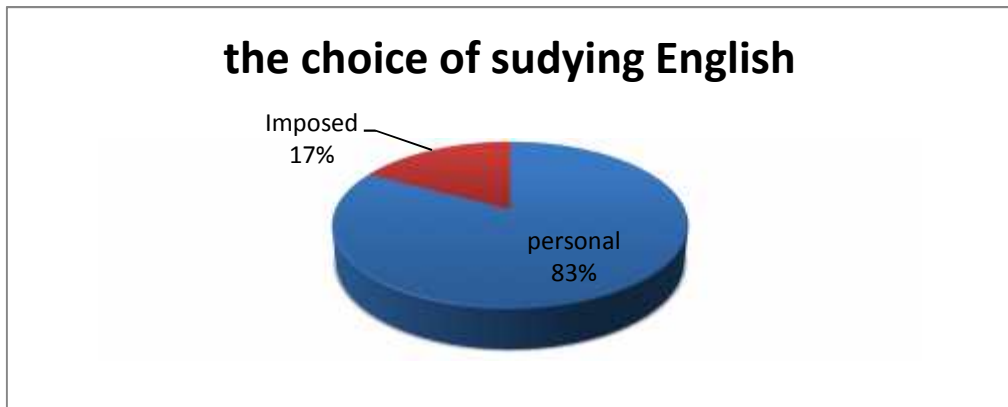


Figure3.2 The Choice of studying English

Section 2: Students' listening comprehension

3. Students Level in English

Do you consider your level in English:	Percentage	Number of participant
Very Good	11%	04
Good	60%	21
Average	29%	10
Poor	0%	00

Table (3.3) Students Level in English

The purpose of this question is to recognize student's opinions toward their level in studying English as a language. the result obtained in (table3.3) have shown that 60% of the sample considered themselves having a good level in English while 11% for the level of very good,29% as an average and no one consider himself as a poor level in English .

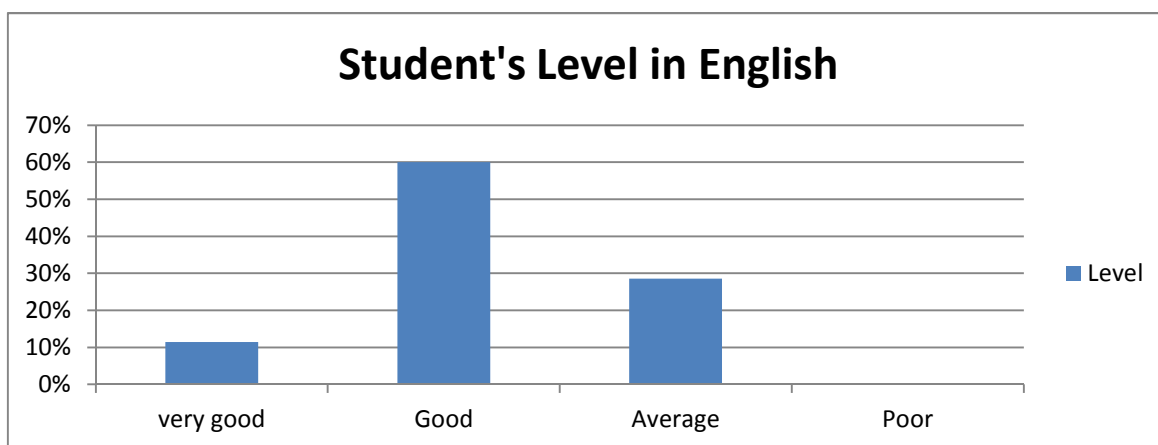


Figure (3.3) Students Level in English

4. The time Allocated to Listening

Do you consider the time allocated to listening is sufficient	Percentage	Number of participant
YES	42%	15
Neither Yes nor No	3%	1
No	54%	19

Table(3.4.) The learners opinion toward the time Allocated to Listening

According to (Table3.4), in one hand 42% of the participant had positive answer because they encourage speaking rather than listening, in the other hand 54% of the participant think that it is not sufficient for the reason that should be practice more listening while 3% have no opinion about this question.

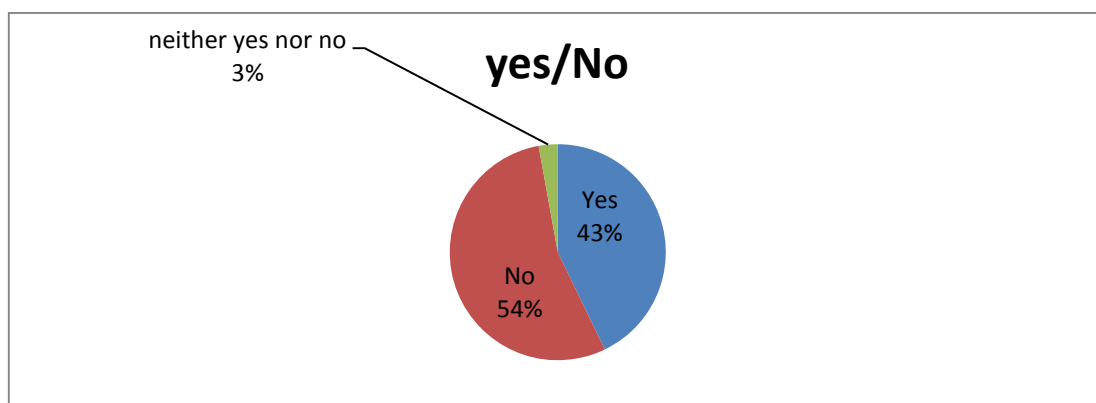


Figure3.4 The learners opinion toward the time Allocated to Listening

5. The encouragement of the teachers toward their student to listen

How often does your teacher encourage you to listen	Percentage	Number of participant
Frequently	17.14%	6
Sometimes	71.42%	25
Rarely	8.57%	3
Never	2.85%	1

Table3. 5. The encouragement of the teachers toward their student to listen

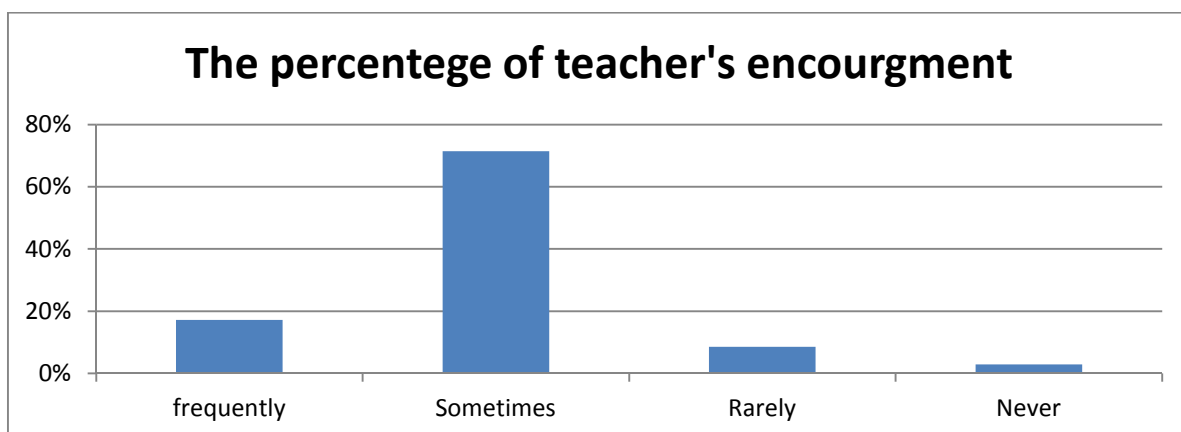


Figure3.5 The encouragement of the teachers toward their student to listen

The study have revealed that 17% of the time the teacher frequently encourages their student to listen,71.42% of the time teacher’s encourage their student while 8.57% rarely encourage them only 2.85%of the participant have indicate with the never answer. From the table (3.4) and figure (3.4) we can deduce that the teachers are encouraging their student no mater it was frequently, sometimes or rarely.

6. Students percentage of listening to English without being asked

How often do you listen to English without being asked	Percentage	Number of participant
Frequently	25.71%	09
Sometimes	71.42%	25
Rarely	2.85%	01
Never	0%	00

Table 3.6 Students percentage of listening to English without being asked

As seen in table (3.5) 100%of the sample listen to English without being asked which shows that 25% of the student listen frequently ,71% which is most of the student has answered sometimes and 2.85%for rarely .As a general result to this question is the students are self-motivated to listen to English as part of the learning process.

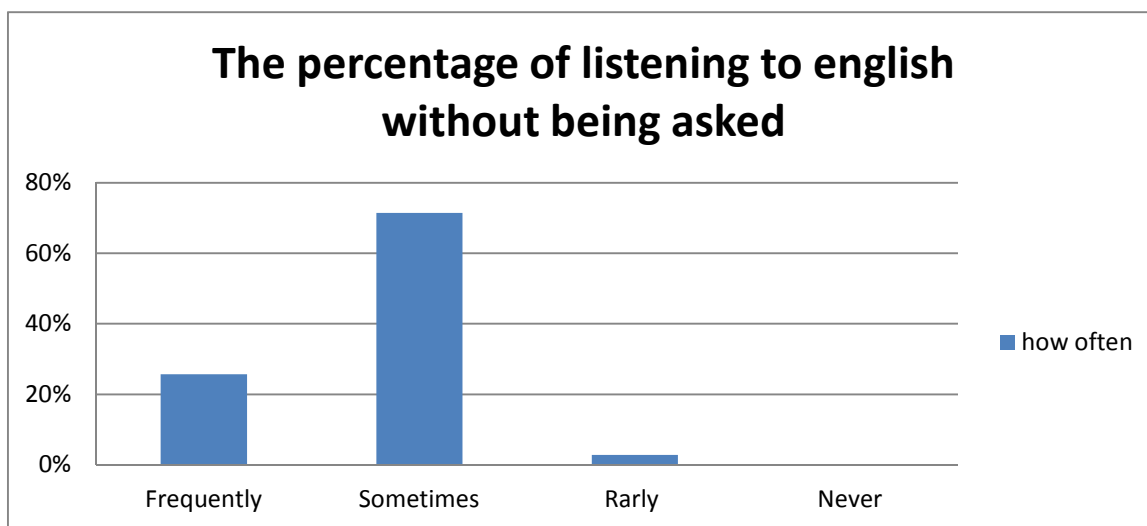


Figure3.6 Students percentage of listening to English without being asked

7. Student's Level in listening comprehension

Your level in listening comprehension is	Percentage	Number of participant
Average	25.71%	9
Good	71.42%	25
Weak	2.85%	1

Table 3. 7. Student's Level in listening comprehension

If we relate this question to its previous we can deduce that listening to English without being asked could improve student's listening comprehension. As it is shown in the (table3.7) almost all of them which is 71% of the participant considered themselves good while more than 25% considered themselves average and 2.85% considered their level weak. Based on the theoretical part, listening is immeasurable but one can identify his understanding through getting the general and the correct idea from the speech.

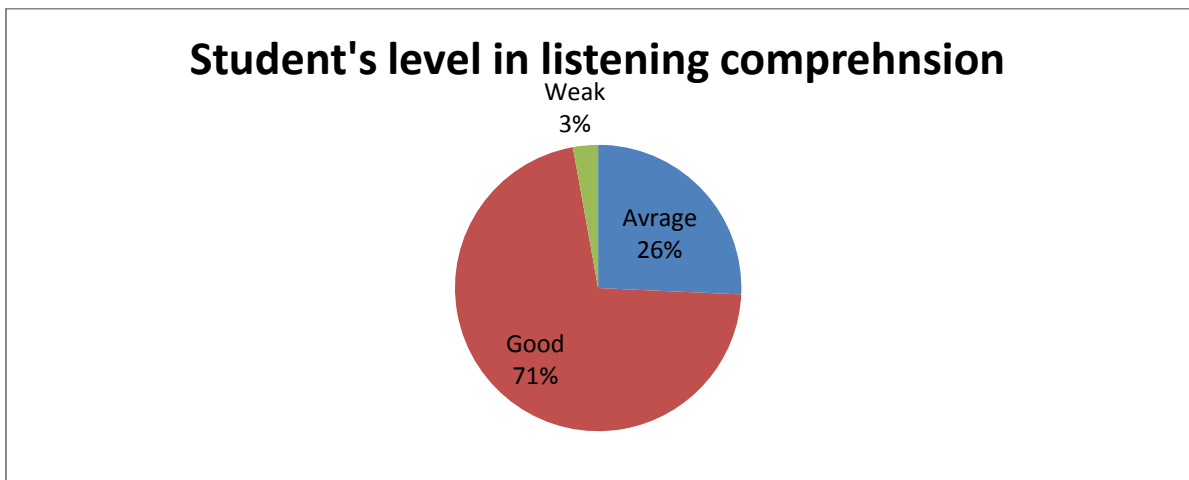


Figure 3.7 Student's Level in listening comprehension

8. The frequency of the student's opinion toward having an equal time for listening and speaking

In your opinion ,the time allocated to listening should be equal to speaking	Percentage	Number of participant
Yes	57.14%	20
No	42.85%	15

Table 3. 8.The frequency of the student's opinion toward having an equal time for listening and speaking

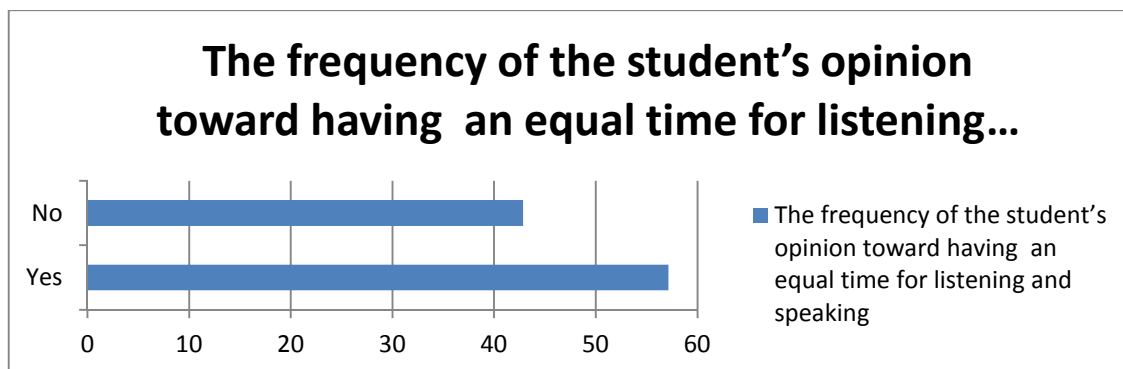


Table 3. 8.The frequency of the student’s opinion toward having an equal time for listening and speaking

The result obtained in the(table3.8),57.14% of the sample which is more than the half of the participant agreed that the time allocated to speaking should be the same time devoted for listening which highlight the importance of listening in the learning process ,while equal be 42.85% disagreed that is not important the equality between the two skills , only2.85% argued that it should be more listening and less speaking.

9. The use of bottom –up and top-down by the learners

As you listen, do you relate what already know to what the teacher said before (bottom –up and top-down)?	Percentage	Number of participant
Yes	82.85%	29
No	17.14%	6

Table3.9 The use of bottom –up and top-down by the learners

The purpose of this question is to recognize whether the student are using their background knowledge which is bottom-up and what they are learning which top-down to relate this latters to the teacher’s talk. The result in the (table3.9) shows that 82.85% of the participant uses bottom-up and top-down strategies while they are listening to the teacher.

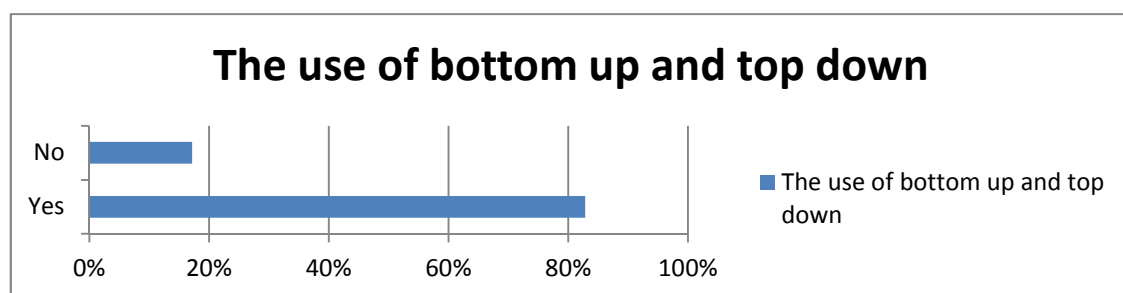


Figure 3.9 The use of bottom –up and top-down by the learners

10. Frequency of the successful guess

Does your predicted comprehension (guesses) always get confirmed	Percentage	Number of participant
Yes	42.85%	15
Neither yes nor no	5.71%	02
No	51.42%	18

Table 3. 10. Frequency of the successful guess

According to (table3.10), 42.85% of the participant have succeed in guessing the teacher's intended message ,while 51.42% have failed or in in other words they were unable to fulfil the real meaning of the message, we can say that our hypothesis in the theoretical part get confirmed which is The learner in the guessing situation could use misleading strategies such as prediction strategies, although it is useful sometime, to predict what the speaker tend to say or he uses the meaning of the word in isolation but it could not be appropriate to the context yet 5.71% have no opinion in this question.

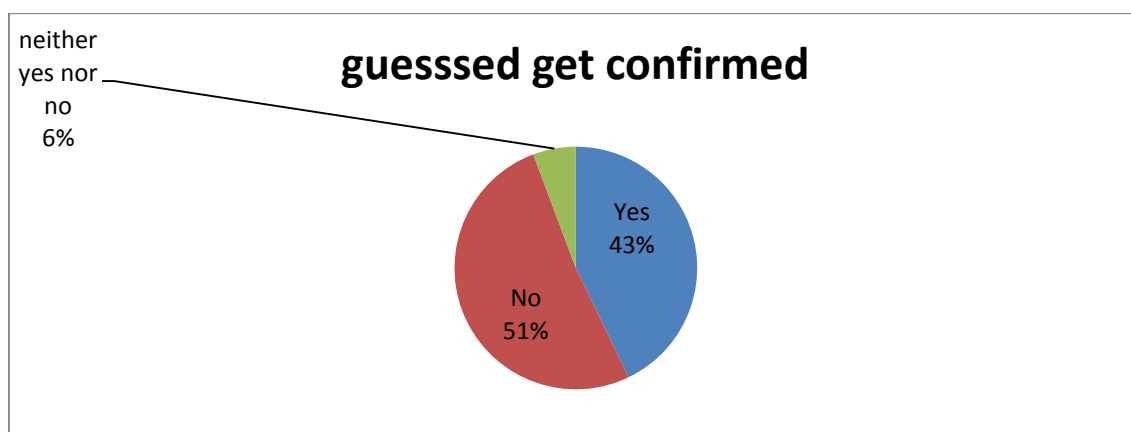


Figure 3.10 Frequency of the successful guess

11. The psychological factors that affect student's listening comprehension:

The psychological factors which can affect your listening comprehension are:	Percentage	Number of participant
Lack of motivation	14.28%	05
Lack of confidence	40%	14
Feeling anxiety	17.14%	06
Rate and speed of speech	40%	14

Table3.11 The psychological factors that affect student's listening comprehension

According to the (table 3.11) 14.28% of the students demotivated toward listening to teachers or to the listening materials while 40% of the participant lack of confidence because of the shyness and fear of making mistakes or misunderstand the delivered message in addition to the same percentage founded for rate and speed of speech which make the students focus on the rate and speed instead of focusing on the learning process, finally ,17.14% of the student feel anxiety when they are listening to the target language. As a result to this findings, the psychological are interrelated to each other which need to be solved .

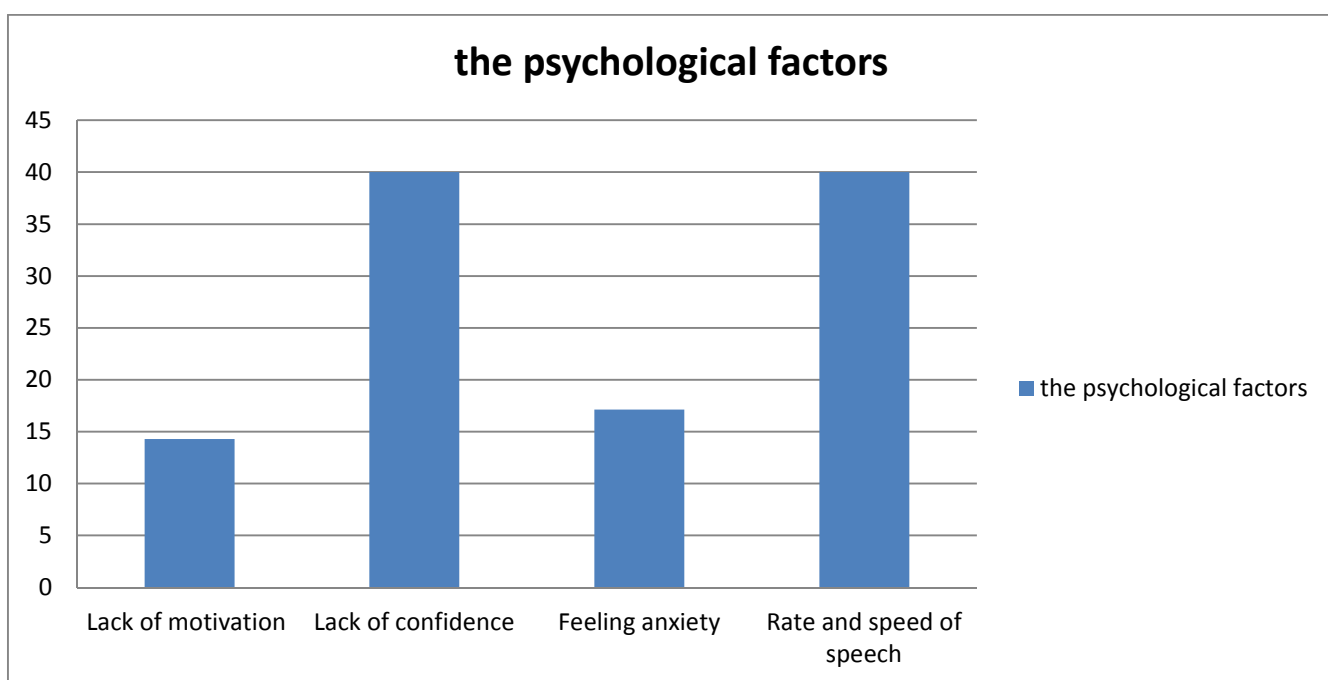


Figure3.11 The psychological factors that affect student’s listening comprehension

12. The external factors which can effect student understanding

As you listen, you are unable to understand and answer the question due to	Percentage	Number of participant
The noise outside	31.42%	11
the overcrowded classes	31.42%	11
from the listening material	31.42%	11
No of them	5.71%	02

Table3.12 The external factors which can effect student understanding

Finding shown in (table 3.12) each and every one of the external factor effect the students ‘understanding equally with the 31.42%to each factors which mean that we need to deduce the noise of the outside , less crowded can provide great help for both teachers and students in the learning process .and finally teaching oral expression in the laboratory .

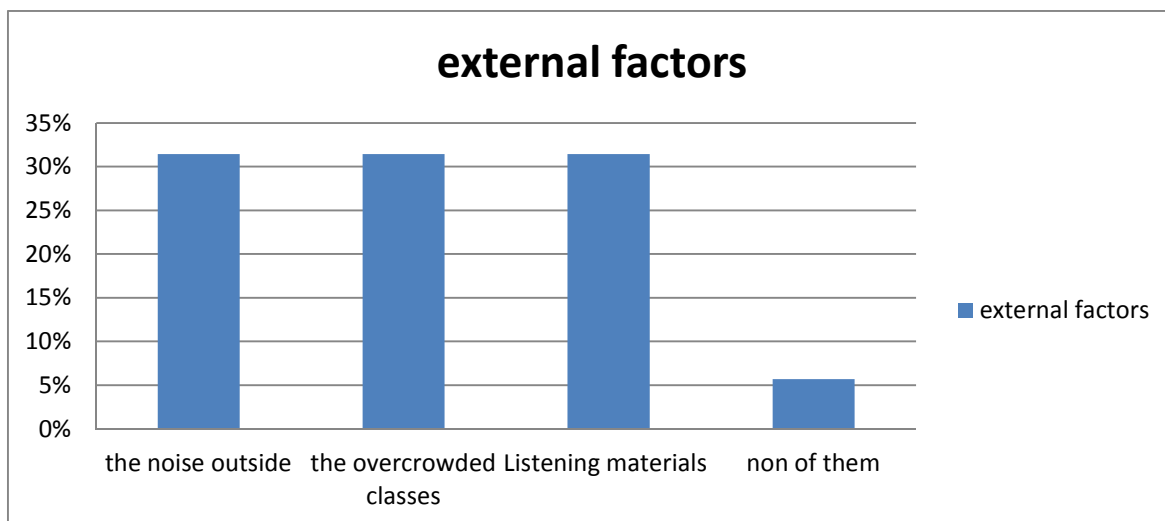


Figure3.12 The external factors which can effect student understanding

13. Listening strategies used by the learner

Which strategy do you often use before, while and after listening	Percentage	Number of participant
Cognitive strategies	22.85%	08
Metacognitive strategies	17.14%	06
Social effective strategies	8.57%	03
All of them	37.14%	13
None of them	20%	07

Table3.13 Listening strategies used by the learner

Findings in (table 3.13) shows that 80% of the participant use listening strategies before, while and after listening divided into 22.85% for the use of cognitive strategies ,17.14%for the use of metacognitive strategies,8.57% for the use of the social effective strategies and 37.14% of the participant uses all of them while 20% of the students do not use any of the listening strategies .

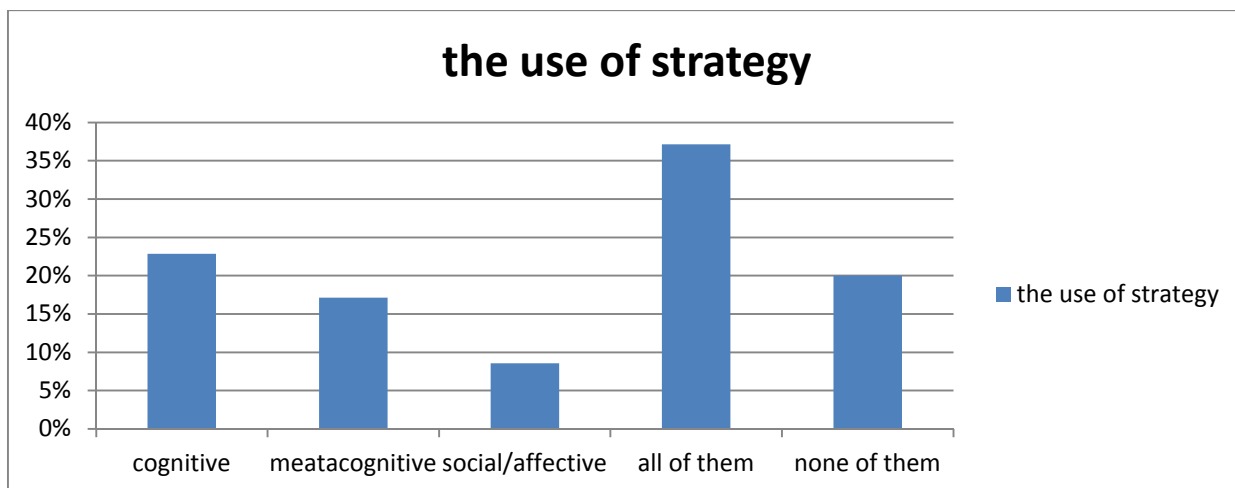


Figure.3.13 Listening strategies used by the learner

Section Three: using Audio books in the oral classes

14. The use of authentic materials by the teacher:

Does your teacher use any authentic materials	Percentage	Number of participant
Yes	85.71%	30
No	14.28%	05

Table 3.14 The use of authentic materials by the teacher

Findings in the **(figure3.14)** shows that 85.71% of the student had argued that teachers use authentic materials as a way to provide a real life language to the classroom in addition to be as a successful tool to develop listening comprehension, while 14.28% of the participant had no as answer which mean that may not attend all the session of oral expression

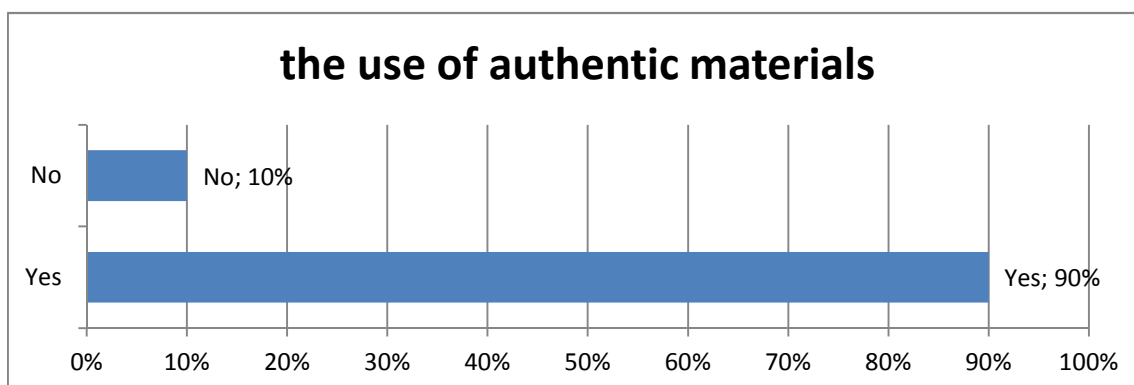


Figure 3.14 The use of authentic materials by the teacher

15. the frequency of using authentic materials by the teacher

How often does your he/she use authentic materials in the oral classroom	Percentage	Number of participant
Sometimes	65.71%	23
Rarely	28.57%	10
Never	5.71%	02

Table 3.15 The frequency of using authentic materials by the teacher

This question is related to its previous because the use of authentic materials by the teacher and according to the (table3.15) for 65.71%of the participant sometimes the teachers use authentic materials, while 28.57%of them argue that it is not sufficient and the considered it as the rarely use it in addition to 5.71% of the never use of the authentic materials.

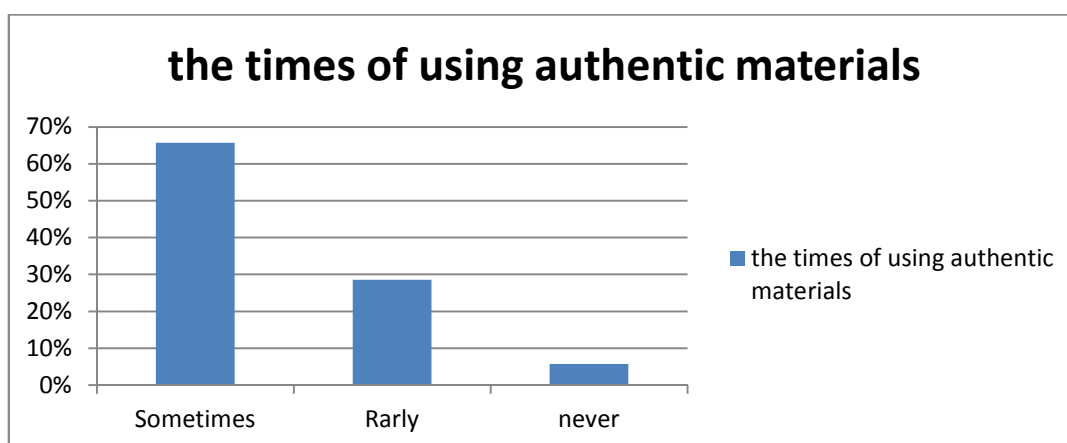


Figure 3.15 The frequency of using authentic materials by the teacher

16. The different types of authentic materials which is used by the teacher

Which of the following authentic material does your teachers use in the session	Percentage	Number of participant
Songs	77.14%	27
Podcasting	14.28%	05
Audio books	2.85%	01
None of them	2.85%	01

Table 3.16The different types of authentic materials which is used by the teacher

When the participant are asked which types of authentic materials are used in the class, 77.14% of the student's answer were songs, while 14.28% were podcasting in addition to 2.85% was audio books, from (table 3.16) and the students' answer there was a variety of authentic materials is being used in the oral session yet 2.85% of participant had choose none of them .

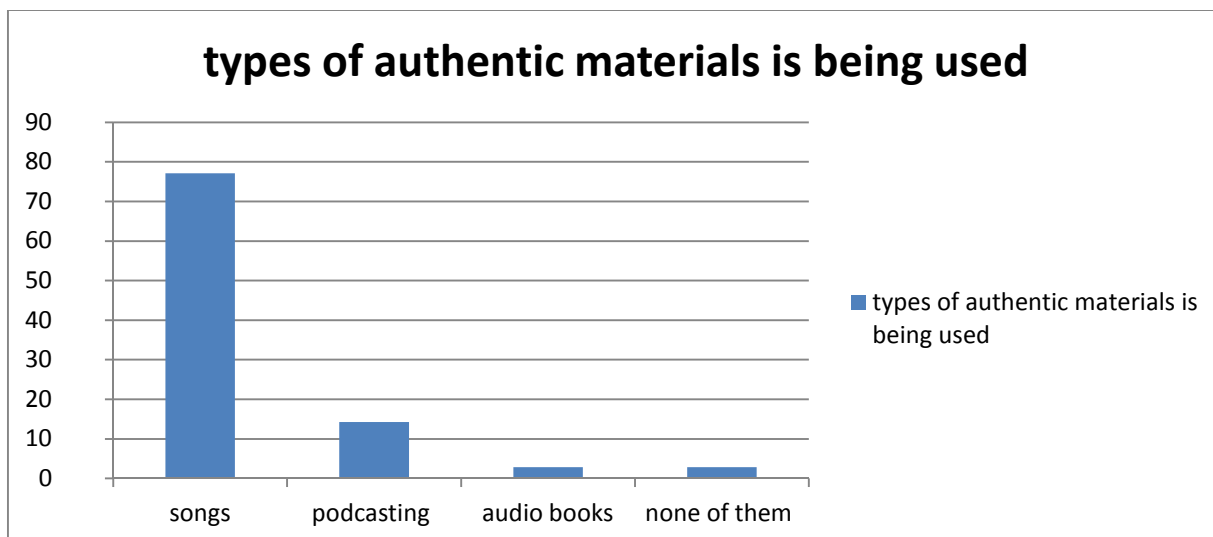


Figure 3.16 The different types of authentic materials which is used by the teacher

17. Familiarity with listening to Audio books

Are you familiar with listening to Audio books:	Percentage	Number of participant
Yes	48.57%	17
No	45.71	16
No opinion	5.71%	2

Table 3.17 Familiarity with listening to Audio books

When they have been asked about the familiarity with listening to Audio books, findings show that 48.57% of the participants are familiar with this kind of authentic materials, while approximately the same percentage with 45.71% had a negative answer. In the other hand 5.71% of them have no opinion about the use of audio books.

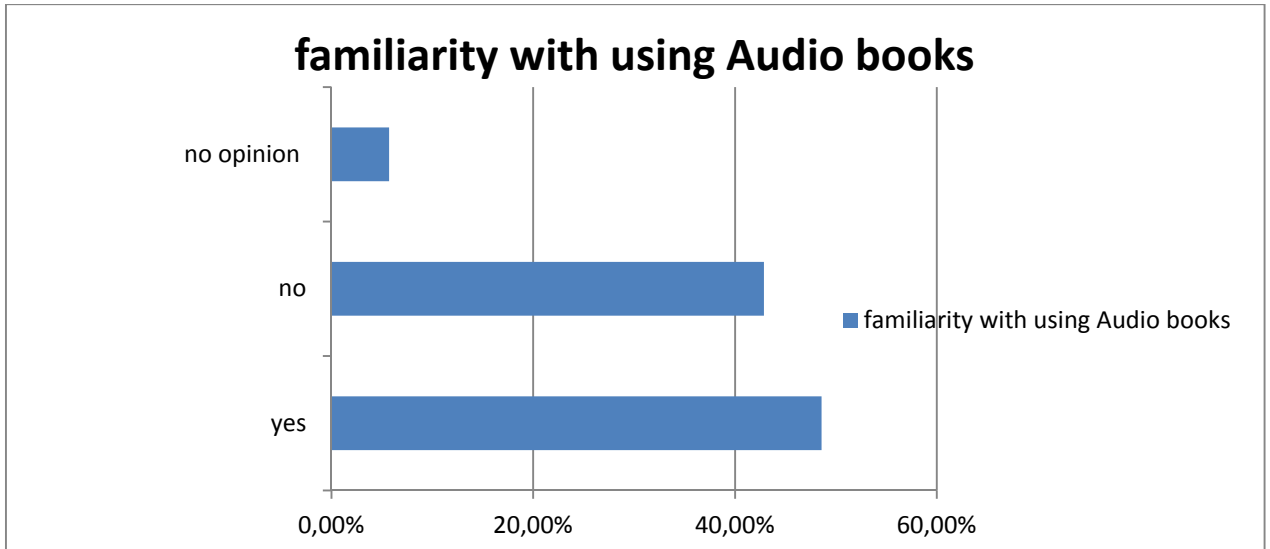


Figure 3.17 Familiarity with listening to Audio books

18. Student’s opinion about the improvement of listening comprehension through the use of audio books

Does the use of audio books improve your listening comprehension	Percentage	Number of participant
Frequently	25.71%	09
Sometimes	48.57%	17
Rarely	14.28%	05
Never	2.85%	01

Table 3. 18.Student’s opinion about the improvement of listening comprehension through the use of audio books

Most of the student think that audio books can improve student’s listening comprehension but it differ from one person to the other, for example from the (table3.18) 25.71% of the participant think that is frequently improve while 48.57%of participant think that it sometimes help them improve their listening in addition to 14.28%of the rarely improvement and finally 2.85%they never believe that it will improve their listening

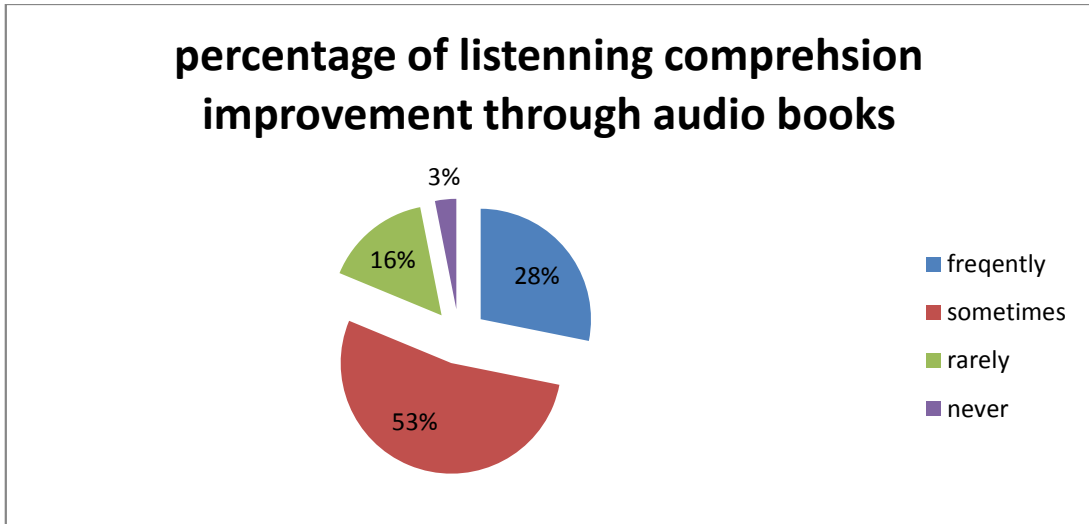


figure3.18 Student’s opinion about the improvement of listening comprehension through the use of audio books

19. The agreement of using more authentic materials

Do you agree that the teacher should use more authentic materials in the class	Percentage	Number of participant
Strongly agree	37.14%	13
Agree	42.85%	15
Neither agree nor disagree	17.14%	06
Strongly disagree	0%	00
Disagree	2.85%	01

Table 3.19 The agreement of using more authentic materials

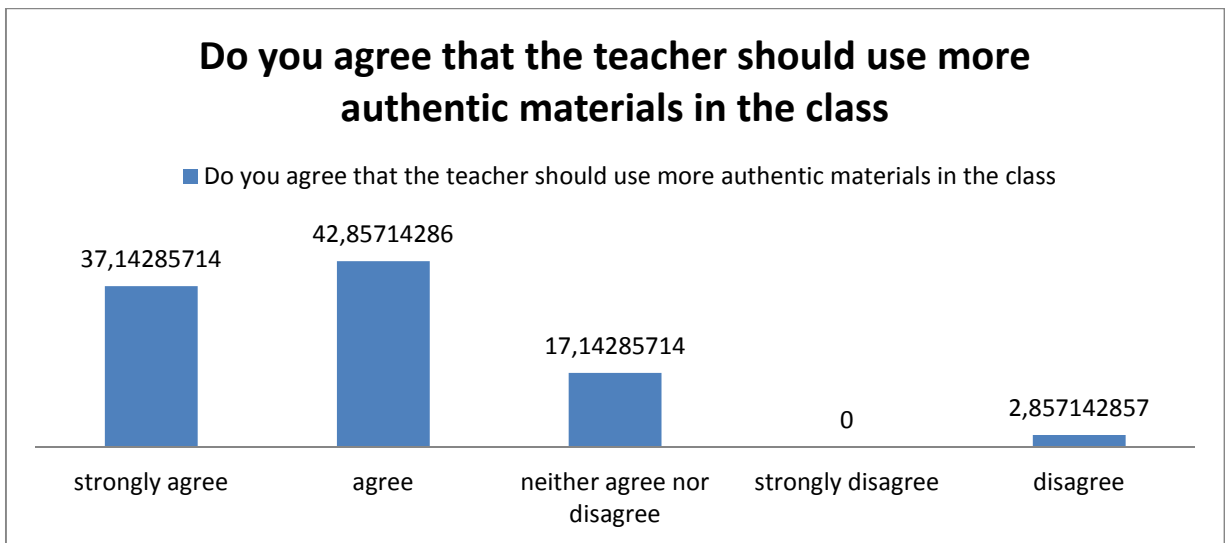


Figure 3.19 The agreement of using more authentic materials

Result in (figure3.19) shows that 80% of the student agree of using more authentic materials in the oral session ,which is divided into 37.14%strongly agree and 42.85% for agree while 17.14% of participant had the opinion of neither agree nor disagree, though 2.85% of the student disagree of using more of them in the class.

20. The differentiation of the Lerner between teacher’s pronunciation and the native one

As you listen, are you aware of the difference between the teacher’s pronunciation and the native’s one?	Percentage	Number of participant
Yes	88.57%	31
No	8.57%	03
No opinion	2.85%	01

Table 3.20 The differentiation of the Lerner between teacher’s pronunciation and the native one

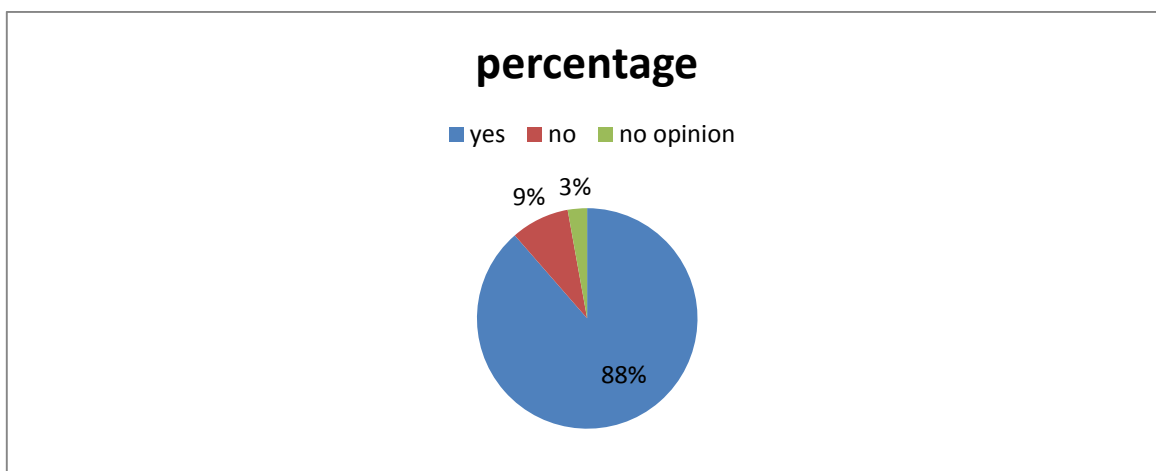


Figure 3.20

21. The use of audio books

the use of audio books is :	percentage	Number of participant
Motivating	37.14%	13
Efficient	28.57%	10
Enjoyable	22.85%	8
No opinion	11.42%	4

Table 3.21 The use of audio books

When the students are asked about their experience with using of audio books, result obtained from (table 3.21) shows that 37.14% of the participant use audio books as motivating tool for their learning while 28.85.% believe that the use of this latter can be efficient for struggled learners in order to develop their listening comprehension ,meanwhile 22.85%of the participants enjoy listening to audio books because it can be used as an in and outside tool and in anywhere yet 11.42% of the student have no opinion about the use of audio books.

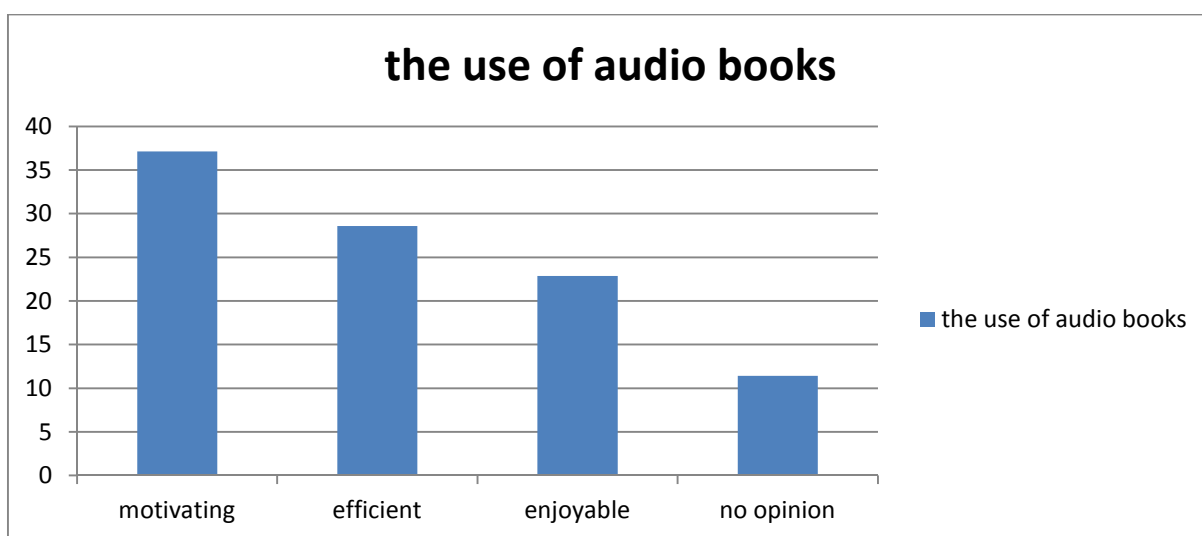


Figure 3.21 The use of audio books

Teacher's questionnaire

In this study we have selected five teachers of oral expression randomly in order to answer this questionnaire as a way to help this study and to know their opinion about the use of audio books for developing student's listening comprehension

Section one: Teacher's background information

1. Teacher's grade

Teacher's grade	Percentages	Number of participant
License	60%	3
Megastar	40%	2
PhD	0%	0

Table 3.22 Teacher's grade

As it is shown in the (table3.22), 60% of the chosen sample have a licence grade while 40% of have megastar degree; yet none of the participant has a PhD we can deduce that the teachers may be at the same or beyond the level of the students.

2. Teacher's years in teaching English

How long have you been Teaching English?	Percentage	Number of participant
Three years	20%	1
Six years	20%	1
Seven years	20%	1
Eight years	40%	2

Table3.23 Teacher's years in teaching English

Findings in (table 3.23) shows that 80% of the teachers has quite long time experience in teaching English varies from one teacher to another and divided into 20% for six years' experience, 20% seven years' experience and 40% eight years' experience ,while 20% of the participant have a three years which is quit short experience in teaching .

3. Teachers 'years in teaching Oral expression

how many years have been teaching oral expression	Percentage	Number of participant
1 year	60%	03
2 years	20%	01
6 years	20%	01

Table 3.24 Teachers 'years in teaching Oral expression

Results obtained from (table 3.24) shows that 20% of the participants have six years' experience which is quit long time while 80% of the participants are novice teachres in terms of teaching oral expression which mean that 60% of them have a year's experience and 20% with two years' experience.

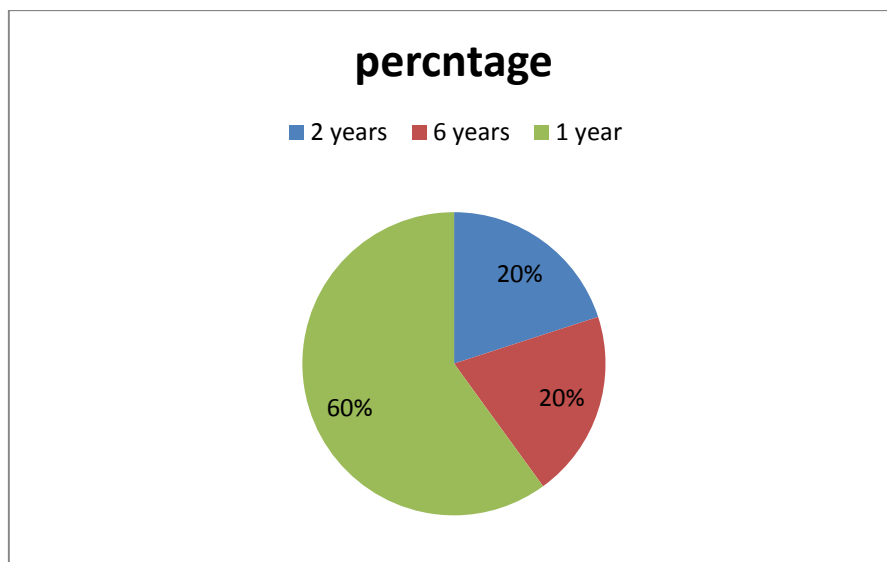


Figure 3.22 Teachers ‘years in teaching Oral expression

Section Two: student’s listening comprehension

4. Teachers point of view toward Student’s level In English

Student’s level	Percentage	Number of participant
Excellent	0%	0
Good	20%	1
Average	80%	4
Weak	0%	0

Table3.25 Teachers point of view toward Student’s level In English

When the teachers had been asked about their student’s level in English and like it is shown in (table 2.25), 80% of the participant their answers were average while only 20% of the participants considered their student having a good level.

5. Teachers point of view toward the time allocated to listening

Do you consider the time allocated to listening is sufficient	Percentage	Number of participant
YES	80%	04
No	20%	01

Table 3.26 Teachers point of view toward the time allocated to listening

Based on the (table 3.26) ,80% of the participant believe that the time allocated to listening is sufficient which mean that no need to provide them with more listening activities while 20% think not and believe that the time is not sufficient

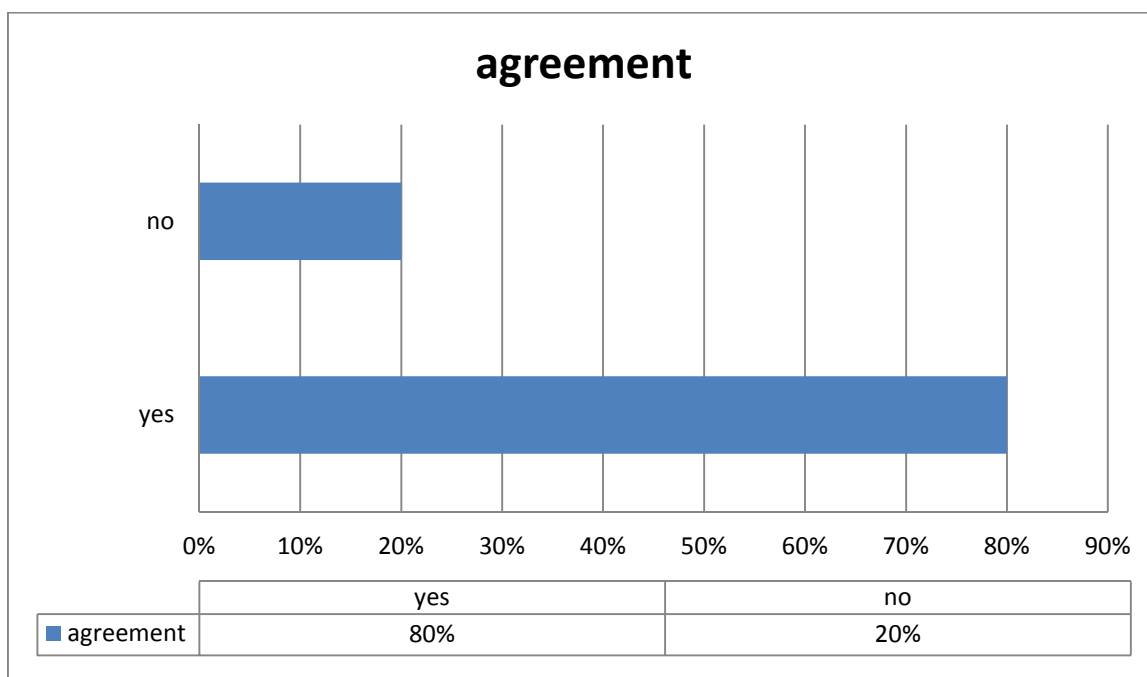


Figure 3.23 Teachers point of view toward the time allocated to listening

6. Teacher’s encouragement for the student to listen

How often does your teacher encourage you to listen	Percentage	Number of participant
Frequently	100%	05
Sometimes	00%	0
Rarely	00%	0
Never	00%	00

Table 3.27Teacher’s encouragement for the student to listen

Because listening skill is difficult skill to develop and encouragements is a teaching method used by the teaches r in order to help their student , findings in (table 3.27) shows that all the participant frequently encourage their student to listen to native speaker in order to improve their listening.

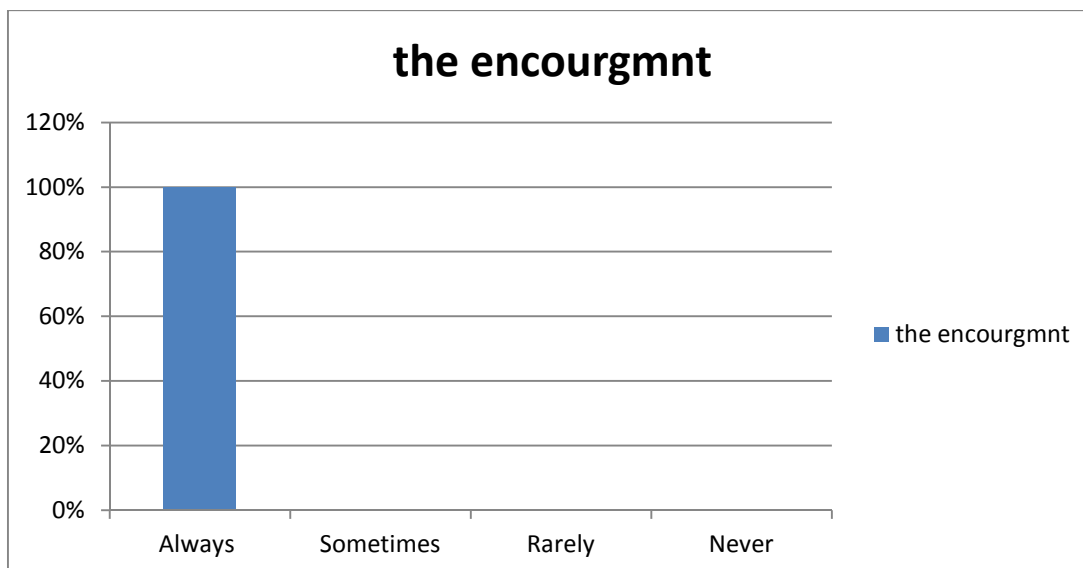


Figure 3.24Teacher’s encouragement for the student to listen

7. Teachers’ emphasize on the important role of Listening

Do you emphasize on the important role if listening	Percentage	Number of Participant
Always	20%	1
Sometimes	80%	4
Rarely	0%	0
Never	0%	0

Table 3.28 Teachers’ emphasize on the important role of Listening

The teacher always tend to highlight on the important things to do ,likewise the case of the emphasizing on the role of listening in language learning ,results obtained from (table3.28) revealed that 80% of the participants sometimes emphasize on the important role of listening while 20%of the them always emphasizing and insisting on listening to native speakers .

8. Teachers opinion towards student's level in listening comprehension

Student's level in listening comprehension is:	percentage	Number of Participant
Average	60%	3
Good	20%	1
Weak	20%	1

Table 3.29 Teachers opinion towards student's level in listening comprehension

According to the (table 3.29) 60% of the participants consider their students' level in listening as average while 20% of the teachers believe that their students' listening level as good meanwhile 20% of the participant believe that their students' level is weak .

9. The teachers opinion towards the time allocated to listening should be equal to speaking

In your opinion ,the time allocated to listening should be equal to speaking	Percentage	Number of participant
Yes	80%	04
No	20%	01

Table 3.30 The teachers opinion towards the time allocated to listening should be equal to speaking

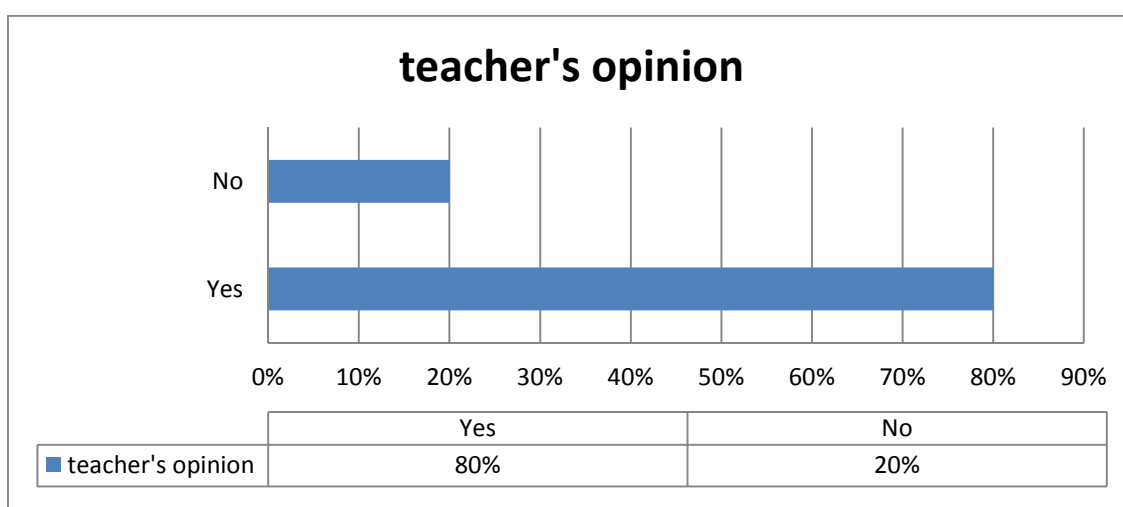


Figure 3.25 The teachers opinion towards the time allocated to listening should be equal to speaking

10. Student' successful guess of the teacher's intended meaning

Do your students always guess your intended meaning	Percentage	Number of Participant
Yes	20%	1
No	80%	4

Table 3.31 Student' successful guess of the teacher's intended meaning

In this research, it was found that most of the teachers '80% their students do not always guess their intended meaning of the message while only 20% of the participants always understands what the teachers are saying ,from this result we can deduce that the student do not practice enough listening ,otherwise they focus on speaking and memorising speech without understanding.

11. Teachers' opinion toward the psychological factors which can affect student's listening comprehension

The psychological factors which can affect student's listening comprehension are:	percentage	Number of participant
Lack of motivation	40%	2
Feeling anxiety	60%	3
Lack of confidence	100%	5
Other' such as lack of knowledge	20%	1

Table 3.32 Teachers' opinion toward the psychological factors which can affect student's listening comprehension

Teachers point of view obtained from (table 3.32) show that the psychological factors which can affect students' listening can be categorised as follows 40% for the lack of motivation 40% ,60%for feeling anxiety and 100% for the lack of confidence and 20% considered lack of knowledge as factor .

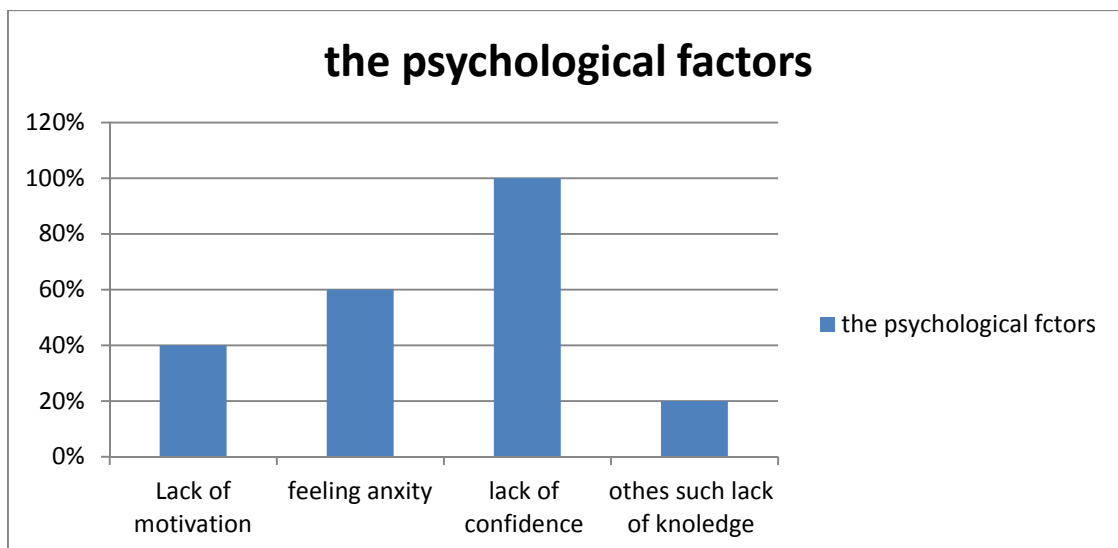


Figure 3.26 Teachers' opinion toward the psychological factors which can affect student's listening comprehension

12. Teachers' opinion towards the external factors which can effect students' understanding

As your student listen ,they are unable to understand and answer the question due to :	percentage	Number of participant
The noise outside	40%	2
The overcrowded classes	40%	2
From listening materials	40%	2
Speed and rate of speech	80%	4

Table 3.33 Teachers' opinion towards the external factors which can effect students' understanding

Results obtained from (table 3.33) shows that most of the participants which is 80% think that the students are unable to understand due to speed and rate of their speech, while 40% of the participant believe it is because of each the outside noise ,the overcrowded classes and from the listening

13. Have ever noticed that your student's use any of listening strategies while they listen to you

Have ever noticed that your student's use any of listening strategies while they listen to you	Percentage	Number of participant
Yes	60%	3
No	40%	2

Table 3.34 Teachers' opinion toward their students using listening strategies

When the participant are asked if they ever noticed their students use listening strategies, 60% of the teachers' were yes which means that the student are in the right path of the learning process while 40% of the had answered no which mean that they are not aware of the benefit which can be provided to the students if they use any of listening strategies.

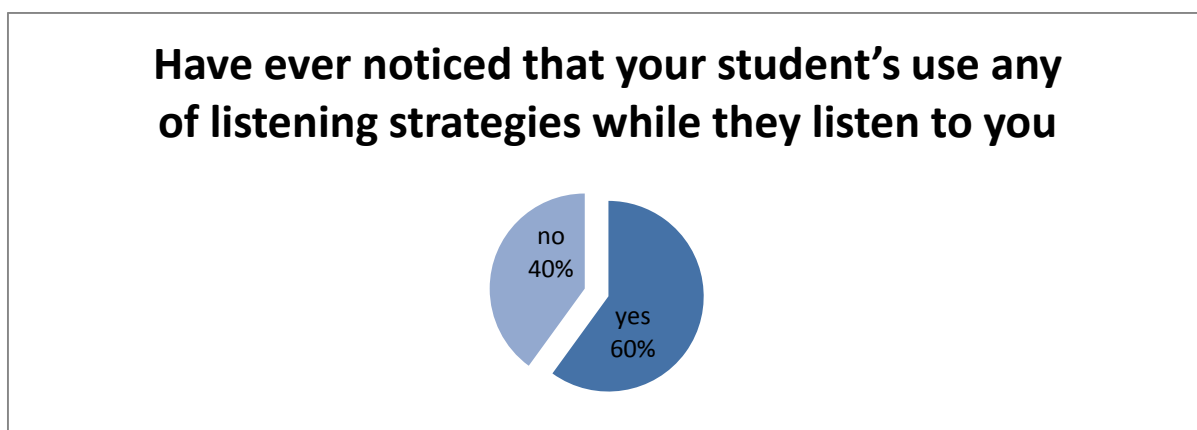


Figure 3.27 Teachers' opinion toward their students using listening strategies

14. Which strategy do your students often use before, while and after listening?

Which strategy do your students often use before, while and after listening?	Percentage	Number of participant
Cognitive	20%	1
Metacognitive	20%	1
Social/affective	0%	0
All of them	40%	2
None of them	20%	0

Table 3.35 Types of strategies used by the learners

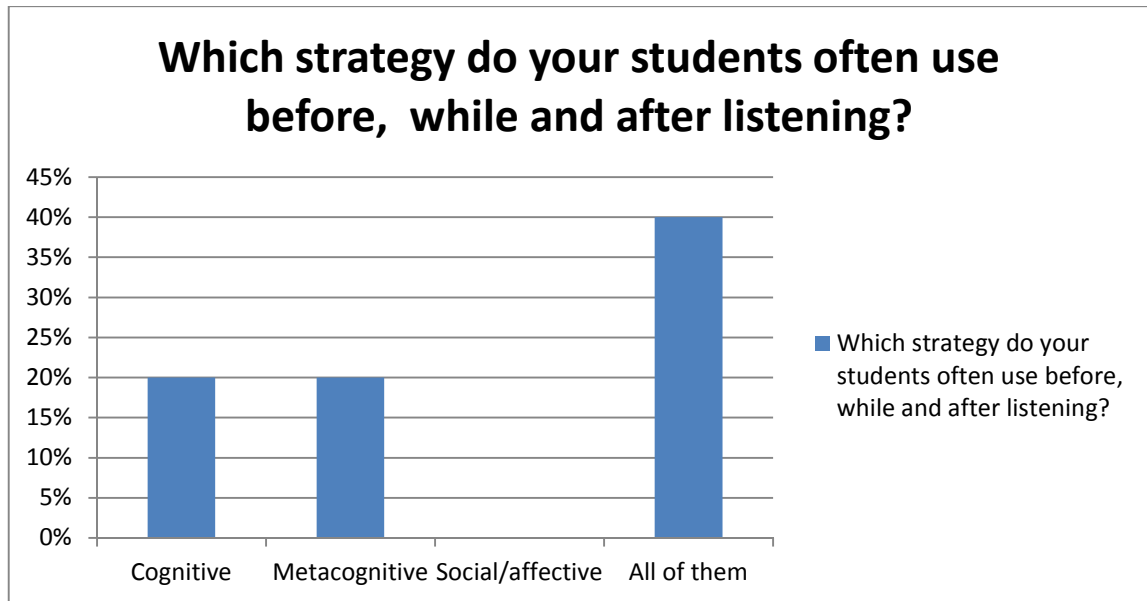


Figure 3.28 Types of strategies used by the learners

15. The use of authentic materials in the oral class

As a teacher of oral expression ,have you ever used any authentic materials	Percentage	Number of participant
Yes	100%	5
No	0%	0

Table 3.36 The use of authentic materials in the oral class

Authentic materials encourage both learners and teachers to be more creative that is why results obtained in (table 3.36) shows that 100% which is all the participant use authentic materials in addition to be considered as an access point to the authentic cultural information and shorten the distance between the target language and the students

16. Frequency of using authentic materials in the oral class

How often do you use authentic materials in the oral classroom	Percentage	Number of participant
Always	0%	0
Sometimes	100%	5
Rarely	0%	0
Never	0%	0

Table 3.37 Frequency of using authentic materials in the oral class

17. Types of authentic materials which are used in the class

Which of the following authentic materials do you use in the session	Percentage	Number of participant
Songs	60%	
Podcasting	20%	
Audio books	20%	
None (audio-visual)	20%	

Table 3.38 Types of authentic materials which are used in the class

60% of the teachers use songs in their oral expression a way to improve students' listening comprehension while 20% of the participant uses podcasting, audio books and audio visual materials, from the results obtained from (table3.38) shows that teachers tend to use only one type of authentic materials instead of varying from the exciting authentic materials, in this question we are not neglecting the important roles of authentic materials but we are encouraging the use of audio books for the benefit of changing and using other authentic materials

18. Percentage of the teachers listening to audio books

Are familiar with listening to audio books	Percentage	Number of participant
Yes	80%	4
No	20%	1

Table 3.39 Percentage of the teachers listening to audio books

Because of the major benefit of audio books, 80%of the teachers listen to audio books as a way to develop their listening comprehension in addition to learning new vocabulary ,in addition to how can a teacher advice his students to listen to native speakers such as listening to audio books if he had never listened to one before; while 20% of the participant had no as an answer .

19. The improvement of student's listening comprehension through audio books

In your opinion ,does the use of audio books will improve your student's listening comprehension	Percentage	Number of participant
Always	60%	3
Sometimes	40%	2
Rarely	0%	0
Never	0%	0

Table 3.40 Teachers' opinions towards the improvement of student's listening comprehension through audio books

According to the (table 3.40) 60% of the participants believe that audio books always improve the students 'listening comprehension ,while 40% of the teachers believe it is sometimes. The most important point in this question is 100% of the participant had agreed that audio books really improve learners' listening comprehension.

20. Teachers' opinion about the use of authentic materials

Do you agree that the teacher should use more authentic materials in the class	Percentage	Number of participant
Strongly agree	80%	4
Agree	20%	1
Neither agree nor disagree	0%	0
Strongly disagree	0%	0
Disagree	0%	0

Table 3.41 Teachers' opinion about the use of authentic materials

Results obtained from (table 3.41) shows that 100%of the participants agree of using more authentic materials rather than once a while use. 80% of the teacher strongly agree with this suggestion while 20%the just agree. this agreement shows that the teachers are in need to bring native speech to the classroom to show to the students the different aspect of the language learning and this relate to the point of that they involve the use of

unstructured sentence with minimum use of the correct grammar rules as way to recognise the errors .

21. Teachers’ opinion about the ability of the student to understand the native speech without being trained .

In your opinion ,are the student able to understand the native speech if they did not train their ears to listen to	Percentage	Number of participant
Yes	20%	1
No	80%	4

Table 3.42 Teachers’ opinion about the ability of the student to understand the native speech without being trained

The purpose behind this question is getting insight about the importance of training students ears to listen to native speakers .20% of the teachers had positive answerer, i.e. the students are able to understand. 80% of the participant had a negative which mean that practice makes perfect.

22. Teachers’ opinion about the use of audio books

The use of audio books is	Percentage	Number of participant
Motivating	100%	5
Efficient	60%	3
Enjoyable	60%	3

Table 3.43 Teachers’ opinion about the use of audio books

Findings obtained in (Table 3.43) shows that 100% of the teachers believe in the motivating role of audio books while 60% of the participants advice the use of this latter because it sufficient and enjoyable at the same time , based on the theoretical part audio books provides great help for the students because they are considered as a great tools and supplement for the teacher in order to motivate the leaners to listen or even to read ,furthermore Audio books is consider as efficient for the reason that involves students’ use of imagination while they listen to them in addition to encouragement of the creativity in the class..

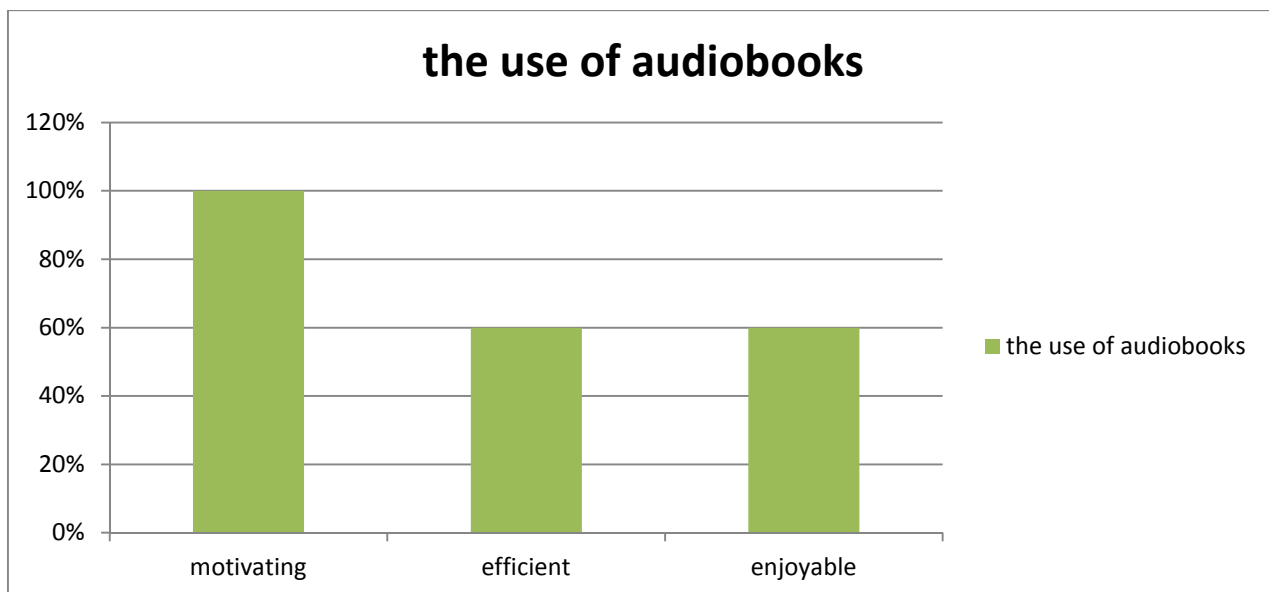


Figure 3.29 Teachers’ opinion about the use of audio books

3.1.5 Discussion

The results of this study can be summarized into three points. The first point is the agreement of both participant on the important role of listening in the learning and teaching. In addition the frequency use of authentic materials in oral expression module. Moreover, the problems faced by the learners. The second point concerns the time allocated to listening, learners in one hand had negative answers and recommended of devoting an equal time to speaking. In contrast, teachers had a positive answer by disagreeing with the learner. The third point is devoted to the use of audio books by both participants who affirm the hypothesis. Teachers and learners encourage the use of audio book for the purpose of training their ears.

Conclusion

The findings found in this study can be outlined into two principle focuses, the positive point of view of both students and teachers toward utilizing audio books to improve listening comprehension as well as a motivating tool which help the learners in the learning process.

In a successful way of this chapter and according to the previous findings of both learners and teachers’ questionnaires, we can say that both of the two types of participants encourage the use of authentic materials in the oral classes especially audio books as a way to bring the real life situation in the classroom in addition of the closeness of native’s language to the learning process. Furthermore in order to have a successful and typical oral

session we need to highlight on the importance of both receptive skill and the productive one without neglecting any small part which can provide the help necessary to the students.

General Conclusion and Recommendations

General Conclusion and Recommendations

1. General Conclusion

This study was an attempt to make teachers and learners aware of the urgent need of using more authentic materials especially audio books in the oral classes instead of relying on narrating stories by themselves in addition the permanent use of songs which sometimes can be boring because variation is the spice of life.

This study was conducted for the aim of raising the teachers' intention of to the problems which could be confronted by Algerian EFL learners in listening. The principle aim is to spotlight on the important role of audio books in building up learner's listening comprehension and how valuable they are. Besides ; the thoughtful and reliable selection of authentic material particularly audio books for listening comprehension can develop learners' listening comprehension and encourage the use of audio books .

.As a sample to this research we have randomly chosen first year LMD students of English of Mohamed Khider University of Biskra regardless to their background knowledge about the use of audio books ,their age, sex or social class one group consist of thirty five learners had answered a questionnaire for the purpose of getting the leaners point of view toward the use of audio books in listening comprehension In addition to this questionnaire , another one were distributed to five randomly chosen teachers of oral expression in order to enhance the study results, this latter would offer us with teachers' attitude based on their teaching experience of oral expression.

Results have shown that each of the learners and teachers complained about the learners facing problems. Whether it is psychological factors such as lack of motivation and feeling anxiety or external ones ,for example; the in and outside noise and overcrowded classrooms .In addition both of the two participant agreed that the learners are using learning strategies while they are listening .Moreover; both participant believe in the important role of authentic materials in the oral class yet, they mainly depends on one type which is songs rather than choosing among the long list of authentic materials . Because of the numerous benefits that can be helpful for both learners and teachers. They have positive attitude toward the use authentic materials in general and audio books for specific .

By analysing both learners' and teachers' questionnaire, this study affirm the hypothesis If EFL learners listen to audio books, they will help them develop their listening comprehension. Besides it assure that audio books could and will develop learners listening comprehension in addition of being considered as a supplement for the teacher and motivating ,efficient and enjoyable tool for the leaners' listening .

The significance of the findings of this study can be summarized into two point. At first both learners and teachers already have a clear idea about the use of audio books ,and how can be used in order to develop learners' listening comprehension. Second because of the increasing number of the students' need to learn an international language such as English, the learner are able to maintain native speech whether in or outside the , or the teachers can used them as a homework .Moreover, audio books is a way for listening to English without being asked.

As a conclusion, although a quasi-experimental was the appropriate method to be dealt in this study, yet we was limited by time so a descriptive method seems to be the eventual solution nevertheless it succeeded, another problems which is the polite refusal of some teachers to answer the questionnaire for different reasons such as time constraints in addition of the teachers cannot be found unless they have a session to be taught. Concerning the students 'questionnaire we have not much time to speak and explain the purpose of our research because twenty munities is not enough to do so ,in addition of absence of 15 members of the randomly chosen group because of unknown reasons and to be late for some of them to give the feedback .

2. Recommendations

As a result to this study we have deduced the following :

- Teaching oral expression module in well equipment laboratory with a few number of learners can be helpful for both learners and teachers
- Encouraging the leaners to listen to native speech can train their ears and develop their listening comprehension in the future.
- The teachers should focus more on listening by providing an equal time to this latter with speaking.
- Psychological factors such as anxiety and motivation can hinder students' learning processes, for that reason both teachers and learners should know how to overcome this issue.

- audio books is beneficial authentic material recommended for the struggled readers or listeners which can also be recommended for further investigation in writing and speaking .

Appendix

Appendix 1

**Students' Perceptions towards the Impact of using
Audiobooks on Developing Learners' Listening
Comprehension Questionnaire**

Dear Student,

This Questionnaire is a data tool collection tool for a master study entitled 'The Impact of Using Audiobooks on Developing EFL Listening Comprehension'. Please put a tick in the -appropriate box or give full answers when they are required. You can choose more than one answer to some questions. Thank you in advance for your collaboration.

Mrs Laroui Amal

Section One : Students' background information

1. How long have you been studying English?

.....

...

2. Choosing English was:

a/ Personal

b/ Imposed

If it is personal, say why

.....

.....

Section Two : Students' listening comprehension

3. Do you consider your level in English:

a/ Very good b/ Good c/ Average d/ Poor

4. Do you consider the time allocated to listening is sufficient?

a/ Yes b/ No

5. How often does your teacher encourage you to listen?

a/ Frequently b / Sometimes c / Rarely d / Never

6. How often do you listen to English without being asked?

a/ Frequently b / Sometimes c / Rarely d / Never

7. Your level in Listening comprehension is:

a/ Average b/ Good c/Weak

8. In your opinion, the time allocated to listening should be equal to speaking

b/ Yes b/No

9. As you listen, do you relate what you already know to what the teacher said before (bottom-up and top-down)?

a/ Yes b / No

10. Does your predicted comprehension (guesses) always get confirmed?

a/ Yes b / No

11. The psychological factors which can affect your listening comprehension are:

1. Lack of motivation
2. Lack of vocabulary
3. Feeling anxiety
4. Rate and speed of speech

12. As you listen, you are unable to understand and answer the question due to :

- a/ The noise outside
- b/ the overcrowded classes
- c/ from the listening material

13. Which strategy do you often use before, while and after listening?

- a/ Cognitive strategy
- b/ Metacognitive strategy
- c/ Social/Affective strategy
- d/ All of them
- e/ None of them

Section Three: using Audio books in the oral classes

14. Does your teacher use any authentic materials?

- a/ Yes
- b/ No

15. How often does he/she use authentic materials in the oral classroom

- a/ sometimes
- b/ Rarely
- c/ Never

16. Which of the following authentic material do your teachers use in the session?

- a/ Songs
- b/ Podcasting
- c/ Audiobooks
- d/ None

17. Are you familiar with listening to Audio books:

- a/ Yes
- b/ No

18. Does the use of audio books improve your listening comprehension?

- a/ Frequently
- b/ Sometimes
- c/ Rarely
- d/ Never

19. Do you agree that the teacher should use more authentic materials in the class?

- a/ Strongly agree
- b/ agree
- c/ Neither agree or disagree
- d/ Strongly disagree
- e/ Disagree

If you agree, say

why.....

.....

20. As you listen, are you aware of the difference between the teacher's pronunciation and the native's one?

a/ Yes

b/ No

If yes, say which one do you prefer and why.....

.....

.....

21. the use of audio books is :

a/ motivating

b/ efficient

c/ enjoyable

Would you like to add any comment or suggestions?

.....

.....

.....

.....

Thank You

Appendix 2

**Teacher's Perceptions towards the Impact of Using
Audiobooks on Developing Learners' Listening
Comprehension Questionnaire**

Dear teachers,

This Questionnaire is a data tool collection for a Master study entitled 'The Impact of Using Audiobooks on Developing EFL Listening Comprehension. I appreciate your contribution in this work. Please put a tick in the -appropriate box or give full answers when it is required. Some questions may have more than one answer. Thank you in advance for your collaboration.

Mrs. Amal Laroui

Section One : Teachers' background information

1. Grade
- a/ License b/ Master c/ PhD

2. How long have you been Teaching English?
-
- ...

3. How long have been teaching oral expression :
- c/ 4years
- d/ 6 years
- e/ More or less than that

If it is c/, say how many

Section Two : Students' listening comprehension

4. Do you consider your student's level in English:

a/ Excellent b/ Good c/ Average d/ weak

5. Do you consider the time allocated to listening is sufficient?

a / Yes b/ No

6. How often do you encourage your student to listen?

b/ Always b / Sometimes c / Rarely d / Never

7. As an oral expression teacher, do you emphasise on the important role of listening?

b/ Always b / Sometimes c / Rarely d / Never

8. Your student's level in Listening comprehension is:

c/ Average b/ Good c/Weak

9. In your opinion, the time allocated to listening should be equal to speaking

d/ Yes b/No

10. Do your students always guess your intended meaning?

b/ Yes b / No

if yes, do they use bottom-up or top-down and why

.....

.....

11. The psychological factors which can affect your student's listening comprehension

are:

5. Lack of motivation

6. Feeling anxiety

7. Lack of confidence

8. Other's such

as.....

12. As your students listen, they are unable to understand and answer the question due

to :

d/ The noise outside

e/ the overcrowded classes

- f/ from the listening material
- g/ speed and rate of the speech

13. Have you ever notice that your student's use any of listening strategies while they listen to you?

- b/ Yes
- b / No

14. Which strategy do your student's often use before, while and after listening?

- f/ Cognitive strategy
- g/ Metacognitive strategy
- h/ Social/Affective strategy
- i/ All of them
- j/ None of them

Section Three: using Audio books in the oral classes

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

- c/ Yes
- d/ No

16. How often do you use authentic materials in the oral classroom?

- d/ Always
- e/ sometimes
- f/ Rarely
- g/ Never

17. Which of the following authentic material do you use in the session?

- b/ Songs
- b/ Podcasting
- c/ Audiobooks
- d/ None

18. Are you familiar with listening to Audio books:

- c/ Yes
- d/ No

19. In your opinion, does the use of audio books will improve your student's listening comprehension?

- b/ Always
- b/ Sometimes
- c/ Rarely
- d/ Never

20. Do you agree that the teacher should use more authentic materials in the class?

- f/ Strongly agree
- g/ agree
- h/ Strongly disagree
- i/ Disagree

If you agree, say

why.....

.....

21. In your opinion, are the students able to understand the native speech if they did not train their ears listen to?

c/ Yes

d/ No

If yes, say why.....

.....

22. the use of audio books is :

d/ motivating

e/ efficient

f/ enjoyable

Would you like to add any comment or suggestions?

.....

Thank You

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Résumé

Écoute joue un rôle très important dans le processus d'apprentissage, mais il est difficile de développer, de nombreux enseignants dans leur expression orale se concentre sur l'expression orale au lieu d'écouter ou ils utiliser un seul type de matériaux authentiques, ce qui est des chansons, au lieu de variables et en utilisant d'autres matériel authentique, comme les livres audio pour développer apprenants EFL compréhension orale. Cette étude se concentre sur les défis qui pourraient être rencontrés par l'apprenant dans son approche à l'écoute encore; l'objectif principal est de démontrer la partie vitale de livres audio pour la construction de l'écoute de la compréhension de l'apprenant. L'hypothèse stipule que si les apprenants EFL écouter des livres audio, ils les aideront à développer leur compréhension orale. Pour confirmer ou rejeter, un échantillon de trente-cinq étudiants choisis au hasard, en plus de cinq enseignants choisis au hasard d'expression orale du Département des langues étrangères, la section anglaise à l'Université Mohamed Kheider ont été invités à répondre à un questionnaire. Les données recueillies ont été analysées manuellement. Les étudiants et les enseignants ont une attitude positive envers l'utilisation des livres audio dans le développement EFL compréhension orale en ce qu'ils fournissent aux apprenants des locuteurs natifs avec du vrai langage de la vie ou à l'extérieur de la salle de classe. en outre, ils sont motivant et construire leur vocabulaire et les exposent à la culture cible. Par conséquent, les livres audio sont recommandés pour être utilisés comme un moyen de développer les apprenants écoute facilité de compréhension.