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Learners' Attitudes Towards Authentic Materials in
Enhancing The Listening Skill:

The Case of Third Year Students At Zaghez Djalloul Secondary
School In Ourllal

Dissertation Submitted in Partial fulfillment of the requirements for
The Master Degree in Sciences of Language

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Declaration

I, Baaissa Ouarda, do here by solemnly declare that the work I presented in this dissertation is my own, and has not been submitted before to any other institutions or university for a degree.

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Dedication

This dissertation is lovingly dedicated to my Mother for her support encouragement and constant love has sustained me throughout my life.

To my dear Father without him I would not be who I am.

I am so glad that He is My DAD.

To My lovely Sisters, FATNA, WAFI, HANANE.

To My Brothers, ABD ELKARIM AND FARES.

To My dear Friends, Roumaissa, GHalia , Hanane.

To My best Childhood friend Iman.

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Abstract

Authentic materials are essential in teaching foreign language because they bring reality to the classroom through the direct exposure to native speakers' language. The current research aims to investigate the effectiveness of authentic materials in teaching English at Zaghez Djalloul Secondary School, in order to find out their effects on learners' listening skill. In addition, we hypothesize that through an effective use of authentic materials, the learners' listening ability will be improved. The present work consists of three main chapters: The First chapter, we present a historical overview of the nature of listening and listening comprehension; while, the second chapter examines the effectiveness of using authentic materials in foreign language classrooms. The Third chapter is devoted to this field work of the study; in order to investigate our hypothesis, a descriptive method was undertaken. The data were gathered through two main tools: Two questionnaires were administered to both 40 Third Year pupils and 5 teachers at Zaghez Djalloul Secondary School, and the second tool is classroom observation. The results revealed showed that both learners and teachers are highly positive towards the use of authentic materials in learning English.

Key words: Authentic Materials, Attitudes, Listening skill, Secondary school, Third Year pupils.

List of Acronyms

L1: First Language

L2: Second Language

EFL: English as Foreign Language

ESL: English as Second Language

TV: Television

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General Introduction

The use of authentic materials in EFL classrooms is what many teachers involved in recent years with the development of the new method “The Communicative Language Teaching”. It focused on involving the language naturally in which it should be authentic, not produced for instructional purposes, and contributed a great deal to the students’ motivation. Most of the learners of the foreign language used these materials as an aid to comprehend in effective way especially in dealing with the listening skill. Examples of these materials are: Radio and Video (s), newspapers, magazines, TV, and the internet at the most used by students.

Furthermore , the English language teachers bring students as close as possible to the target language by using authentic materials in helping students learn the English language in better ways like pronunciation, speed of speech ,vocabulary , and other aspects of the language .

1. Statement of the Problem

Listening is one of the four macro skills which need a special attention, especially in foreign language classes because it is considered as the most difficult skill to be learnt or taught. Despite the attention given to listening as a skill in foreign language classes, students still have problem with it. Moreover, despite the attention given to listening as a skill in foreign language classes, Algerian learners of English as a foreign language at Ourllal Secondary school encounter difficulties in developing their listening skill. The limited use to listen the English language in real world has decreases the opportunity to develop such skill. Therefore, the need arises to investigate this problem that faces EFL learners.

In trying to overcome these problems, English teachers see the use of authentic listening materials in teaching English for intermediate level is an interesting subject because its use will help them achieve a best result.

2. Significance of the study

It is common for teachers to use different techniques to help their students to improve their language skills, especially the listening skill. Concerning foreign language teaching, the researchers attempt to describe students' attitudes towards the use of authentic materials in enhancing their listening comprehension besides to exploring how teachers use them in their courses as a motivational factor to develop their students' listening skill and making them aware about the importance of listening skill.

3. Aims of the study

The major aims of this study are:

- To describe the students' attitude towards the use of authentic materials in enhancing their ability to listen to the English language.
- To see how teachers use the authentic materials in order to improve their students' listening level.
- To investigate the effectiveness of authentic materials in teaching English at a Secondary Schools.

4. Research question

The study attempts to answer the following question

- How does the use of the authentic materials help in improving learners listening skill?
- How can students 'listening abilities be improved?

- To what extent do third year students of secondary schools know their attitudes about using authentic materials in learning English language?

5. Hypotheses

The present research is based on these hypotheses that shall be tested and verified through

1. We hypothesize that through an effective use of the authentic materials learner's ability to listen will be improved.
2. We do agree that students learn the language if they listen and understand the message because of effectiveness of teaching listening skill in the foreign language classes depends upon the way it is taught.
3. We advance that making a changing in the teaching techniques towards the use of authentic materials could be better achieved when learners listen carefully.

6. Methodology

The researchers intend to use the descriptive as an approach to acquire and gather data for this dissertation. Moreover, the researchers plan to derive information from any material relevant to their field of interest which is a new and fresh area in their section as far as they are concerned .In addition; they will use the questionnaire and the classroom observation to cater for both theoretical and applied research. The results of the data collection and the analysis will be included in the thesis.

7. Research Tools

The main researches tools are itemized below are:

- Questionnaire
- Classroom observation

8. Population

The population that will be involved in this study is third year pupils of foreign languages at Zaghez Djalloul secondary school in Ourllal, during the academic year 2017/2018, In addition to the English language teachers at the same institution. The population has been systematically chosen on the basis that this level suits better this study where students are exposed to listen more in real English world where they need more to enrich their grammar and vocabulary levels.

9. Research Scope: The research will deliberately focus on:

1. Finding out the factors or causes leading to the production of students' poor listening and problems in understanding the material involved.
2. Finding and providing solutions to cater for helping the learners achieve success in developing their listening comprehension.
3. Encouraging teachers to use the authentic materials in their classes for improving their learners' level.

9. Literature review

Listening is one of the essential skills in language learning which plays a significant role in daily communication and educational process in learning FL. For many researchers and scholars define it in different ways. For example, Rost (2002) "listening is a process of negotiating shared information or values with the speaker." (p.03), also he pointed out that "listening is receiving the transfer of images, impressions, thoughts, beliefs, attitudes, and emotions form of the speaker. (p.02). It means that the listener picks up what the speaker has said while he is talking. On the other hand, Ronald and Rioskilly (1985, cited in Matinee,2000) defined listening as an active process requiring the same skill of predicting , hypothesizing, checking, revising and generalizing that writing and reading demand .

Moreover, Krashen (1987) stated in his input hypothesis, that the role of listening for acquisition is undeniable. However, unlike its role, it is a so-called “Cinderella Skill” (cited in Nunan, 1997, p.47). Also, Harmer (2001,p.221) viewed that listening “ It provides the perfect opportunity to hear voices other than the teachers’ enable students to acquire good speaking habits as a result of a spoken English they absorb, and helps to improve their own pronunciation.

In conclusion, listening is a complex process in which it implies more than just perception of sounds; a listening process also requires an act of attending to the speech sounds and trying to understand the message in an effective way. Because of the difficulty of the listening process, many teachers used several materials in order to help the learners understand more about what the native speakers mean by their speech. Authentic materials considered as an effective and useful material in teaching a foreign language for learners in the classroom.

Nunan (1998, p54) viewed that authentic materials are any material which has not been specifically produced for the purpose of language teaching whereas Marrow’s (1977, p.13) related it to “a stretch of real language, produced by real speaker or writer for a real audience and designed to carry a real message of some sort.”In addition, Harmer (1983, p.146) said that authentic texts either written or spoken are those which are designed for native speakers: they are real text designed not for the language students, but for the speakers of the language in question. Based on these definition, we conclude that teachers should use such authentic materials in classroom to solve the learners’ problems in English listening comprehension as taken into consideration the suitable listening materials for their interests and levels, and it considered as one important research branch because it narrow the distance between the learners and the target language.

10. Structure of the Dissertation

This dissertation is basically divided into Three Parts: the First Part is a general overview about the nature of listening and listening comprehension, as we identify its types and stages, and the importance of listening in foreign language learning. After that, we end up our chapter by explaining some difficulties that encountered by learners during the listening task followed by a conclusion. Meanwhile, chapter Two is about authentic materials. First, we will introduce a general definition about the nature of authenticity and its different types, a definition of authentic materials; we identify its types and sources, then, we deal with their advantages and disadvantages, and some criteria that should be taken into consideration when selecting authentic materials followed by a conclusion. The final chapter is devoted to the field work presenting and analyzing the results obtained from the questionnaire and the classroom observation. By the end, recommendations will be offered based on the findings.

CHAPTER ONE: AN OVERVIEW OF LISTENING AND LISTENING COMPREHENSION

Introduction

In this chapter, we will introduce a general overview on the listening skill and listening comprehension, as we identify extensive listening and intensive listening types, as well as the listening stages which are (pre-listening, while listening, and post listening), as we highlight the importance of listening in foreign language learning. After that we end up our chapter by explaining some difficulties that are encountered by learners during the listening task followed by conclusion.

1.1 Definition of Listening

Listening is defined by researchers and scholars in different ways; it plays a significant role in daily communication and educational process. The Council of Chief State Officers (CCSSO, US, 2009) defines listening in terms of the ability to understand the language of the teacher used in instruction, comprehend the important details, abstract pertinent information, and to keep abreast with training modules through which teachers provide information (Cited in Henry, 2015, p.2).whereas, Rost (1994) defines listening “as a word that we use every day without giving it much thought. Yet listening is a vital mental capacity –one of the principle means by which we understand and take part in the world around us” (p.01) and he claims that “listening is a process that is triggered by our attention.”(p.02)(Cited in Djaoud, 2013, p.).In addition, Harmer (2001, p.228) view it as a fundamental language skill. “It provides the perfect opportunity to hear voices other than the teacher’s, enables students to acquire good speaking habits as a result of the spoken English they absorb, and helps to improve their own pronunciation.”(Cited in Soufi, 2013, p.38)

1.1.1 Listening Comprehension

There have been different definitions of the term “listening comprehension.” Hamouda (2013) defined listening comprehension as “an interactive process in which listeners are involved in constructing meaning. Listeners comprehend the oral input through sound discrimination, previous knowledge, grammatical structures, stress and intonation, and the other linguistic or non-linguistic clues (quoted in Pourhosein Gilakjani & Sabouri, 2016). In addition, Nadig (2013) agreed that listening comprehension is as the various processes of understanding and making sense of spoken language. It means that comprehension involves knowing speech sounds, and comprehending the meaning. (Ibid).

1.1.2 The Importance of Listening

Listening comprehension requires more concentration and quick understanding. According to Underwood (1989), a child receives a large amount of verbal input through listening prior to developing speaking, writing and reading skills. These skills are developed later as the child matures (cited in Kretsai 2014, p 201). Moreover, Buck (2001) stated three main reasons supporting the importance of listening in foreign language. First, a new language learner should learn listening at the initial stage of language learning in the same when learning the mother language. This is because the listening is a skill developed in the very beginning of a child’s learning of language. Second, listening can enhance the speaking skill. Spoken language provides a means of interaction for the learner where it is necessary to develop listening skill in the initial stage of learning in order to become a good speaker. Third, listening exercises help to draw a learner’s attention to new forms in the language (vocabulary, grammar and interaction patterns) unlike Krashen (1989) viewed that listening comprehension provides

the right conditions for language acquisition and the development of other language skills. (Ibid)

1.2 Steps of Listening Process

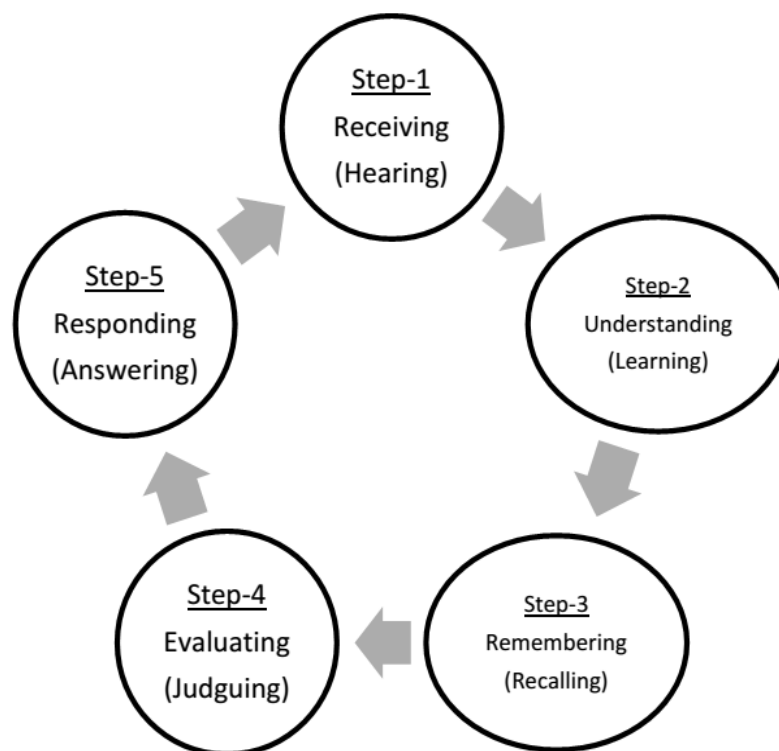


Figure 01: Steps of Listening Process (Babita, 2013)

According to Babita (2013) the listening process occurs in five stages: hearing, understanding, remembering, evaluating, and responding. (1) Hearing is a physical response, which refers to the ability to notice the sounds with ears. (2) Understanding, this step helps the listeners to understand the symbols that have been heard. The listeners must analyze the meaning of the stimulus they have perceived. The symbolic stimuli are words, sounds, and sights in which the listener must understand the intended meaning and the context assumed by the sender. (3) Remembering: it is an important listening process because it enables the listeners to keep what they have been heard into their minds, which means that the listeners after having received and interpreted the message, he adds it in the mind's storage space. The Fourth stage of the listening process is evaluating in which at

this step, only the active listeners participate, judging the value of the message or thinking about whether it makes sense. (5) Responding, this stage requires the receiver to complete the process through verbal and non-verbal feedback. In addition, this step allows the listener to determine the degree of success in transmitting the message.

1.3 Types of Listening

Listening is the most neglected skill in our classrooms. Some teachers believe that listening is learned automatically through students' exposure to the language and to improve their listening skills and pronunciation, students need to listen to both kinds of listening skill.

1.3.1 Extensive Listening

According to Harmer (2001), "extensive listening where a teacher encourages students to choose for themselves what they listen to and to do so for pleasure and general language improvement can also have a dramatic effect on a students' language learning"(p.303). For Rost (2011) extensive listening is listening to the target language for several minutes taking care and importance for the learning context and contents such as listening for leisure or for a global value or comprehension as skimming.(cited in Djouad,2011). It means that extensive listening refers to the different listening tasks which the learners are involved in such they can record their responses to what they have heard in a personal journal or summarize a content of a tape.

1.3.2 Intensive Listening

Intensive listening is more different from the extensive listening. It involves going over a piece of material multiple times and often mining it for other purposes, such as for dictation to build vocabulary and grammar. Rost (2011) claimed that intensive listening is refers to listening to a text closely, with the intention to decode the input for purposes of

analysis. In addition , “ the teacher can read and act out dialogues either by playing two parts or by inviting colleagues into the classroom” (Harmer, 2001,p.231), so the teacher plays an important role in intensive listening and in that sense Harmer concluded its role in classroom in the following major points :

- ✓ **Organizer:** the teachers should explain to their learners exactly what their purpose is, and give them more clear instruction about it.
- ✓ **Machine operator:** the students should know the appropriate material (when it is used and needed) as efficiently as possible in the right way.
- ✓ **Feedback organizer:** after the process of listening, the teacher should lead a feedback to check if they have completed the task successfully.
- ✓ **Prompter:** the teacher may let the students listen again in order to notice a language variety and spoken features.

1.4 Processes of Listening

Listening as process has two main strategies which are followed as bottom-up and top-down.

1.4.1 Bottom-up processing

Bottom –up processing involves “perceiving and parsing the speech stream at increasingly larger levels beginning with auditory, phonetic, phonemic, syllabic, lexical, syntactic, semantic, propositional, pragmatic and interpretive” (Field, 2003 cited in Siegel 2015, p.04) unlike Vandergrift (2004) state that listeners build meaning in a cumulative way whereby individual phonemes to combine to form more substantial meaning carrying expressions(Ibid).

1.4.1 Teaching bottom-up processing

To able to process bottom-up texts, learners need a large vocabulary and a good working knowledge of sentence structure.” Richard (2008).In addition, The bottom-up processing focuses on different listening activities in order to help the learner to do such things, exercises such as dictation, close listening, the use of multiple choice questions ,as well as identifying the referents of pronouns in an utterance, identifying key words that occurred in a spoken text.(Ibid)

1.4.2 Top-down processing

According to Richard (1990) “top down processing refers to the use of background knowledge in understanding the meaning of a message. Background knowledge may take several forms. It may be previous knowledge about the topic discourse; it may be situational or contextual knowledge, or it may be knowledge stored in long term memory in the form of “scheme” and “script” plans about the overall structure of events and the relationships between them” (quoted in Nihei, 2002, p.5).Moreover, he states that top-down processing refers to the use of background knowledge in understanding the meaning of a message (2008).

1.4.3 Teaching Top-down processing

Learners require different activities in order to develop their ability of listening such as generating a list of things they already know about a topic and they would like to learn more about it after they listen and compare. In addition, they read a list of key points to be covered in a talk, then listen to see which ones were mentioned, use words to build the schema of a discourse and they predict questions related to the topic (Richard.2008).

1.5 Combining bottom up and top down listening in a listening lesson

Generally, both bottom up and top down processing occur together. The extent to which one or the other dominates depends on the listener familiarity with the topic and context,

the density of information in the text, and the listener purpose in listening. According to Field, (1998), a typical lesson involves three parts of listening; pre-listening, while listening, and the post listening that contain activities which link bottom-up and top- down listening processing. (Cited in Richard, 2008).

In the pre-listening stage, students use both the bottom up and the top down processing through activities involving activating the background knowledge, making prediction, and reviewing the key vocabulary. Conversely, the while listening focuses on comprehension through exercises which require selective listening, gist listening, sequencing, etc. However, post listening involves a response to comprehension the students' opinions about the topic which also includes a bottom up focus if the teacher and the listener examine the texts in details. (Ibid).

1.6 Barriers to Listening

Listening cannot be done only by ears. One can listen with their eyes, sense, mind, heart, and imagination. The ability to listen is equal as important to speak in which listening is not an easy and there are a number of obstacles that stand in the way of effective listening. According to Babita (2013) state some barriers that may be categorized as follows:

1. Psychological barriers

There are some people may have genuine hearing problems that prevent them from listening properly. Also, they have problems in processing information in the memory.

2. Physical barriers

It referred to distraction in the environment such as the sound of air conditioner, cigarette smoke, or overheated room which can prevent the listener to understand the exact meaning of words.

3. Cultural barriers

Accents can be barriers to listening, since it interferes with the ability to understand the meaning of words that are pronounced differently. The problem of different accents arises between cultures and even within it.

4. Lack of training

People are not born good listening ability, because listening is not inborn skill. It can develop through training and practice.

1.7 Stages of listening

According to Underwood (1989) Listening activities are divided into three main parts: pre listening, while listening and post listening. (Cited in Brno, 2009, p, 25).

1.7.1 Pre- listening stage

This stage serves as a preparation for the students in order to get the most from the listening passage. Underwood claims that at the very beginning of the while listening activity the students should be helped to concentrate on what they are going to hear. Moreover, she declares that the pre-listening stage can consist of variety of activities, which may help the teacher to focus the students' minds on the topic by providing background knowledge, discussing the topic to the listening text ,and allowing them to follow some instructions relevant for the while listening activity. On other hand, according to Rixon at this stage, teachers should arrange such challenges that will give the students reasons for even bothering to listen to the listening task.

Generally, the teacher encourages the learner to listen out for new words in order to make their attention focused upon the language of the text rather than its meaning.

1.7.2 while- listening stage

This stage contains different activities done by the students during the listening passage such as listening for gist, listening for the main ideas, making inferences, and

summarizing. The aim of these activities is to help the students focus and develop important strategies for language learning. Teachers should consider several criteria when choosing the while listening activities as Underwood (1989,p46) points out that “good while listening activities help listeners find their way through the listening text and build upon the expectations raised by the pre-listening activities.” In which teachers should choose an activity that would be interesting and challenging for the students in order to able them to concentrate on the listening task. (Cited in Brno 2009, p28) Accordingly Nikolic claims that you can use graded tasks, increasing the task complexity with each consecutive round of listening. This means that the learners start with listening from easy to difficult exercises. (Ibid)

1.7.3 The post listening stage

Post listening activities can be used to check comprehension either is related to pre-listening activities such as, pretending, or extending the topic and helping the students remember new vocabulary. (Cited in Wei, p07).

As Mendelson (1994) stated “this post listening activity is good opportunity to integrate the listening with the listening with the work in other skills. For example, by having students do a piece of writing or oral reporting on what they have been listening to” (p.57) (quoted in Nihei, 2002).

1.8 Listening Problems

There are a lot of difficulties that learners may encounter in the listening comprehension processes, and the purpose is to be aware of these problems and try to solve them. According to Underwood (1989) organizes the major problems as follows:

- lack of control over the speed at which speakers speak
- not being able to get things repeated
- the listener’s limited vocabulary

- failure to recognize the “signals,”
- problems of interpretation
- inability to concentrate
- Established learning habits.

(Cited in Yilmaz 2015, p, 05).

Flowerdew and Miller (1996) investigated EFL learners’ problems in listening to academic lectures. The problems reported by students included the fast speed of delivery, new terminology and concepts, difficulties in concentrating, and problems related to the physical environment. (Cited in Chew 2015, p4). Moreover, in Graham’s (2006) study, the main listening problems reported by foreign language learners were related to the speedy delivery of text leading to failure in identifying and recognizing words in a stream of input. (Ibid)

1.9 Strategies for effective listening

According to Rost (1994, p.146), There are some guidelines to help teachers incorporate listening into their teaching. The following guidelines for the classroom ESL or EFL teachers should apply to most teaching situations.

1. Make English a vital language for communication and give opportunities in class for learners.
2. Developing learners’ awareness of the listening strategies, and its purposes in which it may help them.
3. Teachers should help their learners to be self-confident to develop the listening skill.
4. The teachers should provide learners with the use of authentic materials to encourage them in order to promote their listening skill.

5. Strengthening the learners listening comprehension by encouraging them to seek out the opportunities outside the classroom.
6. Using Pre-listening activities will help learners to be engaged in what they are going to listen to.

1.10 Teachers' role in listening activities

Teachers have major responsibilities in their classes and they can have a great effect on their students to create a friendly atmosphere. Harmer (2001) states that both teachers and students have to take into consideration some important points in order to have success in the teaching learning process, and achieve their pedagogical objectives. He affirms that teachers should use a wide range of techniques and strategies when they want to get the concrete and effective competency to approach their students. Moreover, Teachers should explain what their students want to do according to their needs, give clear and simple, easy instructions and prepare the listening lesson following the main steps (Pre- During-Post Listening) as well give obvious guidance to their learners, so that students can clearly understand the teachers' instructions and orientation.

Furthermore, he suggests that teachers should provide as much as they can "students talking time" in order to improve oral and listening skills for the learners. Similarly, teachers should determine what students should do in the listening process, and evaluate their students needs as well give them feedback on their performance. Moreover, he asserts that there are several approaches that teachers can use to create good classroom environment. Besides to that, teachers can give to their students important, necessary advice and help them to solve their difficulties also assist their learners in every stage and should help them towards finding, and predicting the needed and missing information. On the other hand, Harmer states that teachers have to be able to teach students of different

levels and create activities according to the students' proficiency level as well evaluate the advantages of listening activities.

To conclude, Harmer emphasizes that teachers should use many techniques and strategies in the classroom in order to provide variety and suitable ideas about the activities they develop and in the way avoid boredom in their students in which students have to be responsible for the construction of their learning.

1.11 The goals of listening comprehension lessons

According to Paulston and Burden (1976, cited in Gilakjani and Ahmadi, 2011), listening comprehension lessons have certain goals and all teachers and learners should be aware of these goals. They are as follows:

1. Listening comprehension lessons should be carefully and gradually planned. Listening activities progress from simple to more complex, while, learners get in language proficiency.
2. Listening comprehension lessons demands active students' participation in their written answers to the listening comprehension material.
3. Listening comprehension lessons should provide a communicative necessity for remembering to develop concentration.
4. Listening comprehension lessons should focus on conscious memory task as well as its aim is to reinforce learners' recall to increase their memory capacity.
5. The focus of listening comprehension lessons is on teaching not testing. The aim of checking learners' responses is just feedback that is a way of helping learners to know how they did and how they are advancing.

1.12 Conclusion

From this chapter we can determine that listening comprehension is a complex process in which its strategies must be used simultaneously in which the teachers should provide authentic listening materials for students for helping them understand better the natural speech uttered by the native speakers. This chapter provides a clear discussion about the nature of the listening process, listening types, stages, kinds, and the important teacher's roles in developing the students' listening ability , in addition, we have give some difficulties that the students encounter when listening to FL as well as strategies for effective listening.

Chapter Two: AUTHENTIC MATERIALS

Introduction

In this chapter, we will shed light on the importance of using authentic materials as a useful means of teaching English as a foreign language in classrooms. First, we will introduce a general definition about the nature of authenticity and its different types, a definition of authentic materials; we identify its types and sources, and we make the main differences between them. Then, we will deal with their advantages and disadvantages, and some criteria that should be taken into consideration when selecting the materials followed by a conclusion.

2.1 Definition of Authenticity

Defining ‘‘ authenticity’’ is a vital element for both materials designers and language teachers , who are in EFL classrooms in which there are a number of studies engaged with studying authenticity and the use of authentic materials. According to Rogers (1988,p467) defines it as ‘appropriate’ and ‘quality’ in terms of goals, objectives, learners’ needs and interest, and ‘natural’ in terms of real life and meaningful communication (cited in Kilickaya, 2004,p01).

Van Lier (1996,p 128) stated that :

Authenticity is not brought into the classroom with the materials or the lesson plan, rather ,it is a goal the teacher and students, have to work towards, consciously and constantly[.....]authenticity is the result of acts of authentication by students and their teacher, of the learning process and the language used in its.(Qouted in Mishan 2005,p15) .

On the other hand, Mishan (2005) states that there are there approaches which are regarded as the basis for the term authenticity in language teaching. These are:

1. **Communicative approach:** the focus in this approach is on communication from two sides, the learning process and the teaching methods.
2. **Materials- focused approach:** the learning in this approach is text-centered.
3. **Humanistic approach:** this approach emphasizes the unity of learners' feelings and the learning process.

2.2.1 Types of Authenticity

According to Breen (1985 cited in Mishan 2005, p, 16), there are four types of authenticity. These are: text authenticity, learner authenticity, task authenticity and authenticity of the classroom.

1. **Authenticity of the text:** it refers to the input data that has used for students. In other words, Kramsh et al (2000 cited in Mishan 20005, p, 12) that, authentic texts are those being used by native speakers in culturally authentic contexts of use.
2. **Authenticity of learners:** it refers to the ability of learners to interpret the meaning present in the text as the native speakers do in the real world.
3. **Authenticity of tasks:** it refers to the chosen tasks provided for the learners to be engaged in an authentic communication and authentic aims for learning.
4. **Authenticity of the classroom:** it refers to the most important role of the classroom which is to enable the learners to experience public and interpersonal sharing of content of language learning, the sharing of problems with such content, and revealing of the most effective means and strategies to overcome such problems.

2. Definition of Authentic Materials

The term Authentic Materials means different things to different people in the literature in foreign language Acquisition and Learning. What is common in these definitions is exposure to real language and its use in its own community. Little et al defined authentic materials have been created to fulfill some social purposes in the language community in which it was produced (1988 cited in Guariento and Morley 2001). While Nunan (1999), has another definition for authentic materials, which is “spoken or written materials, which are not intended for use in teaching” (Quoted in Al Azri and Al Rashidi, 2014, p, 246). Moreover, Sanderson suggested (1999, cited in Tamo 2009, p, 75) “authentic materials are materials that we can see with the students in the classroom and that have not been changed in any way for ESL students.”

Similarly Mishan (2005, p18) prefers to set some criteria for authenticity rather than defining the term. According to her, authenticity is a factor of:

- Provenance and authorship of the text.
- Original communicative and socio-cultural purpose of the text.
- Learning activity engendered by the text.
- Learner’s perception of and attitudes to the text and the activity pertaining toit.
- Original context (e.g. its source , socio- cultural context) of the text

2.3 A Comparison between Authentic and Non- Authentic Materials

The following table represents a comparison made by some teachers between a recording of natural speech among native speakers and a recording made for English language learners. These are the differences recorders:

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

Table 1: A Comparison between Authentic and Non- Authentic Language

(Hedge 2000 cited in Segni 2009)

The table above shows most of the features that distinguish between authentic language and non-authentic material. Authentic materials provide all the natural features of the language with all its variation in pronunciation, intonation, incomplete structures that are used to express the meaning. Whereas, non-authentic materials have different features from the authentic ones which they deal to deliberate choice of language, situation, and people to comply with communicative, structural or behavioral needs.

2.4 Sources of Authentic Materials

The sources of authentic materials (whether spoken or written) are infinite. The most common sources are: newspapers, TV programmes, magazines, the Internet, movies, songs, brochures, comics, and literature (novels, poems, short stories and so on). Genhard (1996 cited in Al Azri and Al-Rachedi, p251)) classified authentic materials into three categories as follows:

1. Authentic Listening Materials :

It includes all the materials that enable the learners to see and hear the English language in real context, such as, radio interviews, audio guides, podcasts, cartoons, songs, movies.

2. Authentic Visual Materials :

It means the materials such as, street signs, magazines and newspapers, pictures, post cards. They play an essential role in teaching English and they help the learners to communicate their ideas effectively.

3. Authentic Printed Materials :

It refers to any materials in written form such as sports reports, newspapers, menus, letters, maps, charts.

2.5 Criteria for selecting Authentic Materials

There are five important criteria that must be taken into account when selecting authentic materials:

1. **Authenticity:** the selected material should serve communicative goals.
2. **Accessibility:** the material should be easy for the learner to understand and suitable for the teacher.
3. **Appropriateness:** it should suit the learner's age, level needs and interests.

4. **Applicability:** it should suit the teaching context and makes the objectives attainable.
5. **Adaptability:** it should be adapted to the learners' level, needs and interests.

Segni (2009)

2.6 Types of Authentic Materials

2.6.1 Literature

Literature is “writing that are valued for their beauty of form, especially novels and poetry and plays etc.” as quoted in (Mishan, 2005, p.97). According to her, the use of literature in language learning viewed in the context of evolving attitudes and approaches to the study of literature in the native speaker community.

2.6.1 The Broadcasts Media

As an educational tool, broadcast media enriches the learning experience by allowing students and teachers to connect and interact in new, exciting ways. In addition, it consists of many genres as viewed in Mishan (2005, p.132) that “ the broadcast media offer the most diversified set of genres (news, current affairs, entertainment programmes such as quiz shows, plays, etc).

➤ Television

Television can be used in almost any discipline to enhance learning, both in class and for out-of class assignments, such as short films and television clips can be viewed to reinforce concepts. According to Mishan (2005, p.132) states that the teacher needs to be aware of using television for language learning and create a medium which today' learners are probably the most familiar with. Also, she claimed that television is a universal medium with a recognizable set of genres, and relates learners with target culture language which makes it a valuable resource for learning about culture.

➤ **Radio**

According to Mishan (2005, p.138), the role of the radio in learner's everyday lives affects their use in the language learning classroom. In addition, learners will promote their motivation because they can listen to "their favorite programs or listen to pop songs" (Flowerdew and Miller, 2005, p.167).

In short, the broadcast media enable the students to experience the world beyond their own, especially if the media is sharply different from their local environment.

1.6.3 Computer Software

According to Oxford, advanced learners' dictionary, the computer is "an electronic machine that can store, organize and find information. Moreover, Harmer (2001, p.147) claimed that language software package often supplied on CD-ROM which offers to the learners opportunities to study texts, do grammar exercises, vocabulary, and even listen to the conversation or recorded their own voice.

In conclusion, software is a very useful material in teaching English as well as improving the listening skill in particular with the development of the World Wide Web.

2.6.4 Songs

According to Harmer (2001), "songs are very useful because, if we choose them well, they can be very engaging. Students can fill in the blanks in song lyrics, rearranging lines or verses, or listen to songs and say what mood or message they convey." On the other hand, Mishan (2005, p.200) states that, "A widespread attitude in language teaching is to treat TL songs merely as authentic example of grammar structure." It means that songs will activate students mentally, physically, and emotionally in which will enhance the learners' understanding of the learning material.

2.6.5 Films

Films are considered as the most useful authentic material in the teaching process. According to Mishan, films are "the one that is designed to appeal most directly and fully to our emotions and feelings. It is also the most clearly entrenched in learners' mind as a medium of entertainment" (2005, p.223). It means that when the teacher uses such a film in the class, he enhances the students' learning. Moreover, Tomalin (2000) stated that "working with film, the language learned is not just the language that occurs within it, but also the language 'released' by it in classroom situation." (cited in Mishan, 2005, p.227).

2.6.6 Newspapers

They are printed materials; they can be daily, weekly or monthly. They are the most easily, available and accessible of the new media. According to Mishan (2005, p.154), Newspaper is probably the best single source of information about the contemporary culture of country. Also, with newspaper, they can feel personal involvement with events that happen surrounding the target language (p.161).

2.6.7 The Internet

In the modern time, the internet has become is one of the most powerful and interesting tools all across the world. It provides many facilities such as E-mail , using social media websites, video chatting , and much more as Mishan claimed that is "today ,the largest communication system in the world [...] it is only computer technology to consist of human-to human , rather than human to machine communication."(2005, p.25). For Green (2004) the internet plays a major role in the lives of young people today. Children and youngsters engage in online activities both inside and outside the classroom. (Cited in Camilla, 2001, p.05).

2.6.7 Audio Books

The use of audio books in the classroom is greatly helpful for the students in developing their understanding of complex concepts as it enables them to grasp these concepts quickly and easily. Lyon (2000) stated that, reading out loud can also enhance children' background knowledge of new concepts that may appear in both oral and written language. (Cited in Serafini 2004). It means that reading out loud is an important way to develop children' vocabulary and language capabilities.

2.6.8 Recorded Material

It is a direct aid to many areas of language teaching, listening, speaking and even reading and writing can be introduced through the video cassette recorder. There are many advantages in using video recorder materials. The main ones are:

1. Speakers can be seen, as well as the listeners have all the non-verbal clues to decipher the message (the facial expressions, gestures, body movements).
2. The video cassette recorder helps students see the physical context in which speech is taking place.
3. A variety of listening can be brought to the students in which they might listen or watch speeches, TV programs, and news reports with different accents at different speech.
4. They provide students with the opportunity to hear native speakers especially when the teacher's mother tongue is not English.
5. They are easy to operate and recording can be replayed over and over again environment.

2.7 Advantages of Using Authentic Materials

One of the main Advantages of using authentic materials in the classroom is that learners can begin to develop survival language skills, learning to develop a tolerance of what they cannot understand in order to get as much information as they can from what they do understand. Indeed, they reflect the real use of language in culturally appropriate context. As Clarke regards those authentic materials as useful in language teaching, for the following reasons:

1. They expose learners to real language
2. They are more related to learners' needs.
3. Authentic materials have a positive effect on learners' motivation.
4. They bring cultural information to the students' motivation.

Furthermore, authentic materials enable the learners to hear, read, and produce the language as it is used in the target culture. Richard (2001) accordingly claimed that using authentic materials on the listening skill have a positive effect on the learners' motivation, and they provide authentic cultural information and exposure to real language as well they support creative approach to teaching.(cited in Sabet,2012,p.220).

2.8 Disadvantage of Authentic Materials

Besides the advantages, authentic materials have their drawbacks, in which the main criticism made to these materials is that they are sometimes too difficult for learners of a foreign language to access. According to Martinez (2000, p.6) stated authentic materials difficulties as:

1. They may be too culturally biased; their difficulty represents in culture gap.
2. Too many structures are mixed; it is so difficult for beginners.
3. Accents and dialect vary in listening.

4. The material can be outdated quickly such as news.

Another important disadvantage is poor encouragement of learner interaction with the teacher and other classmates. (Widdwson, 2003) claimed that the lexical difficulty of authentic materials may demotivate students because of the high lexical density, idiomatic language, low frequency vocabulary (cited in Ting-fai, 2011, p12)

In conclusion, we can say that every kind of teaching materials should suit the learners' needs. It will bring them being more closer to the target language that lead in them making the learning process overall and more enjoyable and motivating.

2.9 At which level(s) can authentic material be used?

The main important point when using authentic materials is that we must take into consideration the students' level and needs in order to obtain the highest level of using authentic materials in the classroom. According to Kim (2000) and Kilickaya (2004), authentic materials can be used with advanced and intermediate level learners only. Likewise, Miller (2005) and McNeil (1994) believed that authentic materials can be used even with lower learners' levels it means that teachers must be more aware of selecting the materials needed for the learners' ability and level. (cited in Al Azri 2014)

2.10 The Use of Authentic Materials in the Listening classrooms

Using inappropriate teaching materials makes learners face difficulties in learning a foreign language that learners should be highly motivated to succeed in learning any language. Authentic materials help in motivating the learners to learn the language by making them feel that they are learning the 'real' language (Guariento & Morley, 2001). Whereas Hyland (2003, p.94) states that one of the most important advantages of using authentic materials as a teaching materials is that it increases learner's motivation and reflects positively on the learning process. Also, according to Hedge (2000), as viewed in

Matinee (2000, p.38) ‘’ the teacher should exploit more authentic texts in all levels of language instruction in order to involve students in activities that reflect real-life listening.

In sum up, authentic materials are helpful in developing learners’ listening skill and acquiring the foreign language.

Conclusion

The use of authentic materials in teaching English as a foreign language has a great importance and an effective role in enhancing the learners’ listening skill that is expose them to real language. In addition, authentic materials encourage learners to learn a particular language successfully, because they are dealing with the language in real life.

Chapter Three: FIELD WORKS AND DATA ANALYSIS

Introduction

In this Second Part in our research, which is the practical part that deals with the descriptive study conducted with learners of Third year of foreign languages at Zaghez Djalloul Secondary School. The study describes the learners' attitudes towards the use of authentic materials in enhancing their ability to listen to the English language. We have tried to investigate how teachers have use authentic materials in order to improve their learners' listening level , and we investigate the effectiveness of authentic materials in teaching English at Secondary schools and how it would help them to achieve better results in their listening skill.

In order to conduct our research and confirm our hypothesis, we have used two data gathering tools. We have used a questionnaire for both teachers and Third year learners of foreign languages in order to gather data about the effectiveness of using authentic materials in developing the listening skill, and give appropriate questions to improve the present situation. In addition, we have used the classroom observation in order to collect more information.

3.1 Methodology

3.1.1 Approach / Overall Method

In Our work, we use the descriptive method in order to determine the real facts of our present situation (learners' attitudes towards using authentic materials while listening to English language), and to clarify that learners learn the language if they listen and understand the message because of the effectiveness of teaching the listening skill in the foreign languages classes depends upon the way it is taught.

3.1.2 Population and Sample

In our investigation, we have dealt with 40 students from third year of foreign languages at Secondary schools as a sample where the students' questionnaire aims to find out the students' attitudes towards the use of authentic materials and how it can enhance their listening skill.

3.2 Description and Analysis of the Students' Questionnaire

The Students' questionnaire is divided into three sections which include different questions open and close-ended, providing them with a free space for their personal suggestions.

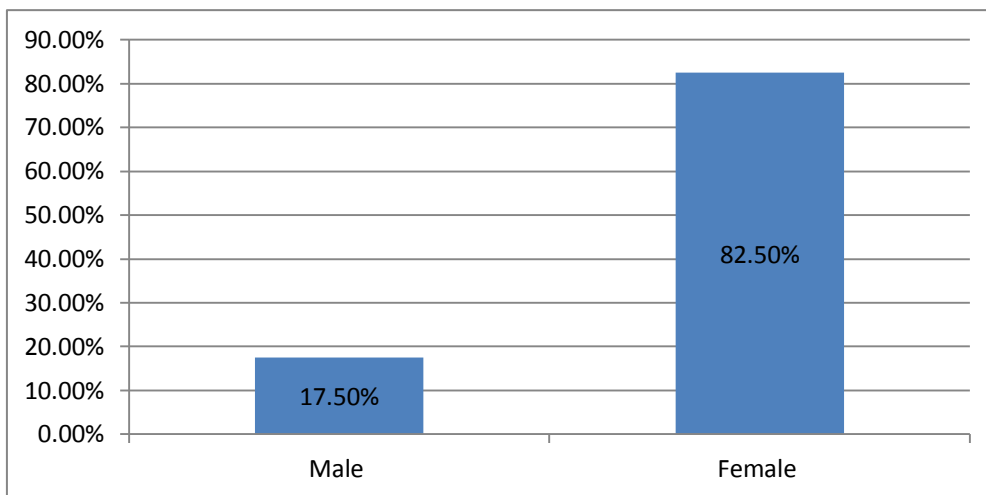
- **Section One:** General information (1 to 3 questions), this section concerns the learners' gender, age, and which English skill they are good at.
- **Section Two:** the use of authentic materials (1 to 7 questions); it seeks to know the learners' attitudes towards learning by authentic materials and the difficulties they encounter while use them.
- **Section Three:** this section (1 to 5 questions)is about the listening skill, which aims to localize the learners' difficulties that may encounter while listening and seeks to know to which extent Third year learners appreciate their attitudes about using authentic materials in learning English .

Section One: General Information

Item 01: Gender

Gender	Male	Female	Total
Number	07	33	40
Percentage	17,5%	82,5%	100%

Table 1: Students' gender



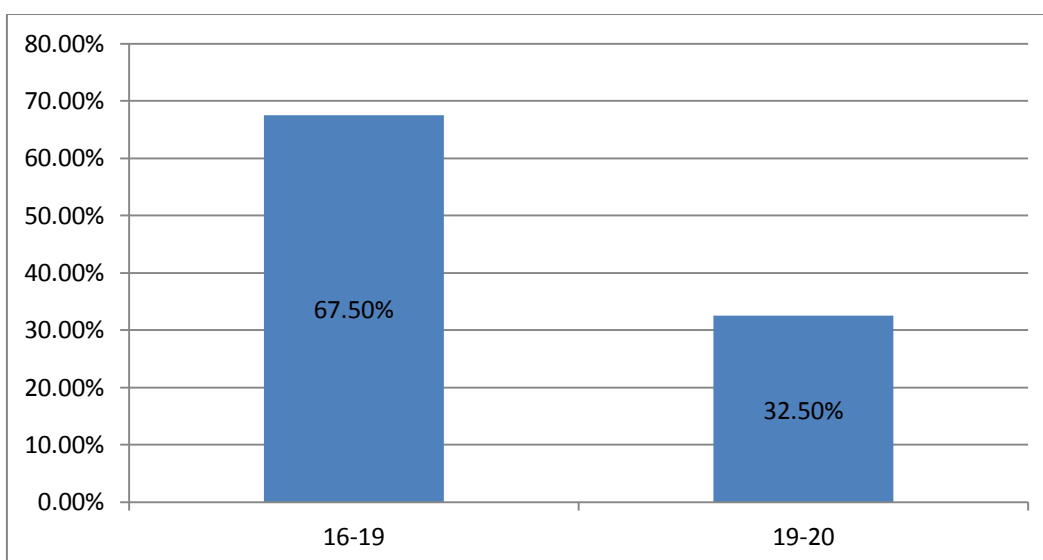
Graph 1: Students' gender

The graph shows that out of 40 learners, 07 (17, 5%) are male and 33 (82, 5%) are female. This means that females are interested to study foreign languages more than males.

Item 2: Students' age

	16-19	19-20	Total
Number	27	13	40
Percentage	67,5%	32,5%	100%

Table 2: Students' age



Graph 2: Students' age

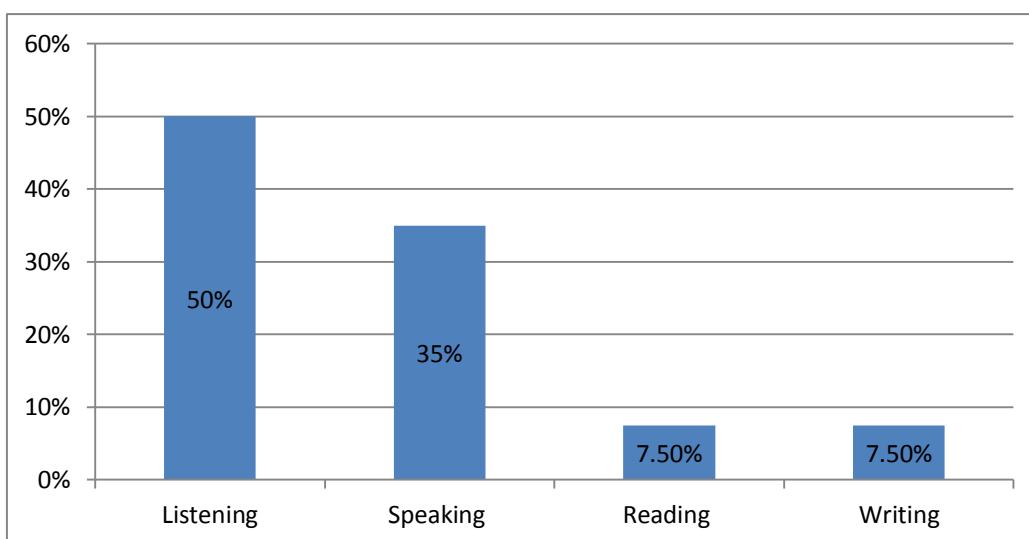
According to the results shown in the graph 02, the students between 16-19 years represented (67, 5%) and the students between 19-21 years are (32, 5%).

Item 3: which English skills are you good at?

	Listening	Speaking	Reading	Writing	Total
Respondents	20	14	03	03	40
Percentage	50%	35%	7,5%	7,5%	100%

Table 3: Students' preferable skill

All the four skills are important to learn a language. The table above explained that (50%) of learners confirmed that listening is the important skill for them, and (35%) opted for speaking, and (7, 5%) for both skills reading and writing.



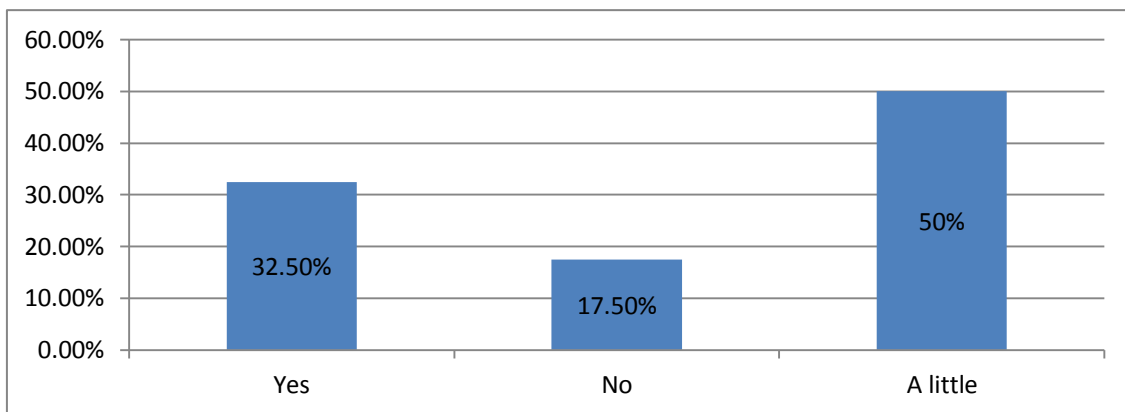
Graph 3: Students' preferred skills

Section Two: Authentic Materials

Item 04: Do you know what Authentic Materials are?

Respond	Yes	No	A little	Total
Participant	13	07	20	40
Percentage	32,5%	17,5%	50%	100%

Table 4: the concept of Authentic Materials



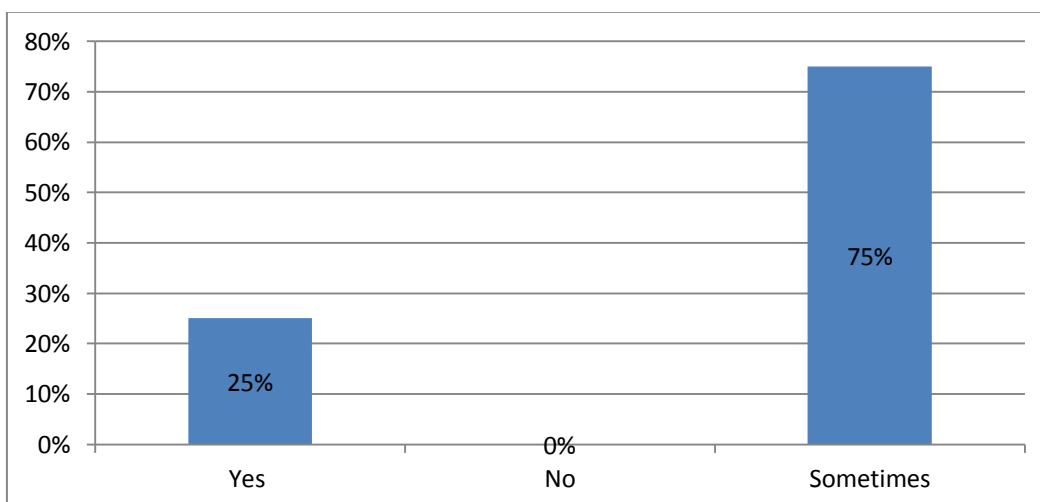
Graph 4: the concept of authentic materials

The results show that (50%) of learners have a little idea of what authentic materials are, and about (32, 5%) of them they just know it as material. Whereas , (17,5%) stated that they do not know it may be as new term (authentic) .The results indicated that the teachers are using such materials in learning the language .

Item 5: Does your teacher use Authentic Materials in the classroom?

Respond	Yes	No	Sometimes
Participant	10	00	30
Percentage	25%	00%	75%

Table 5: Teacher's use of authentic materials in the classroom



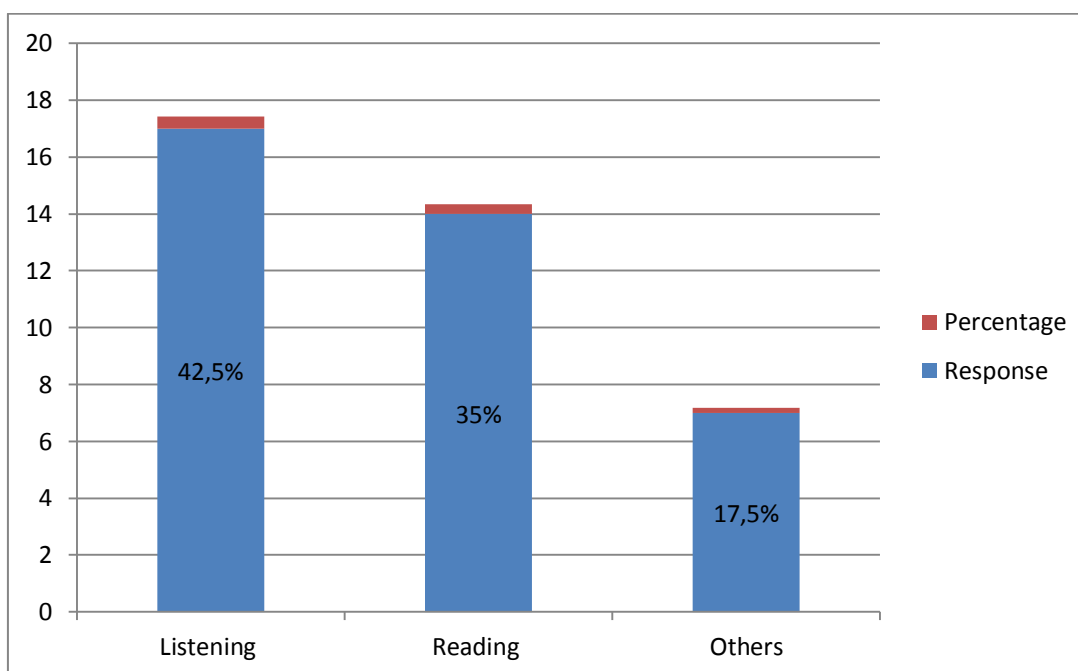
Graph 5: Teacher's use of authentic materials in the classroom

As shown in graph (05), the majority of the learners (75%) declared that their teachers use authentic materials in their class. In contrast, about (25%) said that teachers do not use them which mean that the use of authentic materials in teaching foreign languages is very important.

Item 6: If yes, in which course does your teacher use them?

	Listening	Reading	Others
Response	17	14	07
Percentage	42,5%	35%	17,5%

Table 6: The teachers' use of Authentic Materials



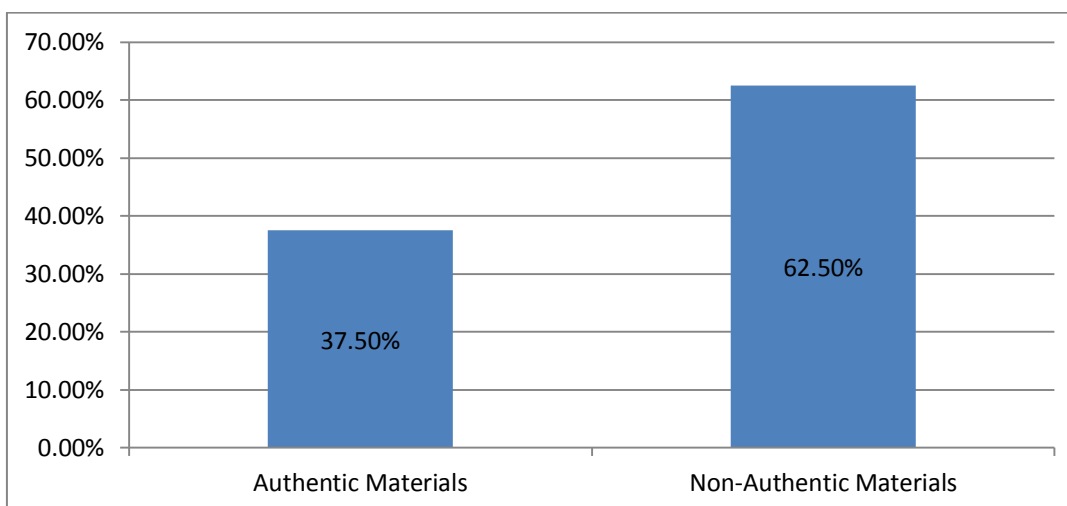
Graph 6: the teachers' use of Authentic Materials

The graph shows that(42,5%) of learners stated that their teachers mostly use authentic materials in listening courses because it develops their pronunciation of words , and about(35 %) of them in reading classes .Whereas ,(17,5%) of learners said that their teachers use authentic materials in other skills.

Item 7: which kind of Materials does your teacher often use in the classroom?

	Authentic Materials	Non-Authentic Materials
Response	15	25
Percentage	37,5%	62,5%

Table 7: Types of Authentic Materials



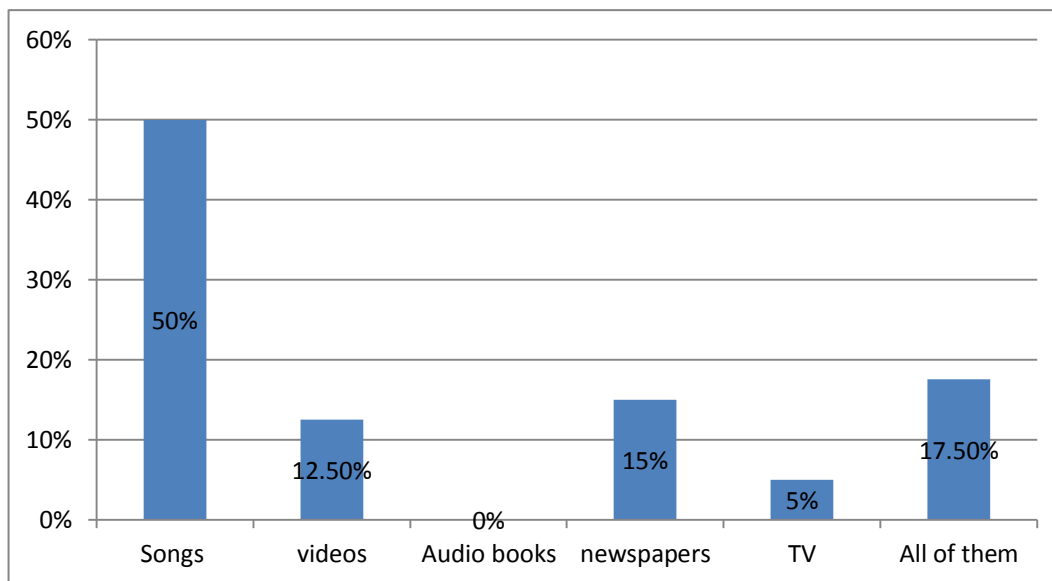
Graph 7: Types of Authentic Materials

The results show that the majority of teachers (62, 5%) in secondary schools do not use authentic materials in their classes. However, about (37, 5 %) use them.

Item 08: what are the Authentic Materials you prefer most?

	Songs	Videos	Audio books	newspapers	TV	All of them
Response	20	5	0	6	2	7
percentage	50%	12,5%	0%	15%	5%	17,5%

Table 8: The learners most preferred Authentic Materials



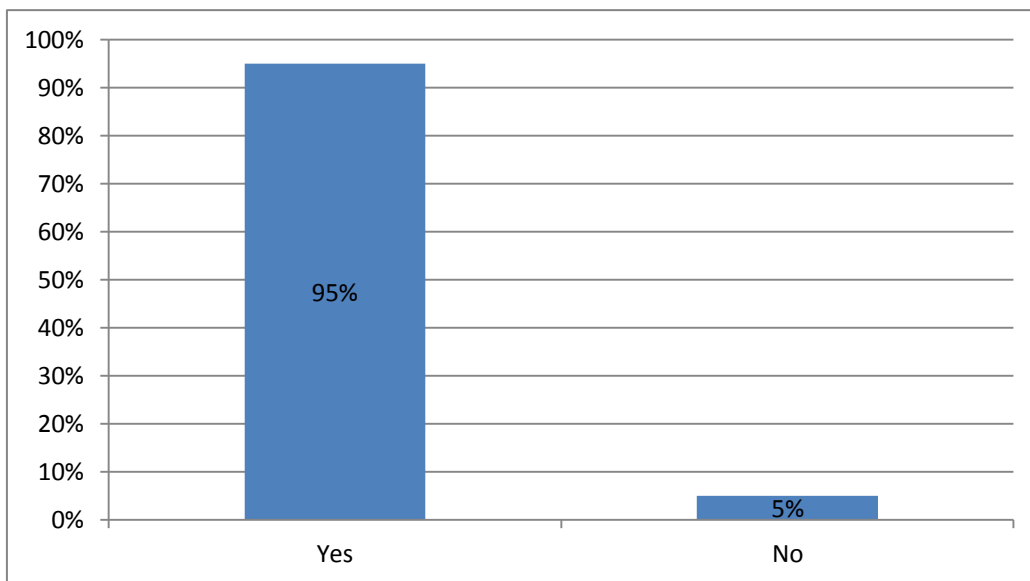
Graph 8: The learners most preferred Authentic Materials

In this question, the majority of the learners (50%) prefer to use songs as useful authentic materials, and about (12, 5%) prefer to use videos and none of them choose audio books. Then, (15%) of learners prefer newspapers, while (05%) prefer TV. However, there are (17, 5 %) of learners prefer to use all the different kinds of Authentic Materials in developing their listening skill.

Item 9: In your opinion, is the use of authentic materials necessary in learning the listening skill?

	Yes	No
Response	38	2
Percentage	95%	5%

Table 9: Learners' attitudes towards the use of Authentic Materials



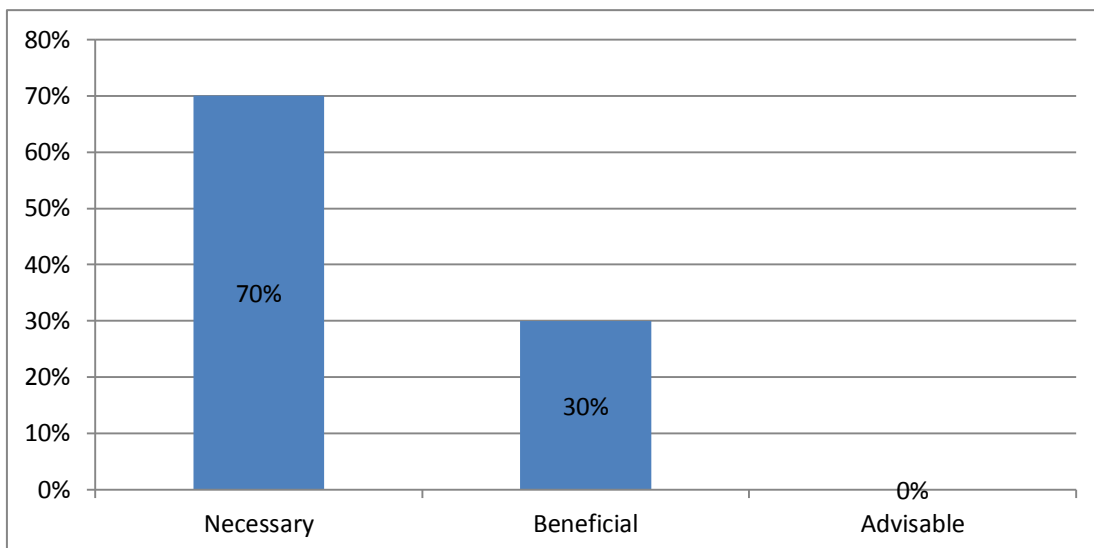
Graph 9: The learners' attitudes towards the use of Authentic Materials

According to results, the majority of the learners (95%) confirmed that the use of Authentic Materials is necessary in learning the listening skill. Whereas, only (5%) they see that they do not consider them as a necessary materials.

Item 10: How do you consider Authentic Materials to be?

	Necessary	Beneficial	Advisable
Response	28	12	0
Percentage	70%	30%	0%

Table 10: Learners 'reasons of using Authentic Materials



Graph 10: Learners' reasons of using Authentic Materials

According to the results show in the table, (70%) of learners consider the use of Authentic Materials as necessary materials in teaching foreign language, while, (30%) consider them as beneficial materials. Whereas, no one considers them as advisable materials.

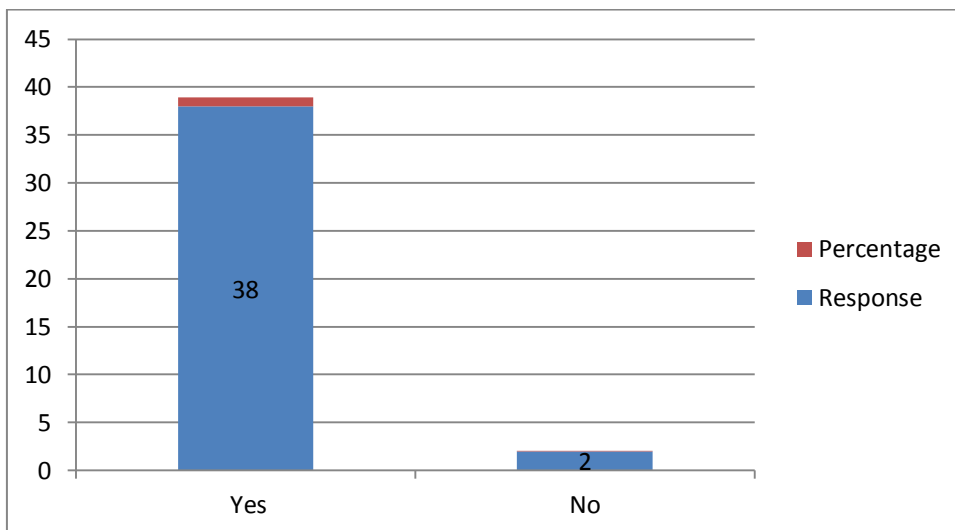
The second part of this question is about the learners' justification that is only 24 of learners make their opinions ; that is following , they stated that , the use of authentic material is necessary because it motivates them as well as it meets their needs . In addition, they claimed that the use of authentic materials in class helps them to improve their language skills. As for the students who stated that authentic materials are beneficial in learning a foreign language in terms of acquiring new vocabularies, enhancing their pronunciation problems, etc.

We illustrate from the results that the use of authentic materials is very important in the teaching process because they motivate the learners and help to develop vocabulary, correct grammar mistakes, and develop cognitive skills and their level in acquiring different knowledge, also achieve the course easily.

Item 11: Students' listening difficulties to Authentic Materials

	Yes	No
Response	38	2
Percentage	95%	5%

Table 11: Students 'listening difficulties when using Authentic Materials



Graph 11: Students' listening difficulties when using Authentic Materials

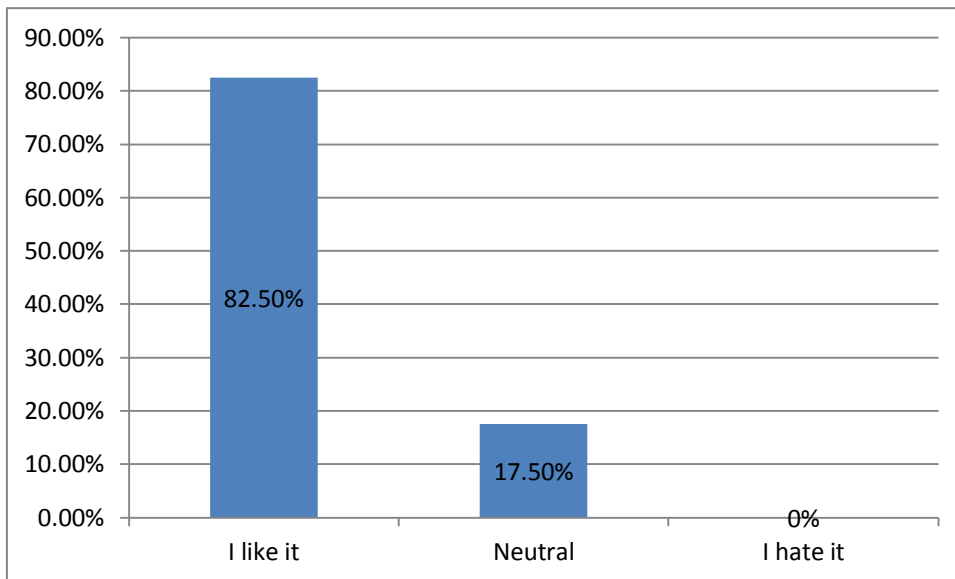
The data in table 11 show that the majority of the learners (95, 5%) face difficulties when they listen to the English language. On the other hand, there is a small percentage (5%) of learners who do not have difficulties when they listen to English.

The second part of this question was for the 38 participants who claimed that they have difficulties when listening to authentic materials. The results are as follows; 34 respondents justified their difficulties as a result of the manner of pronouncing. Two respondents stated that their difficulties are due to the rapidity of speaking, and other two learners said that difficulties refer to the difficult words.

Item 12: How do you find listening to Authentic Materials?

	I like it	Neutral	I hate it	Total
Respondents	33	07	0	40
Percentage	82,5%	17,5%	0%	100%

Table 12: Students' attitudes towards listening to Authentic Materials



Graph 12: Students' attitudes towards listening to Authentic Materials

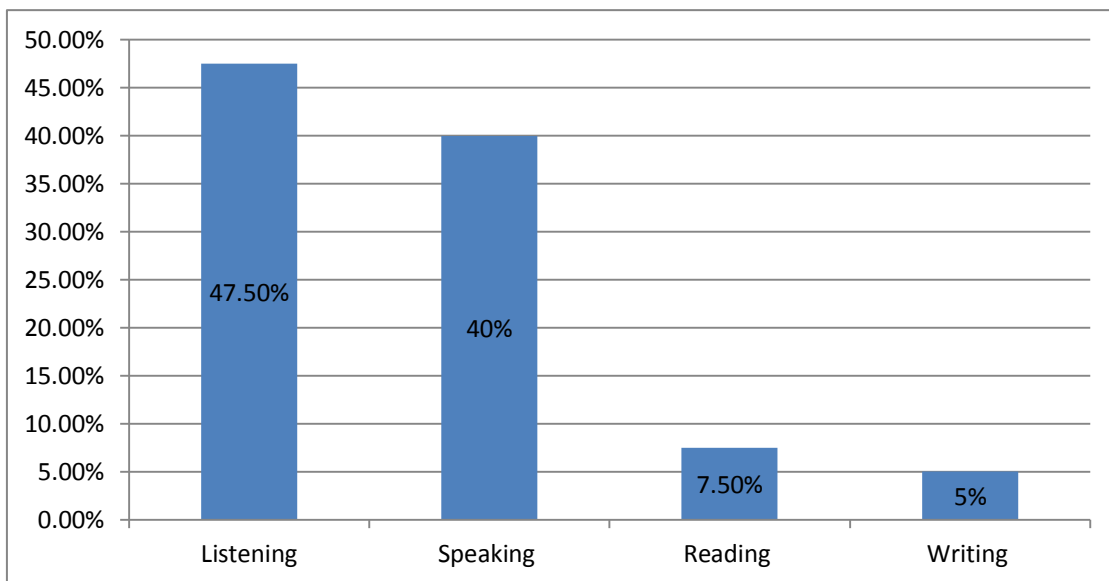
The results in the table and in the graph show that the majority of learners (82, 5%) like the use of authentic materials in listening to English, and about (17, 5%) have neutral attitude, while; those who did not like are about (0%). This means that the learners have a positive attitude about using authentic materials in developing their listening skill.

Section Three: The Listening Skill

Item 13: what English skills are you interest in more?

	Listening	Speaking	Reading	Writing	Total
Respondents	19	16	3	2	40
Participants	47,5%	40%	7,5%	5%	100%

Table 13: The students' interesting skills



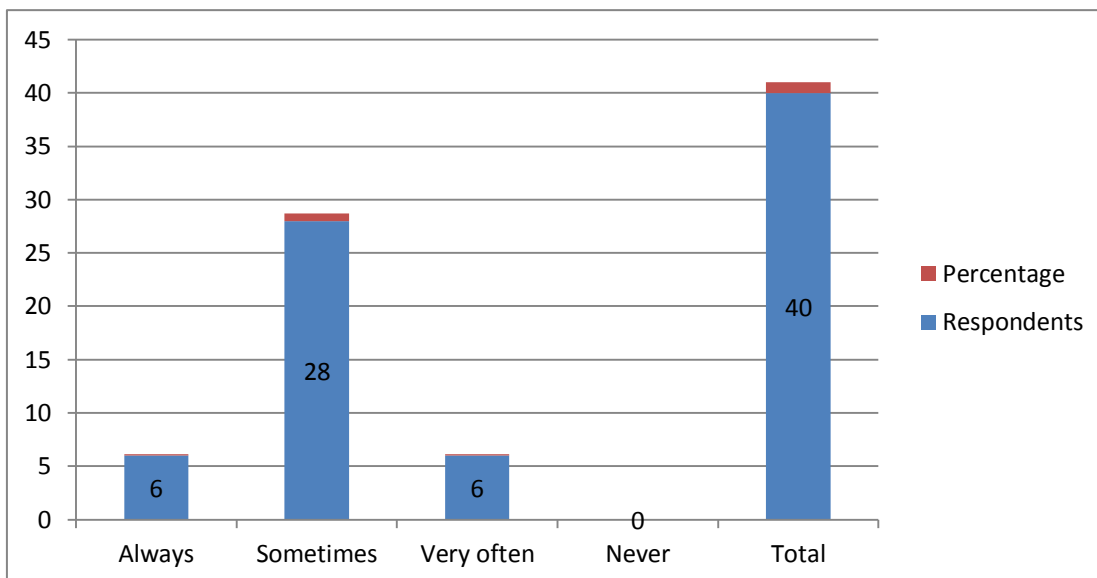
Graph 13: The students' interesting skills

Table 13 shows that listening has a high percentage (47, 5%), and for speaking (40%). Next skill is reading (7, 5%); whereas, writing has a smaller percentage (05%). The results signify that listening and speaking are the most interesting skills for the learners in the process of learning English in which the students should be more aware o the importance of the four language skills.

Item 14: How often do you practice the listening skill?

	Always	Sometimes	Very often	Never	Total
Respondents	6	28	6	0	40
Percentage	15%	70%	15%	0%	100%

Table 14: Students' view about practicing the listening skill



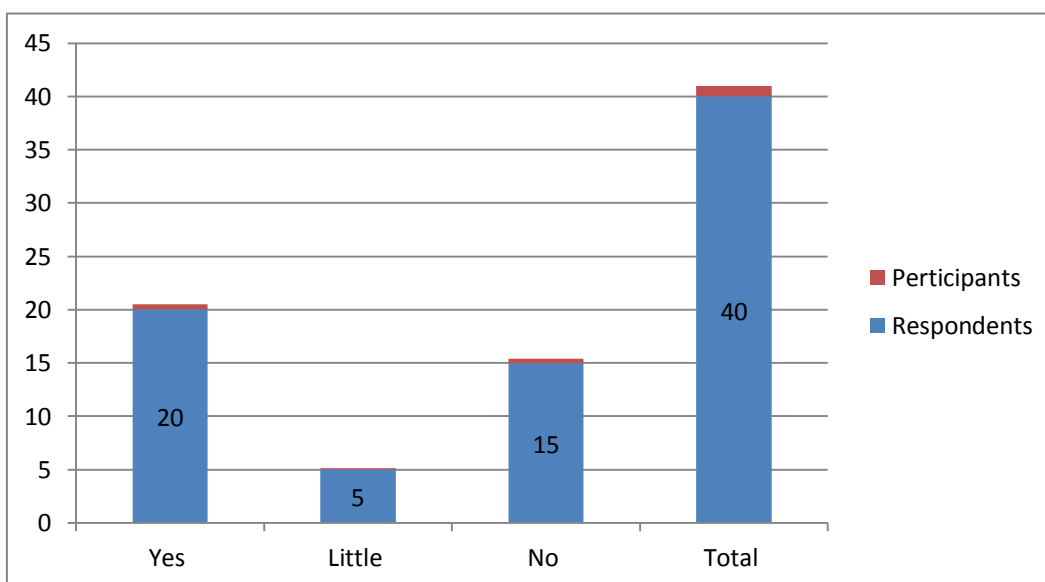
Graph 14: Students' view about practicing the listening skill

The table above shows that (70%) of learners said that their teachers "Sometimes" practice with them listening activities by using authentic materials, and about (25%) opted for both "Always" and "Very often". While, no one said "never" (0%). From these results, we can conclude that some teachers are more aware of using authentic materials in their classrooms. Because of the time consuming and of syllabus constraints.

Item 15: Do you find difficulties while listening?

	Yes	Little	No	Total
Respondents	20	5	15	40
Participants	50%	12,5%	37,5%	100%

Table 15: Students' listening difficulties



Graph 15: Students' listening difficulties

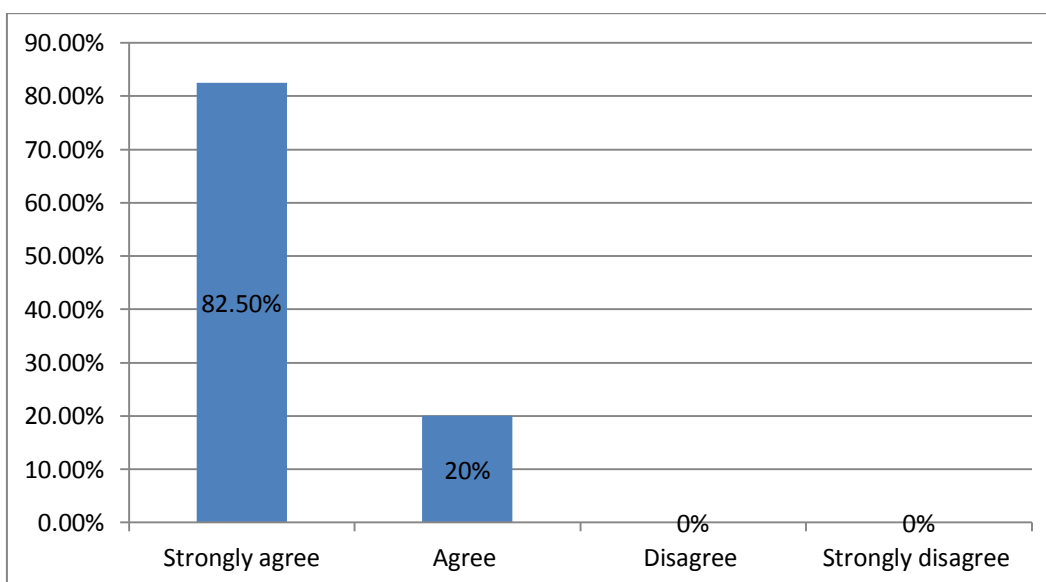
The analysis of question fifteen indicates that (47, 5%) of learners face difficulties in listening to authentic materials and about (25%) said that they have a little difficulty. In contrast,(37, 5%) stated that they do not face any difficulties. This means that authentic materials are not an easy task in learning the language due to their difficulty.

The answers illustrate that the majority of Third year's learners have difficulties in listening skill. The results are as follows; difficulties concerning the speed of speech that is too difficult for them to understand a correct pronunciation and deliver the meaning.

Item 16: Are Authentic Materials important in learning English?

	Strongly agree	Agree	Disagree	Strongly disagree	Total
Respondents	33	08	0	0	40
Percentage	82,5%	20%	0%	0%	100%

Table 16: Students' attitude about authentic materials' role in learning English language



Graph 16: Students' attitudes about authentic materials' role in learning English

The above results indicated that (82, 5%) strongly agree that authentic listening materials are important in learning English language , and about 20% of learners agree with the view that listening comprehension is important in learning the English language .

Item 17: what kind of Materials do you suggest for your teachers to teach you during the listening sessions?

At the end of the questionnaire, we left some space for students' suggestions for their teachers to use since different types of authentic materials during the listening session in order to develop their listening skill. The suggestions are follows:

- ❖ Listen to songs and podcasts
- ❖ More audio visual aids , video tapes , and audio tapes
- ❖ Different kinds of images, photographs, documentaries for acquiring vocabulary.
- ❖ Bring us TV programs, radio broadcasts.
- ❖ Watch films to gain the right pronunciation and vocabulary.

2. Teachers' Questionnaire

2.1. The sample of the teachers' questionnaire

The questionnaire was administrated to (05) teachers at Zaghez Djalloul Secondary school at BISKRA. The aim of this questionnaire is to find the teachers' attitudes towards using authentic materials in listening activities and how authentic materials will help the learners improve their learning of English.

2.2. Description of teachers' questionnaire

This questionnaire is divided into three sections and has been handed to 5 teachers. It contained different questions, open and close ended.

Section one:

General information: (2 questions), this section indicates the teachers' gender, degree of teaching English, and so on.

Section Two:

Teachers' attitudes about the listening skill (1 to 3 questions), the aim of this section is to obtain information about the listening skill and the difficulties that the learners face while listening to English language.

Section Three:

The use of authentic materials in teaching English (1 to 6 question), this section presents the selection of the authentic materials and their effects on learning the English language, focusing most in the listening skill.

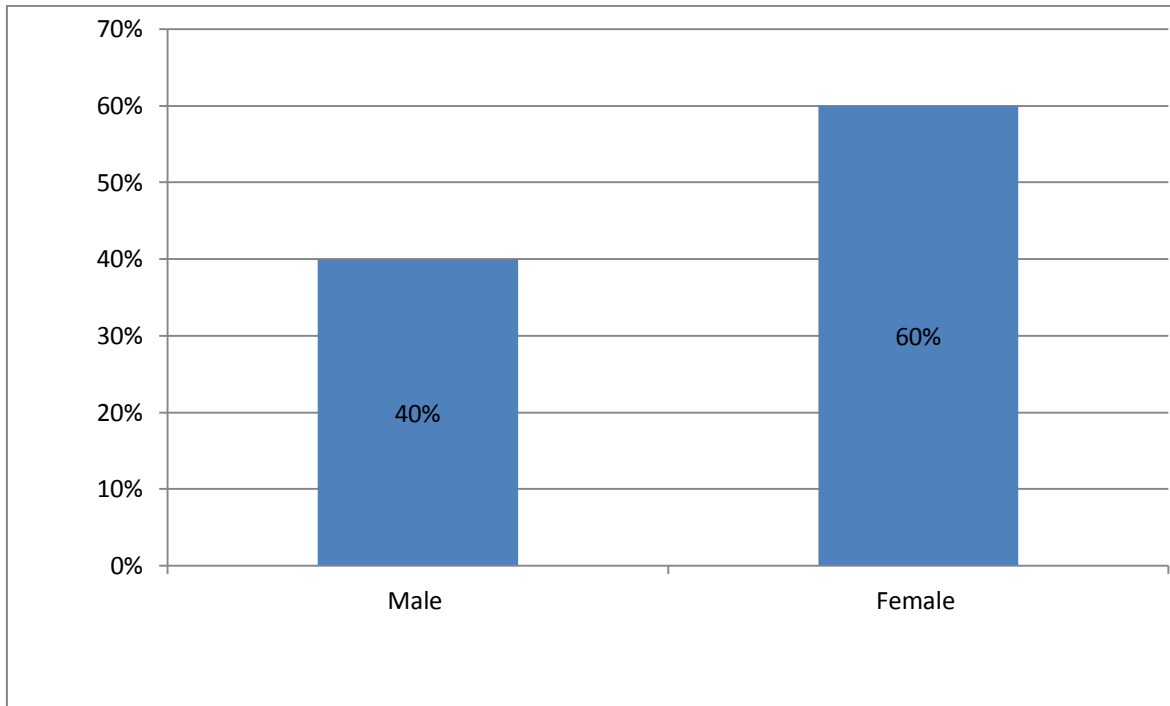
2.3. Analysis of teachers' questionnaire

Section one: General Information

Item 01: It's about gender

	Male	Female	Total
Participants	02	03	05
Percentage	40%	60%	100%

Table 17: Teachers' gender



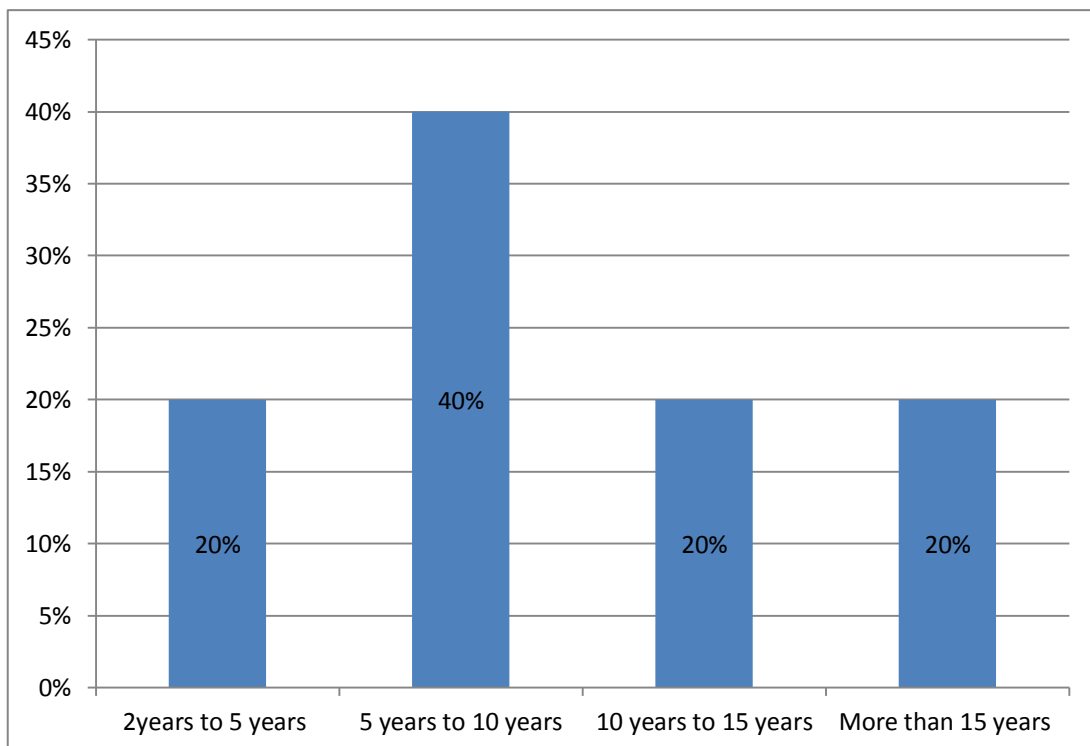
Graph 17: Teachers' gender

The results of this question show that the number of female teachers is (60%), while (40%) of them are male. We can conclude that most teachers are females.

Item 02: How long have you been teaching English?

	2years to 5 years	5 years to 10 years	10 years to 15 years	More than 15 years	Total
Participants	01	02	01	01	5
Percentage	20%	40%	20%	20%	100%

Table18: Teachers' experience in teaching English



Graph 18: Teachers' experience in teaching English

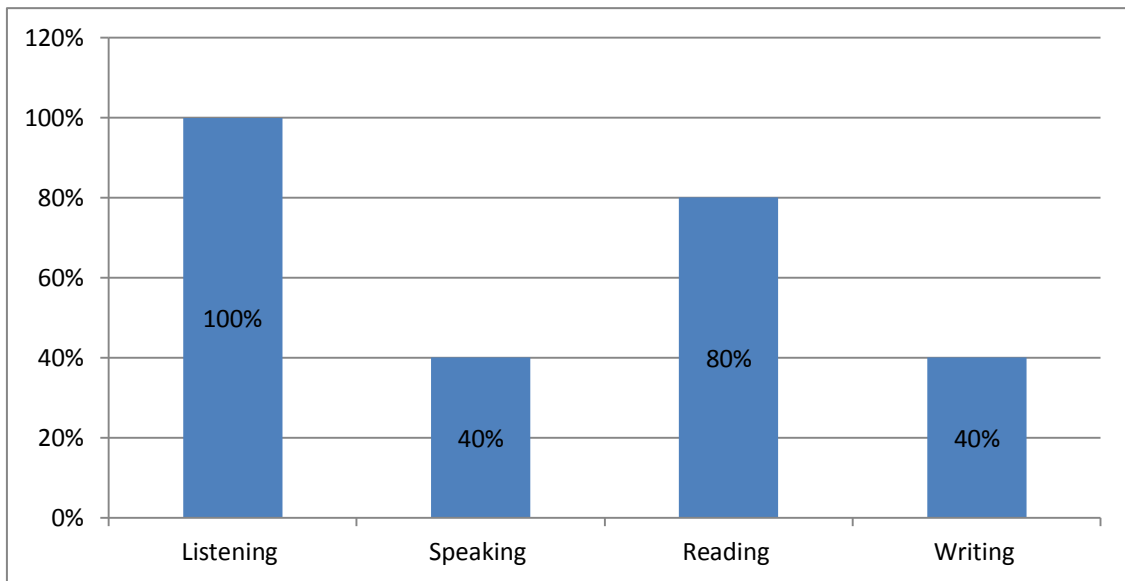
The table shows that (40 %) of teachers have a long time (from 16 to 24 years) in teaching English. While,(20%) of them have 8 years of teaching; and about 20% of them have just 03 years of teaching English.

Section Two: Teachers' attitudes about the listening skill

Item 3: In teaching English, what is the skill you focus on more?

	Listening	Speaking	Reading	Writing	Total
Respondents	05	02	04	02	05
Participants	100%	40%	80%	40%	100%

Table 19: The importance of language skills for teachers



Graph 19: The importance of language skills for teachers

The table reveals that all the teachers (100%) give much importance for the listening skill; they consider listening to be more important than the other skills, and about (80%) for the reading skill. Whereas, about (40%) for both skills speaking and writing. We understand from the results that the listening and reading skills are important skills in teaching and learning a foreign language in secondary schools.

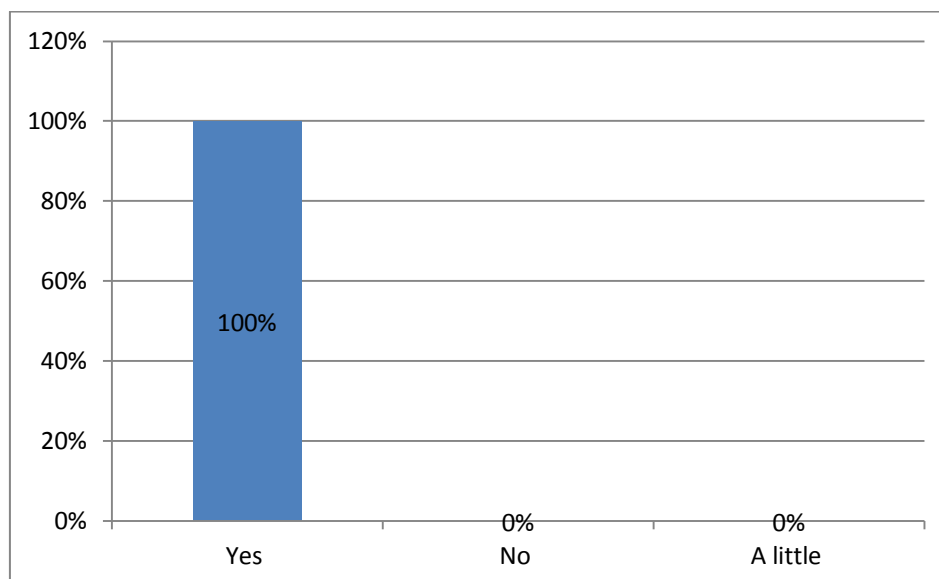
The second part of this question is about the justification of the previous question. Only three teachers give their own opinions about the most important skills. Their answers are as follows:

- ❖ The four language skills must be integrated.
- ❖ All the language skills are important to learn a language and we cannot separate them.
- ❖ Listening and speaking represent the final output of the learners (production).

Item 02: Do you find that listening is difficult to teach for the learners?

	Yes	No	A little	Total
Respondents	05	00	00	05
Percentage	100%	00%	00%	100%

Table 20: Teachers' opinions about the difficulty of teaching the listening skill



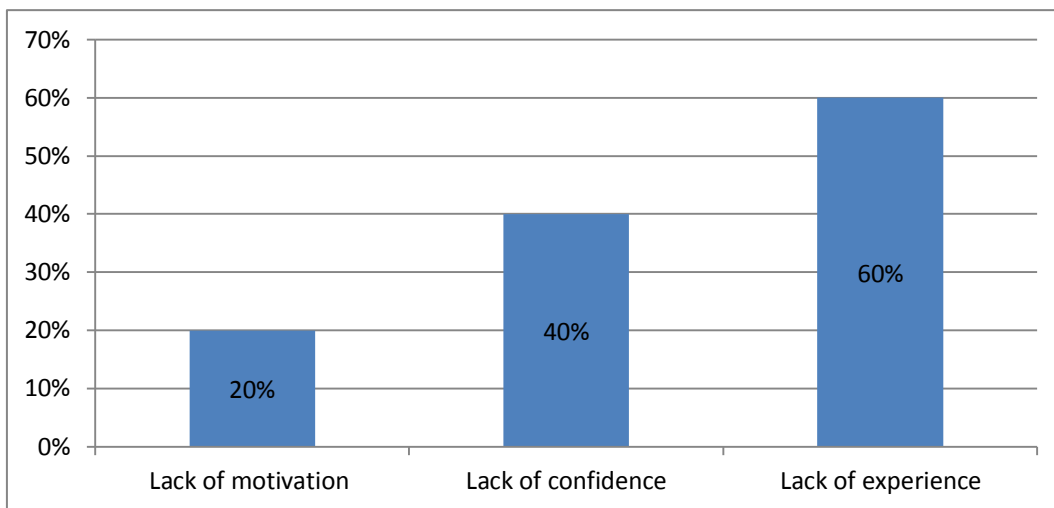
Graph 20 : Teachers 'opinions about the difficulty of teaching the listening skill

All the teachers (100%) answered that listening is a difficult skill for learners because it needs more attention and a lot of practice to help learners become good listeners.

Item 03: what kind of difficulties do your learners face while listening?

	Lack of motivation	Lack of confidence	Lack of experience	Total
Respondents	02	02	03	05
Participants	20%	40%	60%	100%

Table 21: Teachers' attitudes about the learners' difficulties in listening to English



Graph 21: Teachers' attitudes about the learners' difficulties in listening to English

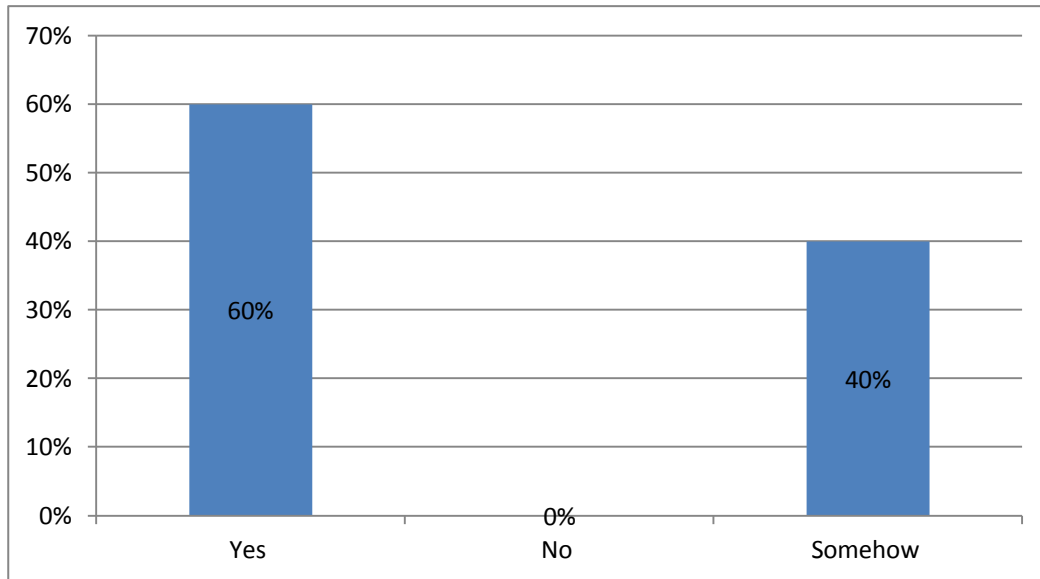
As shown in the table above (60%) of teachers state that the major difficulty for the learners while listening is due to the lack of experience and (40%) of them found difficulty in a lack of confidence. In addition, about (20%) of learners face difficulties because of the lack of motivation. This signifies that most of the learners face the difficulty of the lack of motivation, lack of confidence, and lack of experience due to the lack of training in improving their listening skill in learning a foreign language.

Section Three: Authentic Materials

Item 4: Do you prefer to use authentic materials in your class?

	Yes	No	Somehow	Total
Respondents	03	00	02	05
Percentage	60%	00%	40%	100%

Table 22: The Teachers' preferred type of Authentic Materials



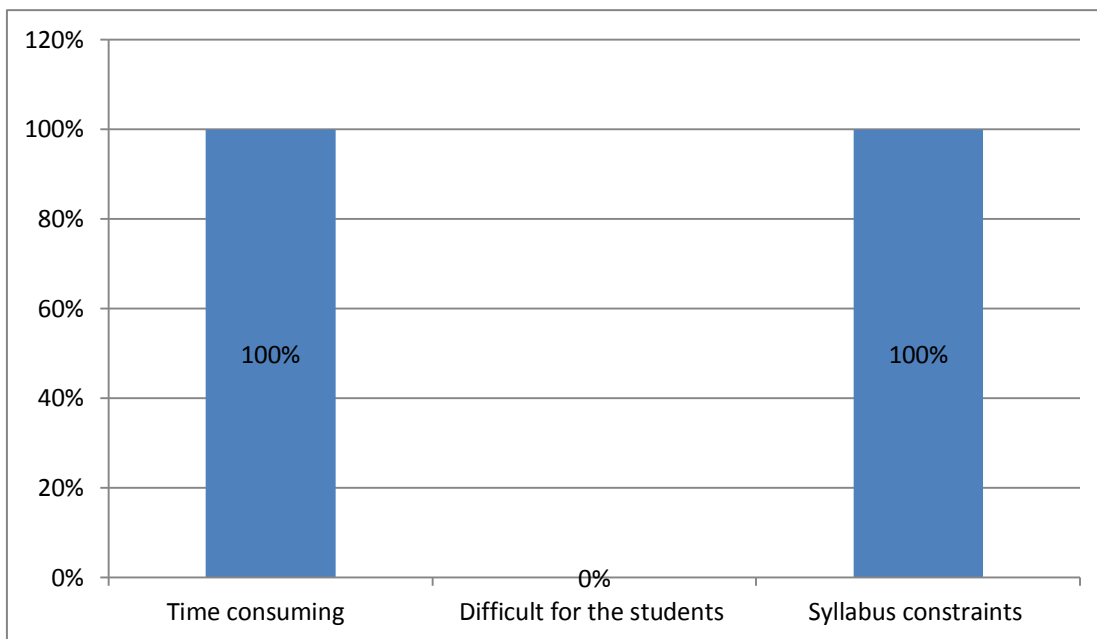
Graph 22: The Teachers' preferred type of Authentic Materials

From the table, it is clear that (60 %) prefer to use authentic materials in their classes because they are more important in teaching a foreign language, which help learners to strength the learning process. Whereas, (40%) prefer to use them from time to time.

Item 5: why do not prefer to use Authentic Materials?

	Time consuming	Difficult for the students	Syllabus constraints	Total
Respondents	05	00	05	05
Percentage	100%	0%	100%	100%

Table 23: The teachers' reasons of not using authentic materials in class



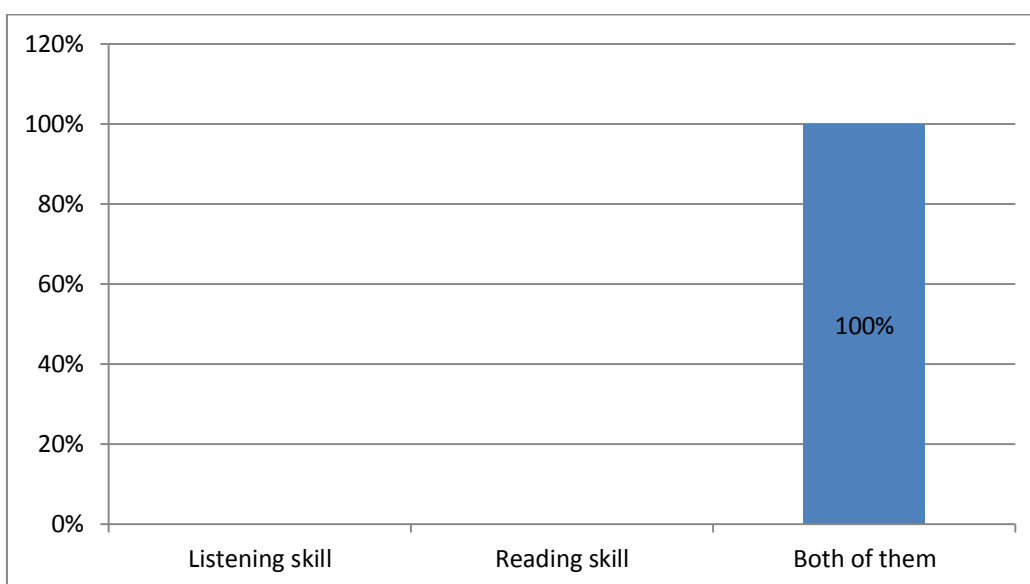
Graph 23: The teachers' reasons of not using authentic materials in class

As shown in the table, the analysis of the data indicated that (100%) all the teachers do not prefer to use authentic materials in teaching foreign language because of time and the syllabus constraints that is too difficult to apply in the classroom.

Item 6: In which skill would you use such materials?

	Listening skill	Reading skill	Both of them	Total
Respondents	00	00	05	05
Percentage	00%	00%	100%	100%

Table 24: the interesting skills for teachers to use Authentic Materials



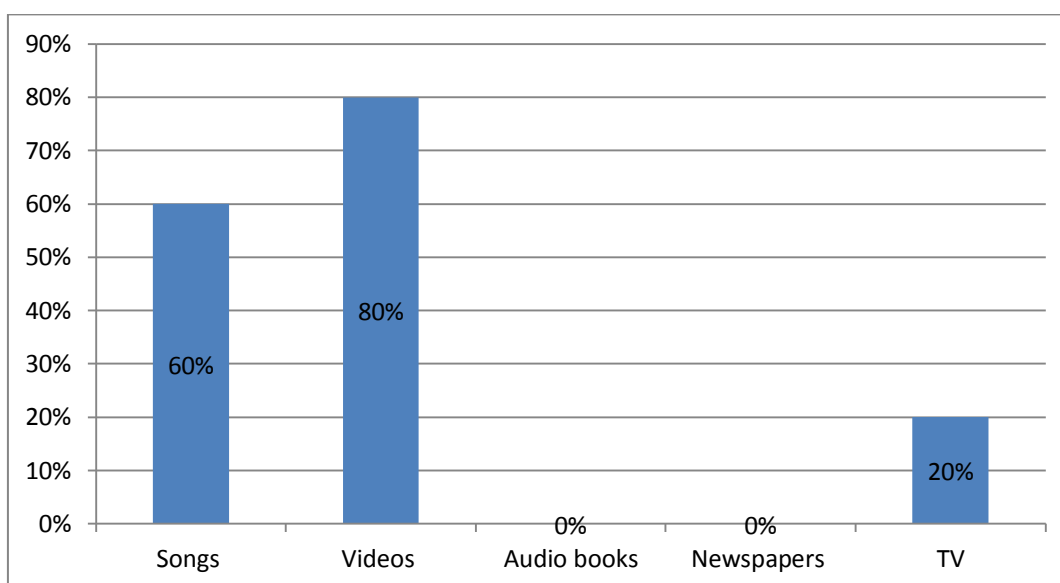
Graph 24: The interesting skills for teachers to use Authentic Materials

It can be seen from the table that (100 %) of teachers focus more on both skills reading and listening as a productive skills, and the use of authentic materials in both skills makes the learners be good listeners and readers.

Item 7: What are the sources that you would use to obtain Authentic Materials?

	Songs	Videos	Audio books	Newspapers	TV	All of them	Total
Respondents	03	04	00	00	01	05	05
Percentage	60%	80%	00%	00%	20%	100%	100%

Table 25: The sources of Authentic Materials



Graph 25: The sources of Authentic Materials

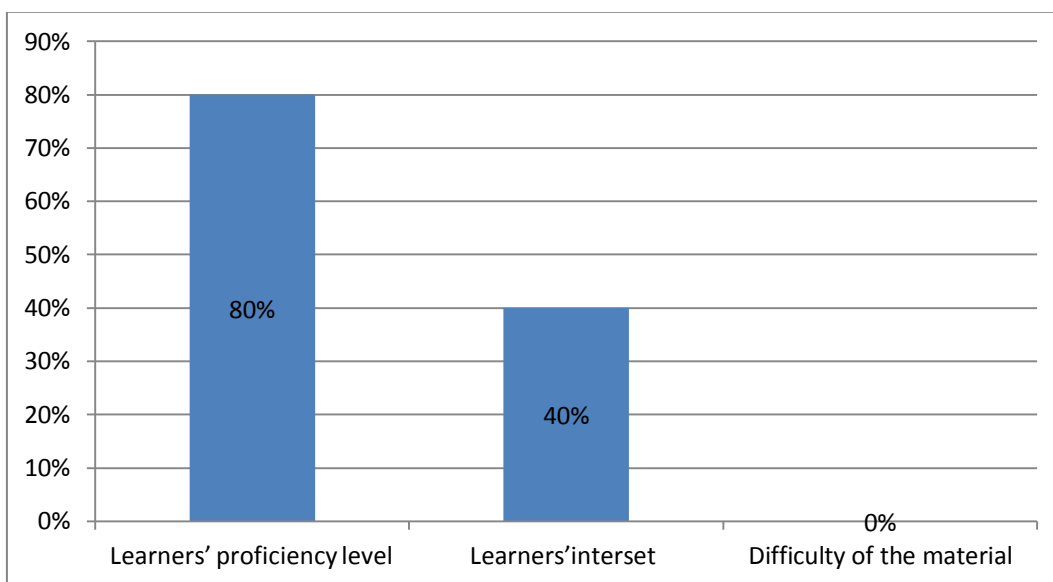
The graph represents the different sources of authentic materials that teachers prefer to use; all the teachers (100%) indicated that they would use all the different sources because all of them are important in learning a foreign language. While, (80%) of them would use videos, and about (60%) would use songs.

The analysis of these results illustrates that all the different kinds of authentic materials are important sources in teaching English; the videos, songs, and audio books are the primary useful sources for authentic materials; TV comes second, newspapers are the last.

Item 08: what criteria do you rely on when selecting Authentic Materials?

	Learners' proficiency level	Learners' interse	Difficulty of the material	Total
Respondent	04	02	00	05
Percentage	80%	40%	00%	100%

Table 26: The Criteria for selecting Authentic Materials



Graph 26: the Criteria of selecting Authentic Materials

From the table, it is clear that the majority of teachers (80 %) take into consideration the learners' proficiency level, and about (40 %) of them focus on the learners' interest when selecting authentic materials. Whereas, there is no teacher who takes into consideration the difficulty of the materials. This indicates that the teachers pay more attention to the learners' proficiency level when they select authentic materials.

Item 09: Have you found the use of authentic materials as an effective tool for teaching and developing the listening skill?

The last question reveals the teachers' opinions about the use of authentic materials as an effective tool for teaching and developing the listening skill. They mention that the use of authentic materials will help the learners pronounce to the words correctly and understand the native speakers easily; also, they can create motivation and interaction

within groups. Moreover, they add that authentic materials are needed to clarify and facilitate the pedagogical process in order to achieve the lesson's objectives in short time. In short, they involve the learners in real situation.

3. Results of Classroom Observation

3.3.1. Description of the Observation

In addition to the questionnaire method, classroom observation has been used. The aim was to investigate the effective use of the authentic materials and techniques in teaching the listening skill. Moreover, the observation was used with the Third year learners of foreign language classes at secondary school. It lasted from 09 /17 April 2017 with the same teacher and learners. We attended five sessions, two with the use of authentic materials (audio video) with different topics, and the other sessions without the use of authentic materials. Furthermore, the observation was aimed to describe and investigate the learners' attitudes towards the use of authentic materials while listening.

3.3.3. The Classroom Observation Analysis

We observed from the first moment that the teacher maintained a friendly atmosphere of learning. For the sessions that the teacher did not use authentic materials, we had observed the following:

- The teacher presents an overview of the lesson, and make clear objective of the lesson. He kept using the same facial expression from the beginning till the end of the course.
- The learners seemed passive; they are not interested to the subject; they feel bored and confusing.

- When explaining the lesson, the teacher used the bored from time to time to introduce some ambiguous words.

In brief, the session was not motivating because of the teacher traditional method that can led the learners' lack of interesting and motivation at class.

On the other hand, we have attended two sessions in which the teachers used audio video.

- The videos used in each session were different and varied. For example, the first session included a video about story (episode) titled "Ancient Egyptian Civilization", and the second about "English Pronunciation". These two sessions were attended with foreign language learners. After attending all the sessions with the video use, our observation revealed that:
 - The teacher selected the materials appropriately to state his lesson purpose as he make a preparation for listening to it; for example, he selected a video about "Ancient Egyptian Civilization" in order to make the students identify some vocabulary items.
 - He also chooses a video according to his learners' level and abilities. Indeed, he taught with videos that have simple and clear native speakers'pronouciation.
 - He repeated the video many times to let the chance for all the students to understand its content.
 - Videos have the advantages to contain both images and sounds that may contribute to facilitate students'comprehansion of their teachers' objectives.
 - Learners were engaged to recording material from the beginning of the session till the end.

- The learners engaged well with the use of such materials as a result they get many words

The main results

- Lesson objectives are stated clearly in behavioral terms.
- Authentic materials and learning activities were appropriate.
- Students' participation encouraged.
- Error correction and feedback was appropriate.
- Use of variety of materials suitable to objectives and functional level of students.

Conclusion

The analyses of the students and teachers' answers of the questionnaires in addition to the classroom observations shows that authentic materials have an important role in enhancing the learners' listening skill. Moreover, this study has shown that Third Year pupils of foreign languages in secondary schools are more aware of the difficulties that they face while listening to English language. We conclude that the majority of the learners have a positive attitudes towards the use of authentic materials in learning English language because they help them to progress their listening skill. Also, the teachers use different types of authentic materials in order to develop the learners' interest and motivation.

Recommendation

The following recommendations are directed for the Secondary English Language teachers and students, and suggestions for further research:

- ❖ Teachers should use Authentic Materials than can expose the learners to real language to use.
- ❖ The most common sources of Authentic listening Materials are videos, songs, and the use of TV. The teachers had better to use these sources to obtain Authentic listening Materials.
- ❖ In order to provide learners with appropriate Authentic Materials teachers are have to consider some criteria such as learners' interest, levels, and abilities.
- ❖ Authentic Materials needs designing appropriate tasks and activates the use with it in the classroom.
- ❖ Providing training for foreign language teachers on selecting and creating suitable authentic listening activities.
- ❖ The use of Authentic listening Materials gives more accurate and impression of a subject matter.
- ❖ Helping learners in choosing the appropriate Authentic Materials would enhance them positively in practicing the listening skill.
- ❖ Teachers should design a material and implement in the classroom to investigate the learners' weaknesses in improving their listening skill.

General Conclusion

The investigation carried out throughout this study has attempted to confirm our hypothesis stated in the introduction which claimed that, through an effective use of authentic materials, the learners' listening ability will be improved and enable them to develop a large extent. Our research mainly examined the secondary schools students' and teachers' attitudes towards the use of authentic materials as a teaching aid in foreign language classes to have positive effect on improving the learners' listening skill.

Chapter one of this research was a general overview on listening skill, and its types, stages, as we highlights the importance of listening in foreign language learning because of learning a foreign language depends on the four language skills especially the listening skill in which it requires more effort and concentration.

The second chapter of research shows that the use of authentic materials in teaching English as a foreign language classes has positive effect on students' listening ability which allow them to benefit from the exposure of real language being used in a real context. In addition, authentic materials stimulate the learners' interest more than the book material.

After investigated the practical part which contains the analysis of teachers and students questionnaires. Based on the results that the research obtained from the questionnaires, this research resulted in the following: the majority of secondary learners face difficulties when they listen to English language. So, teachers have to use such materials to improve their listening comprehension .Also, the research found that authentic materials had positive effect on enhancing the learners' listening skill while these materials are used. The result of students' questionnaire shows that students have positive attitude towards authentic materials as they consider them are helpful and necessary in learning the

listening skill. As we had used the classroom observation to prove our hypothesis; the results show that the use of authentic listening materials gives more accurate impression of a subject matter.

The practical study of this research shows that both teachers and teachers appreciate the use of authentic materials in the classrooms. Furthermore, the majority of learners face some difficulties when listening to authentic materials. Other factors that contribute to this problem include lack of motivation, and training.

Finally, we argued that using authentic materials in the teaching process has a positive effect on developing the learners listening skill as they agreed that authentic materials are the best strategies in teaching English as foreign language.

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Appendixes

Appendix A :

Student's Questionnaire

Dear students,

The following questionnaire is a part of my dissertation which is about the learners' attitudes towards the use of authentic materials in enhancing the listening skill. We direct this questionnaire to find out your attitudes towards using authentic materials in listening skill, and how they help you to improve your learning the English language.

So, please, tick (✓) the appropriate answer or give full statements whenever necessary.

Section One : General Information

1) Genre :

- Boy

- Girl

2) Age

.....

3) In which skill are you good at?

- Listening skill

- Speaking skill

- Reading skill

- Writing skill

Section Two : Authentic Material

1) Do you know what Authentic Material is?

(1) هل تعلم ماهية المواد الأصلية؟

- Yes

-No

2) Does your teacher use Authentic Materials in the classroom?

(2) هل يستعمل الأستاذ المواد الأصلية داخل القسم؟

-Yes

- No

➤ If yes, which course your teacher use it?

(3) إذا كانت إجابتك بنعم، فأني نوع من الدروس يستعمل فيها هذه المواد؟

- listening

- Reading

3) Which kind of Authentic Materials does your teacher often use in the classroom?

(3) مانوع المواد الأصلية المستعملة داخل القسم؟

- Authentic Materials

- Non-Authentic Materials

3) What are the most Authentic Materials you prefer to use?

(3) ماهية المواد الأصلية المفضلة لديك؟

- Songs

- Videos

- Audio books

- Newspaper

- Tv

- All of them

4) In your opinion, the use of Authentic Materials is necessary in learning the listening skill?

(5) في نظرك، هل المواد الأصلية ضرورية في تعليم وتقوية مهارة السمع؟

- Yes

- NO

5) What are your attitudes towards the use of Authentic Materials?

6) ما هو انطباعك تجاه استعمال المواد الأصلية ؟

- Negative

- Positive

Please justify

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

6) Do you find some difficulties in listening to the Authentic Materials?

7) هل وجدت بعض الصعوبات خلال استعمال المواد الأصلية ؟

- Yes

- No

If yes , state them

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

7) How do you find listening with Authentic Materials?

ما هو رأيك باستعمال المواد الأصلية بتحسين مهارة السمع ؟

- I like it

- Neutral

- I hate it

Section three : The Listening skill

1) What English skill are you interset at more ?

- Listening skill
- Speaking skill
- Reading skill
- Writing skill

2) How often do you practice the listening skill ?

- Always
- Sometimes
- Very often
- Never

3) Do you find difficulties while listening ?

هل وجدت صعوبات عند الاستماع؟

- Yes

- No

Mention them

.....

.....

4) Authentic listening materials are important in learning the English language?

هل تعتبر المواد الأصلية مهمة في تحسين اكتساب اللغة الانجليزية؟

- Strongly agree

- Agree

- Strongly disagree

5) What kind of Materials do you suggest for your teachers to teach you while the listening task?

Thanks for your contributions

Appendix B :

Teachers' Questionnaire

Dear teachers,

This questionnaire is tool will help us to collect data about our research, I would be so thankful if you agree to answer questions it contains your thoughts and ideas about the effect of using authentic materials in enhancing the learners ' listening skill

Your collaboration will be very important and very helpful in the investigation of the topic

Section One : General Information

1) Gendre :

- Male
- Female

2) How long have you been teaching English?

.....

Section Two : Teachers' attitudes about the listening skill

1) In teaching English, what is the skill you focus on more ?

- Listening
- Speaking
- Reading
- Writing

, and why

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

2) Do you find that listening is difficult to teach for the learners?

- Yes - a Little - No

3) What kind of difficulties do your learners face while listening?

- Lack of Motivation
- Lack of Confidence
- Lack of experience

Section Three : Authentic Materials

1) Would you prefer to use authentic materials in your class?

- Yes
- No
- Somehow

2) Why do not you prefer to use Authentic Materials?

- Is it, Time consuming
- Is it , difficult for the students
- Or because, syllabus constraints

3) In which skill would you use such materials?

- The listening skill
- The reading skill
- Both of them

4) What are the sources that you would use to obtain Authentic Materials?

- Songs
- Videos
- Audio books
- Newspapers

- Tv
- All of them

5) What criteria do you take when selecting Authentic Materials ?

- Learners' proficiency level
- Learners ' interest
- Difficulty of the material

6) Have you found the use of authentic materials as an effective tool for teaching and developing the listening skill ?

.....

.....

.....

.....

.....

.....

Thanks for your contribution

Appendix C :

Classroom observation Checklist

Teacher observed:

Time:

Class observed:

Date:

Course:

Observer's name:

1- Learning Objectives	Always	Sometimes	Never
1- Is the lesson clearly stated at the beginning of class?			
2-Is the lesson s' objectives are stated clearly in behavioral terms?			
3- Does the teachers encourage the learners to recall what they learnt in pervious lessons?			
2- The use of instructional materials techniques			
1- Uses a variety of materials suitable to the objectives and the students' level			
2- The teacher designs group work and cooperative learning			
3- Supported a well discussion and exercises			
3- Students and Teachers' Interaction			
1- Encourages students' participation			
2- The teacher has an eye contact with students			
3- Teachers' questions are clearly stated to the level of the students			
4- The students understood what was wanted all the times			
4- Classroom Atmosphere			
1- The atmosphere of the classroom is (participative, positive, friendly.....)			
2- Uses the time effectively			
3- The existence of misunderstanding			
5- Presentation of the lesson			
1- Teacher' voice easily and clearly heard			
2- Understandable language			
3- Students listen well and interested to the			
4- All lesson's interaction were clear			
5- Explain some ambiguous words			

المخلص

تعتبر المواد الأصلية ضرورية جدا في تحسين اللغة الأجنبية لأنها تجلب الواقع من خلال التعرض المباشر لغة الناطقين بها. يهدف البحث الحالي إلى التعرف على مدى فعالية المواد الأصلية في تدريس اللغة الأجنبية لدى تلاميذ السنة الثالثة ثانوي في ثانوية زاغز جلول بسكرة و تقوية مهارة السمع لديهم فهي تطرح الفرضية التالية: إذا الأساتذة استخدموا الوسائل الأصلية في تدريس اللغة الإنجليزية لتقوية وتحسين مهارة السمع لدى تلاميذهم وتمكينهم من تطويرها إلى حد كبير. تتكون هذه الدراسة الحالية من قسمين أساسيين ، الجانب النظري للدراسة والذي يحتوي فصلين ، حيث قدمنا نظرة عامة على طبيعة مهارة السمع وأما القسم الثاني فهو يعالج مدى أثر استخدام المواد الأصلية في تعليم اللغات الأجنبية . أما القسم الثاني وفي محاولة لإثبات الفرضية المطروحة سابقا قمنا بإتباع المنهج الوصفي إذ جمعت المعطيات باستعمال وسيلتين : استبيان وزع على أربعون تلميذ من سنة ثالثة ثانوي واستجابا لخمس أساتذة في ثانوية زاغز جلول . الأداة الثانية هي ملاحظة لبعض الأقسام.

ولقد أظهرت نتائج هذه الدراسة رأي كل من التلاميذ والأساتذة ردا بشكل ايجابي تجاه استخدام المواد الأصلية في تعلم اللغة الإنجليزية .