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Faculty of Letters and Languages
Department of English

***The Effect of Authentic Aural Materials Use
on EFL Learners' Listening Skills: Case of
Second-Year LMD Students at Abou Bakr
Belkaid University -Tlemcen-***

Dissertation submitted to the Department of English as a partial fulfilment of
the requirements for the degree of Master in Language Studies

Presented by:

Miss. Souâd AINA

Supervised by:

Prof. Amine BELMEKKI

Co-supervised by:

Dr. Yassamina ABDAT

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Dedication

I dedicate this modest work

To my lovely & dearest 'Parents'

To my sister 'AMINA'

To my brother 'MOHAMMED'

To my little sweets 'ZANOUBA' & 'RIHEB'

To all my best 'Friends'

SOUAD

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Abstract

In the last few decades, listening as one of the most pivotal skills has been given more attention due to the significant role it plays in foreign language learning. It is, therefore, essential to prepare students for successful listening by implementing authentic listening materials in language classes to ensure their exposure to the target language and cope with real-life situations. The main objective of this investigative project is to examine the use of authentic aural materials and its impact on second year LMD students' listening skills at the University of Tlemcen, more specifically in the department of English. For this purpose, a case study was conducted as a research field work. The data collected from 26 learners and 11 teachers using classroom observation, questionnaire, and proficiency tests were analysed both quantitatively and qualitatively. The triangulation of results revealed that teachers use different sources to obtain authentic aural materials. Obstacles related to the speed of delivery, pronunciation, and vocabulary were found to be the most frequently encountered by students when using these materials which were found to have a positive effect on their listening comprehension and motivation. This is why, it is necessary to bring authentic listening materials to the English language classroom. Both learners and teachers were conscious about the value of authentic materials in enhancing the listening skill, and recognised its role in the EFL teaching and learning process.

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Key to Abbreviations and Acronyms

A.F : Absolute Frequency

BA : Bachelor of Arts

BAC : Baccalaureate exam

BBC : British Broadcasting Corporation

BEM : Brevet d'Enseignement Moyen

CA : Classical Arabic

CD : Compact Disk

CE : Comprehension d'Écoute

CNN : Cable News Network

C.O.E : Comprehension Oral Expressite

DVD : Digital Video Disk equipment

Ed: Edited

EFL : Foreign language as a foreign language

ELT : English Language Teaching

e-mail : Electronic mail

ESL : English as a Second Language

FL : Foreign Language

G : Group

Ibid : In the same reference / in the same place

ICTs : Information and Communication Technologies

IELTS : International English Language Testing System

LAB : Laboratory

LC : Listening Comprehension

LMD : Licence Master Doctorate

Min : Minutes

MMR : Multimedia room

N : Number

Net : Internet

OE : Oral Expression
OP : Oral Production
OUP : Oxford University Press
Ph.D. : Doctor of Philosophy
Podcast : Play on Demand Cast
Qtd : Quoted
R : Room
R.F : Relative Frequency
RP : Received Pronunciation
S 1/2/3/4 : Session 1/2/3/4
SS : Students
STT : Student Talking Time
T: Teacher
TED : Technology Entertainment Design
TEFL : Teaching English as a Foreign Language
T.P.O : Techniques du Production Orale
TTT : Teacher Talking Time
TV : Television
VOA : Voice Of America
Vodcast : Video on Demand Cast
UCLA : University of California, Los Angeles
UK : United Kingdom
USA : United States of America

GENERAL

INTRODUCTION

General Introduction

Within the increasing accessibility and development of technology that plays a special role, especially, in education; teachers and learners, nowadays, have a wide range of opportunities to acquire a foreign language and develop a number of language skills. Listening as a very significant skill for English language learning, has come to be recognised as the most frequently used one and which can be developed through different ways.

The use of authentic aural materials, as audio-visual teaching aids, that provide EFL learners and teachers several opportunities to experience the real language with its various features, and to cope with real-life situations; are considered as beneficial educational tools for improving the skill of listening comprehension. Because of the noticeable lack and obstacles of using these materials in the EFL classrooms, and more specifically in the department of English; and because of the essential role it plays in listening, the current research work has been tackled to shed light on the aforementioned proposed issues.

The primary purpose of this work is to examine the influences of using authentic aural materials on the listening skills of second year LMD students. It further seeks to find out the sources that teachers use mostly to obtain such materials, and to discover as well, the main difficulties students face when using them. To this end a number of critical questions are raised:

1. What sources of authentic aural materials do EFL teachers generally make use of?
2. What difficulties do EFL learners encounter while using authentic aural materials during listening comprehension sessions?
3. How can the use of authentic aural materials contribute in improving EFL learners' listening skill?

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The above cited questions led to the formulation of the following hypotheses:

1. Some EFL teachers use mainly, audio, video, radio and internet resources to obtain authentic aural materials.
2. When using authentic aural materials, the majority of teachers notice that their EFL learners cannot understand some vocabulary items, pronunciation and may even fail to follow the rapid speech.
3. Learners who are frequently exposed to authentic aural input can develop their listening abilities.

To check the truthfulness of these hypotheses, an exploratory case study research is conducted with 26 EFL learners and 11 teachers in the department of English at Tlemcen University. In this way, three basic data collection research instruments are used under this investigative work; namely, a classroom observation, a questionnaire, and proficiency tests (pre-test and post-test) that were developed in a two sessions process; in addition to four other training sessions. Thus, both quantitative and qualitative data analysis methods will be relied on.

The present study is constructed and organized in three different chapters. The first chapter is devoted to the theoretical overview of authentic aural materials. It reviews theoretically some key concepts relevant to the research at hand, i.e., listening and authentic aural materials. The former relies on defining the listening comprehension process. The latter highlights and discusses, in general, the notion of authenticity and authentic aural materials and its role in English language teaching.

The second chapter reflects a situation analysis. It describes the status of ELT in Algeria and listening comprehension at the English language department. Furthermore, it attempts to display the target sample population and the implemented research instruments.

The third chapter tackles the analysis and interpretation of the various implemented research tools that are cited above, in addition to a summary devoted to the main results related to these tools. It also exhibits a number of suggestions

General Introduction

and recommendations that guide and promote the use of authentic aural materials in English language teaching and learning by both learners and teachers.

CHAPTER ONE

AUTHENTIC AURAL MATERIALS

IN ELT

Chapter One

Authentic Aural Materials in ELT

- 1.1. Introduction
- 1.2. Listening Process Defined
- 1.3. Listening Types
 - 1.3.1. Extensive Listening
 - 1.3.2. Intensive Listening
- 1.4. Task for Listening Comprehension
- 1.5. Authenticity and Authentic Aural Materials
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- 1.7. Types of Authentic Aural Materials
- 1.8. Sources of Authentic Aural Materials
- 1.9. Criteria for Selecting Authentic Aural Materials
- 1.10. The Role of Authentic Aural Materials in Foreign Language Teaching
- 1.11. Conclusion

1.1. Introduction

The need of different techniques for teaching and enhancing listening comprehension have necessitated the innovative implementation of authentic¹ materials in Algerian EFL classrooms, to ensure effective communication and serve learners' needs.

The present chapter revolves around the use of authentic aural materials in ELT context. First, it sheds light on the listening comprehension process; and the types of listening, as well, followed by the listening tasks. Second, it explores the nature of authentic aural materials, passing through a number of potential definitions, laying stress on the notion of authenticity and its different types, sources, and the criteria of selecting these materials. Then, special emphasis is also given to the characteristics of authentic and non-authentic aural Texts. Finally, this chapter highlights the role of authentic aural materials, dealing with both the positive and negative points surrounding its use.

1.2. Listening Process Defined

It is worth noting that the listening skill has been ignored in research and practice until quite recently. Before the 1990's, it was viewed as a passive neglected process, and this explains why some scholars called it "Cinderella skill in language learning" (Nunan, 1997:47). In contemporary research, however, it has been given greater emphasis than in the past. In this context, Mendelsohn & Rubin (1995:93) point out that: "listening has come to be recognized as an active rather than a passive skill, and its importance acknowledged in the acquisition of language".

In this way, different definitions have been proposed for such a skill, among them that of O'Malley *et al.* (1989:434) in which listening comprehension is defined as "an active and conscious process in which the listener constructs

¹ Origin of 'authentic' : middle English : via old French from late Latin *authenticus*, from Greek *authentikos* 'principle, genuine' (Concise Oxford English Dictionary (11th ed), Soanes & Stevenson, (n.d.)).
- Authentic: something real, original, genuine, true, natural... It is the opposite of artificial/ fake.

meaning by using cues from contextual information and from existing knowledge while relying upon multiple strategic resources to fulfill the task requirements”. With reference to the aforementioned definition, the dynamic listening skill requires a kind of concentration to build some knowledge, relying on one’s expectations and schema² by using different strategies. Another recent definition suggested by Rost (2005:305) describes listening comprehension as a “process that helps the speaker understand spoken language”. This means, through listening one can decode the other’s speech. A more accurate and detailed definition describes listening as “a six-staged process, consisting of hearing, attending, understanding, remembering, evaluating and responding”. These stages are said to occur in sequence and rapid succession.

That is to say, listening is a process that contains six basic operations or steps. First, it involves hearing; i.e., the perception of sounds, and this does not necessitate concentration; Second, Attention, that is, the aspect of focusing on a specific matter (the brain gives special emphasis on a specific area); Third, understanding, that involves analysing and grasping what was said. The fourth step is remembering, referring to the ability to store and recall information. The next phase represents evaluation; namely, assessing what is heard (the produced message). Lastly, responding, a stage in which the spoken message is checked if it has been received and interpreted correctly. The figure below outlines the fundamental phases of the listening process and their functions as proposed by Nunan (2001:24):

² Schema (plural schemata): Background or previous knowledge used to interpret a message. It was clearly described in Cook’s terms (1989:69) (qtd in Harmer, 2007) as “our pre-existing knowledge of the world”. more accurately, it is considered as “...cognitive constructs which allow for the organisation of information in the long-term memory...” (Widdowson, 1983:34).

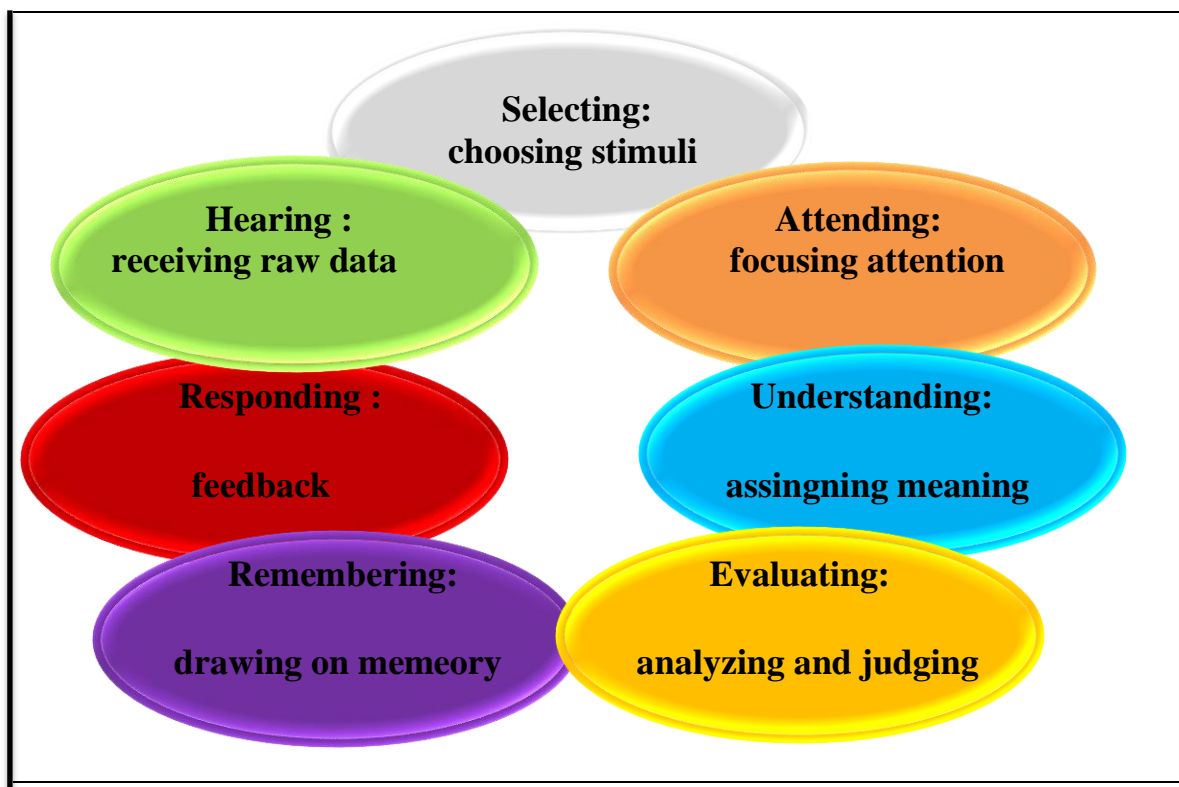


Diagram 1.1. The Basic Listening Stages & their Functions (Nunan, 2001: 24)

It can be, then, deduced that listening does not simply mean hearing, it is rather an active process that involves a sender (person, radio, TV...), a message, and a receiver (listener). Listeners, in fact, rely on two basic listening strategies³ namely, “Bottom-up” and “Top-down” processes. The former, refers to paying attention to specific details to understand the whole meaning of a listening activity (*accuracy*). Some examples (Rubin, 1994) of ‘bottom-up strategies’ which are *text-based*, involve:

- Selecting key words and phrases
- Verifying prediction

³ Techniques or steps that help the listeners in comprehending and recalling the listening input (Sharma, 2011). Among the different listening strategies, O’Malley & Chamot (1990) gave three main types of strategies: meta-cognitive, cognitive, and social/affective (or socio-affective) strategies. In general, language strategies have been categorized in two main types: language strategies (*long-term solutions*) and communication strategies (*short-term answers*).

Whereas, the latter denotes grasping the general meaning relying on prior or background knowledge to decode the speaker's discourse, without focusing on certain structures (*fluency*). In this context, Dedebar (2006:108) explains that: "top-down processing focuses on the background knowledge reader uses to comprehend a written text...the top-down approach is associated with schema theory". Some 'top-down listening strategies' (Rubin, 1994) that are *listener-based* include:

- Activating background knowledge
- Predicting
- Listening for the main idea
- Inferring
- Summarising

Students usually combine both processes in real-life listening situations, giving more emphasis to one of them, and this depends on their reason for listening. When providing students with any practice, teachers are normally supposed to link between both kinds of these language processes. Taking into consideration those two perspectives "Richards (1990) proposes a model of materials design for second or foreign language listening comprehension that combines language functions (interactional and transactional) and language processes (top-down and bottom-up)" (Celce-Murcia, 2001:74). This diagram (as it is shown below) gives teachers an idea about how a listening lesson can be constructed and classified, depending on the covered listening function and process.

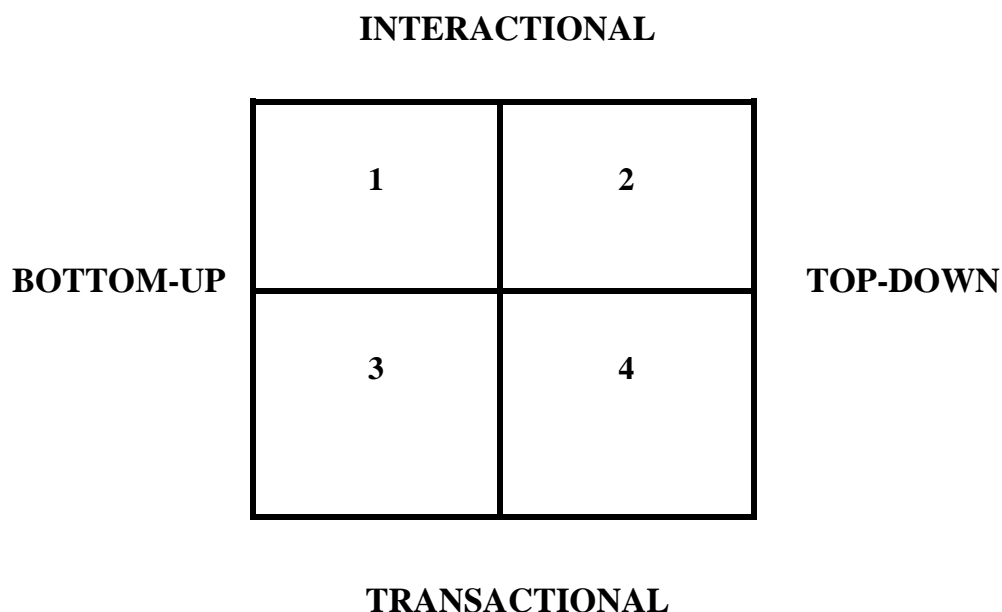


Diagram 1.2. Richards's Functions/ Processes Chart

(Richards, 1990; qtd in Celce-Murcia, 2001:74)

Richards (1990) gives an example for each of the above four cells as follows:

In the bottom-up mode:

Cell #1: listening closely to a joke (*interactional*) in order to know when to laugh.

Cell #3: listening closely to instructions (*transactional*) during a first driving lesson.

In the top-down mode:

Cell #2: listening casually to cocktail party talk (*interactional*).

Cell #4: Experienced air traveler listening casually to verbal air safety instructions (*transactional*) which have been heard many times before.

(Celce-Murcia, 2001:75)

As a matter of fact, whenever we listen there is normally a purpose behind any listening task, and this purpose differs each time we listen; depending on the situation. Concerning the reasons for listening, Lindsay & Knight report that listeners have four (04) different purposes when they listen. These are:

- ✓ Listening for specific details.
- ✓ Listening for the main idea.
- ✓ Listening for the general idea (or gist).
- ✓ Listening for the general meaning.

Additionally, there are other reasons for listening, including:

- ✓ Listening for information.
- ✓ Listening for enjoyment.
- ✓ Listening for social reasons.
- ✓ Listening to learn new languages.

(Lindsay & Knight, 2006: 46)

Nonetheless, from Anderson & Lynch's point of view (1988:15), the purpose behind listening can be either '*transactional*⁴' or '*interactional*⁵'.

- *Transactional listening*: involves the purpose of achieving a successful transfer or exchange of information. Examples of transactional uses encompass: instructions, descriptions, lectures, and news broadcasts (Celce-Murcia, 2001:75).
- *Interactional listening*: is used to establish and maintain social connections. For instance: greetings, small talks, jokes, and compliments. (Idem).

A thorough and obvious explanation offered for the two terms points out that:

Transactional listening refers to listening to speech where the message being conveyed is very important and that a foreign language listener has to know in order to understand; whereas, interactional listening refers to speech where the message is not important but that the intention is to create social relations. (Brown & Yule, 1983: 13)

⁴ To assimilate new information, construct new concepts, and acquire new skills (Celce-Murcia, 2001:75).

⁵ To interact with the teacher and other students while accomplishing class tasks (i.e., "classroom talk") (Idem).

The main aim for teaching listening comprehension is to help learners cope with listening in real-life when working with aural materials⁶. To achieve this outcome, teachers must provide them with opportunities to listen to different authentic materials and principally give them, at the same time, activities based on the content of these materials, taking into account three types of tasks (pre-, while- and post-listening tasks).

Finding suitable aural materials and developing activities on the basis of such materials, however, is not an easy task and requires much time, energy and creativity. Teachers, thus, have a lot of work to do before and during a listening class. They have to select appropriate listening texts in terms of, mainly, cultural content, students' needs and especially their learning styles, i.e., visual, auditory and kinesthetic. This occurs by employing a mixture of materials types, so that they can spark their students' interest and which will evoke more, of course, their enthusiasm about listening to authentic speech.

Listening is considered to be the most used skill. In this respect, Rivers & Temperly (1978) point out that the average adult spends approximately 9% of the time writing, 16% reading, 30% speaking, and 40% listening. This estimate emphasizes the importance of listening in communication. In this vein, Nunan (1997) maintains that listening compared with speaking, reading and writing is the most frequently used language skill in both the classroom and daily communication.

Listening plays an essential role. It can help students build vocabulary, and develop both language proficiency and language usage (Barker, 1971). Through listening to some materials (songs, films...) one can be accustomed to pronunciation, rhythm, intonation and stress; which will enhance not only the oral skills, as (Dunkel, 1986:99) asserts "developing proficiency in listening comprehension is the key to achieving proficiency in speaking" but also reading and writing.

⁶ Materials can take different forms: a textbook, a cassette, a CD-Rom, a video, a radio, a photocopied handout, etc. It refers to anything that reflects or presents the language being learned.

It seems that there is a connected relationship between listening and the other skills, as the use of a language is based on the four skills. A strong relationship and connection exists between listening and speaking in many EFL classrooms. Because of the lack of time, English teachers believe that the only solution is to integrate both listening and speaking practice. Such integration is said to be very useful for learners. According to Bueno *et al*: “listening is important for speaking because it establishes the good basis for successful communicative exchanges” (2006:344).

Harmer (1988) explains that the main reason for exposing students to English speech, is allowing them listen to different varieties, dialects and accents rather than hearing, all the time, the voice of their teachers with its own idiosyncrasies. This can be done through the use of tape-recorded materials (songs, news, films, etc.) which will provide them, not only with information about grammar and vocabulary, but, also, they will be accustomed to pronunciation, rhythm, intonation, pitch and stress. Leading, in this way, to the enhancement of the four language skills. Having defined listening as a process and discovering its value; in the next section, it is essential to uncover its possible various types.

1.3. Listening Types

In fact, there are different types⁷ of listening, but the two major ones are: *extensive* and *intensive* listening, through which learners can experience real-life listening.

1.3.1. Extensive Listening

It is the more general and freer sort of listening that usually takes place outside classroom for pleasure or for many other reasons, among them to improve one’s listening abilities along with speaking. Listening extensively can be done

⁷ Other listening types involve for example: attentive listening, selective, interactive, discriminative, critical, appreciative, informative, reflective, comprehensive, and rapport listening, etc.

through using a set of audio/video materials, like: CDs, podcasts,⁸ etc., as a way to enhance what students have studied in class. Concerning this latter, O'Brydn & Hagelheimer (2007) assert that one of the benefits of using this technological tools is that it allows students to spend additional time working on the concepts taught in class and *outside* of the classroom. Winberge *et al.* reported an increase in the use of lecture comprehension strategies that were presented in the podcasts.

On the whole, to be involved in such a type of listening, teachers are urged to encourage language learners to listen to different kinds of English texts (songs, movies, news, poems, radio talks...); especially the authentic ones because of their richness and naturalness.

1.3.2. Intensive Listening

In contrast to extensive listening, listening intensively is said to occur inside classes (or language laboratories) under the instructor's guidance to overcome any difficulties students encounter during a listening activity (Harmer, 2007). This means that it is specifically done to develop the listening skill and to discover how English is spoken.

Listening intensively involves a set of techniques that focus on language components, including the bottom-up process which is essential at all proficiency levels (Brown, 1994). Intensive listening, thus, implies paying specific attention to the lexical, grammatical and pragmatic units of a language; focusing on stress, intonation, elision and assimilation, that occur in natural speech. Rost (1991) indicates that it is essential for teachers to expose students to a range of authentic types of spoken language, which can be best done through selective listening tasks; since through the frequent access to the various kinds of listening situations, learners' listening ability can be developed. A selective listening activity is believed to make students focus on key parts of a discourse.

⁸ A podcast is an online audio or video file that can be downloaded and viewed or listened to on a mobile device or on a personal computer (Dudney & Hockly, 2007).

In short, one may say that in order to improve learners' listening skills, in general; and to specifically prepare them for real-life listening, a combination of the two listening types along with implementing 'authentic aural materials' in EFL classrooms and developing a number of activities or tasks based on these materials is required. In what follows a description of the kind of tasks that can be involved in a listening class.

1.4. Task for Listening Comprehension

Listening comprehension is regarded as "a highly-complex solving activities" (Barnes, 1984; qtd in Gilakjani & Ahmadi, 2011:982) in which listeners can benefit from different tasks and develop their aural abilities. Listening activities as claimed by Karakas (2002) (qtd in Gilakjani & Ahmadi, 2011) are said to prevent the learners' failure and help them to succeed in interpreting and understanding the listening text. In any listening class three (03) categories of tasks should be taken into consideration which are: pre-, while-, and post-listening tasks (Rogers & Medley, 1988). Richards & Renandya (2002:245) claim that, recently, the ideal format of a listening lesson is likely to be as follows:

Pre-listening

Set context.

Create motivation.

Listening

Extensive listening (followed by questions on context, attitude).

Present task/ present questions.

Intensive listening.

Checking answers.

Post-listening

Examining functional language.

Inferring vocabulary meaning.

Each of the three (03) above mentioned stages will be discussed in detail below:

○ ***Pre-listening Activities:***

This lead in stage acts as a warm up. It helps in motivating and preparing students for what they are going to hear. This is done by activating their prior knowledge, building up the context (providing information about place, time, number of speakers) and pre-teaching some key vocabulary, in order to help students construct meaning about the recorded tape (Otte, 2006). Teachers can also ask student to discuss the topic of the listening text or make prediction about what they are going to see or hear. (Harmer, 2007).

The pre-listening phase of a lesson, as indicated by Richards & Rinandya, “usually lasts longer than it should” (2002: 243). The pre-listening activities aim at helping students to activate their background knowledge (Karakas, 2002; qtd in Gilakjani & Ahmadi, 2011:982). Furthermore, Richards & Rinandya (2002:243) also give two other aims; namely, “to provide sufficient context to match what would be available in real-life” and “to create motivation (perhaps by asking learners to speculate on what they will hear)”. These aims as they claim can be achieved in as little as 5 minutes.

Teachers, as reinforced by Hedge (2000) need to create tasks that reflect real-world purposes. Supporting this idea Underwood (1989) also stresses the necessity for students to have authentic listening experiences. That is to say, the activities they do should be like the ones listeners do in real-life situations. According to her (1989: 23), some tasks under the pre-listening stage involve:

- Pre-viewing language.
- Looking at pictures and talking about them.
- Predicting/speculating.
- Class discussion.
- Making a list of possibilities/suggestions, etc.
- Reading a list/questions (to be answered in the while listening phase).
- Labeling/completing part of a chart.

○ *While-listening Activities:*

This lesson phase relies on establishing a set of comprehension questions that students should answer to check their understanding of the listening text, by asking them sometimes to work individually or collaboratively in pairs or groups. Students are also given the opportunity to take notes and verify their predictions. Some of the purposes of while-listening activities involve:

- ◆ To focus students' comprehension of the speaker's language and ideas;
- ◆ To focus students' attention on such things as the speaker's organizational patterns;
- ◆ To encourage students' critical reactions and personal responses to the speaker's ideas and use of language

(karakas, 2002; qtd in Gilakjani & Ahmadi, 2011:982)

Examples of some tasks involved in this listening step proposed by Richards & Rinandya (2002:344) are: labeling (example: buildings on a map), selecting (example: choosing a film from three trailers), drawing (example: symbols on a weather map), form filling (example: a hotel registration form), and completing a grid. They state that "activities of this kind model the type of response that might be given to a listening experience in real-life" (Ibid). Moreover, other activities involve:

- Completing charts/grids.
- Carrying out an action.
- Following the root.
- Storyline pictures sets.
- Pictures drawing/completing.
- Matching pictures with what is heard.
- Labeling/putting pictures in order.

(Underwood, 1989: 45)

○ *Post-listening Activities:*

The third stage is regarded as an extension of the pre- and while-listening phases. It represents, primarily, an opportunity for teachers to assess their learners' aural comprehension. It allows, as well, students to practice and develop the other skills (speaking, writing and reading). This can occur by asking them, for instance, to summarize, read or role play, etc, the listening text.

Karakas (2002) (qtd in Gilakjani & Ahmadi, 2011:982) confirms that: “well-planned post-listening activities offer students opportunities to connect what they have heard to their own ideas and experience, and encourages interpretive and critical listening and reflective thinking”. Examples of activities that can be used at this level, as suggested by (Underwood, 1989:61) are as follows:

- Problem solving and decision making.
- Summarising.
- Role play/simulation.
- Jigsaw listening.
- Identifying relationship between speakers.
- Interpreting extending lists/ notes into written response.

These were some of the simple aural tasks and activities that can be used while-listening. Many other ones exist. What should be noted, here, is that when dealing with any listening comprehension task, teachers should devote enough time to explain and provide students with precise and clear instructions, so as to ensure their successfulness in performing these tasks; otherwise they may be lost and become de-motivated. In a nutshell, for better summary illustration of the whole three listening stages, the following diagram is drawn:

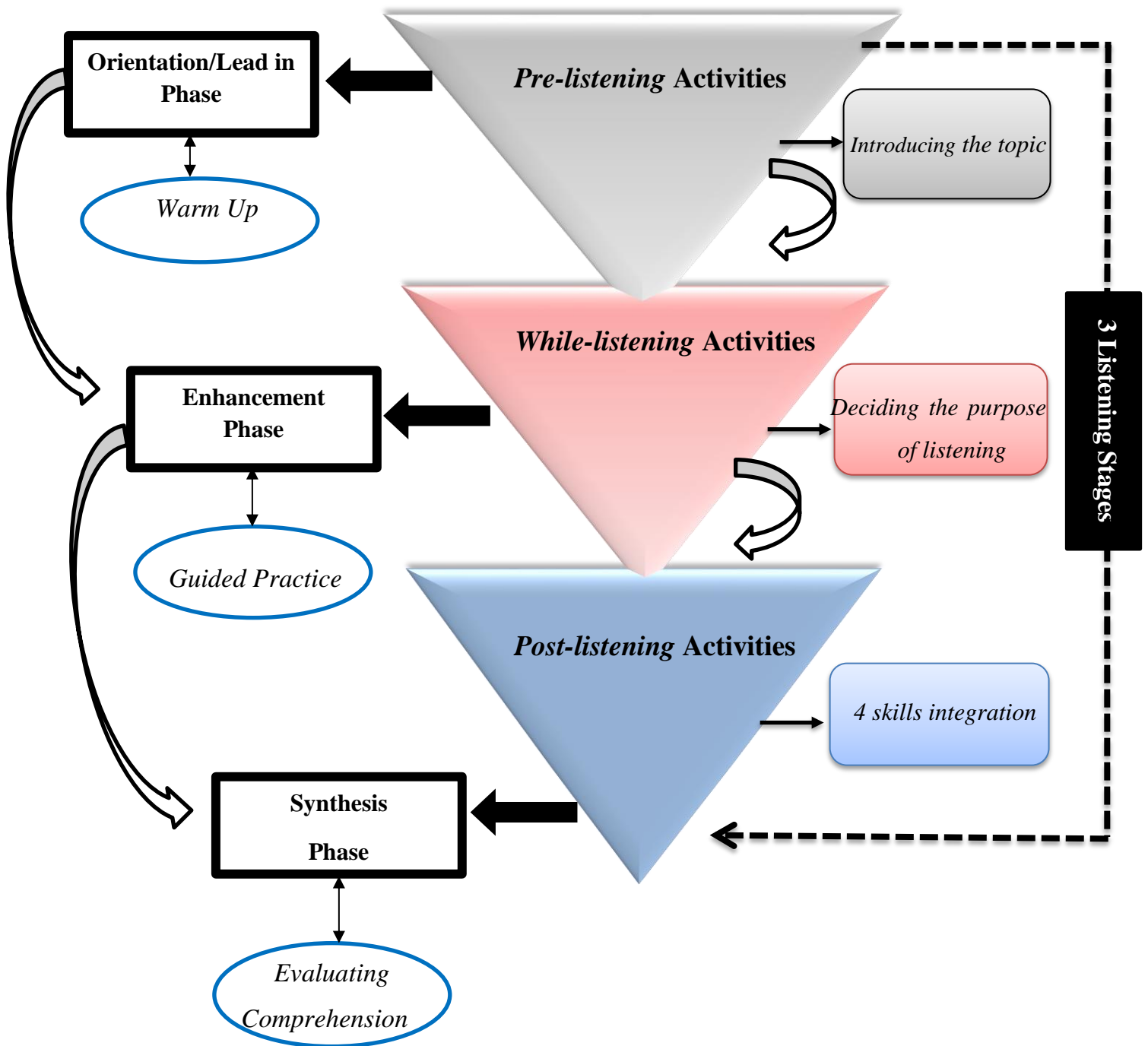


Diagram 1.3. Stages of Listening Comprehension Activities

Speaking about the conduction of a listening lesson and how teachers can deal and direct students to perform the various tasks and for more guidance, it is worth providing a general picture about the procedure of teaching listening as a

receptive skill. This procedure can be schematized and summarized as in figure 1.4. below:

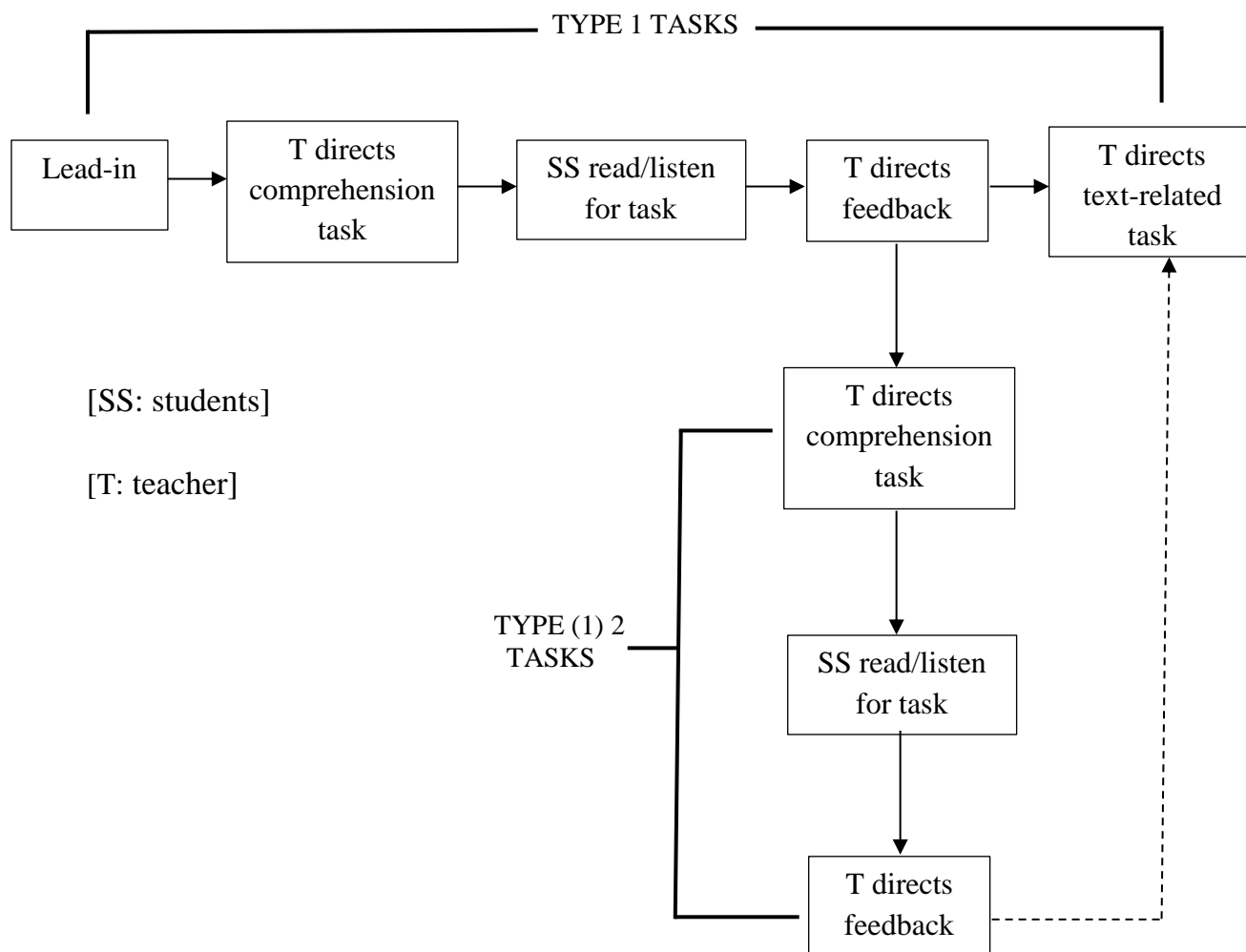


Diagram 1.4. A Basic Methodological Model for Teaching Receptive Skills

(Harmer, 2007: 271)

As a matter of fact, and as stated previously, the teaching of listening along with its accompanying activities can have fruitful effects on students' performance, comprehension and aural abilities if the implemented tasks were authentic; i.e., were introduced using authentic aural materials. So, what is meant by authentic aural materials?

1.5. Authenticity and Authentic Aural Materials

It should be noted that many attempts to define the concept of authentic materials have been undertaken, but no single definition seems to be formulated. According to Longman Dictionary of Applied Linguistics (1987:27):

The degree to which language teaching materials have the qualities of natural speech or writing. Texts which are taken from newspapers, magazines, etc. And tapes of natural speech taken from ordinary radio or television programs, etc., are called authentic materials.

Based on the previous idea, an authentic material is that text which contains natural genuine language that can be spoken or written. For Ellis & Johnson (1996:57) authentic materials represent “Any texts written by native English speakers for native English speakers”. Another writer defines them as: “real-life texts, not written for pedagogic purposes” (Wallace, 1992:145). This implies, then, taking these materials as they actually are, without any modification or grading. A contrary recent view states:

An authentic text⁹ is the one which is produced in order to communicate rather than to teach... the text does not have to be produced by a native speaker and it might be a version of an original which has been simplified to facilitate communication. (Tomlinson, 2012:162).

With reference to the aforesaid, authentic materials are those that are not necessarily designed by a real speaker and which can be primarily modified, for the sake of communicating and not teaching.

Indeed, each of the above mentioned definitions illustrate a specific logical point that serves the aims of this study. Therefore, each of which will be taken into Consideration during the implementation of the experiment conducted in this research. All of these definitions highlight the fact of ‘exposure to real language’.

⁹ A text which is not written or spoken for language teaching purposes

According to Gebhard (1996), authentic materials are classified into three (03) categories:

- ❖ *Authentic printed materials*, such as: newspapers, magazines, menus, advertisements, novels, poems, train tickets, etc;
- ❖ *Authentic visual materials*, like: photographs, stamps, street signs, paintings, post cards, etc., and
- ❖ *Authentic listening or (listening/viewing) materials*, for instance: TV commercials, radio news, cartoons, movies, songs, etc.

This last type is the main concerned subject in this research area.

In an attempt to define authentic aural materials, the UCLA International Institute (2007) explains that authentic listening texts refer to materials that are created for native speakers, including for instance: audio, video, CD, or other digital medium. In addition, it is considered as recordings of people speaking naturally and without the purpose of language learning in mind (Field, 2008).

On the basis of this, one may say that authentic aural material reflects a kind of genuine, natural and spontaneous unscripted spoken language that contain hesitations, repetitions and so on; which can take different forms (interviews, lectures, discussions...etc).

1.5.1. The Notion of "Authenticity" and its Types

For many scholars, authenticity¹⁰ is very important because it prepares learners for the real world situations in terms of using the target language. The notion of authenticity is considered as a broader and controversial concept which is associated with the communicative approach to language teaching in the 1970's. This complex concept has been put under discussion by many researchers

¹⁰ A state of being an authentic. According to Joy (2011:35) "the term authenticity is equivocal [i.e., open to more than one interpretation (Concise Oxford English Dictionary (11th ed), (n.d.)) to authentic materials used for pedagogic purposes". This explains clearly why there are various definitions given to such a type of materials.

(kilickaya, 2004). In this context, Widdowson (1996:30) states that “authenticity...is a term which creates confusion because of a basis ambiguity”. This is why there are so many definitions related to authenticity.

Each researcher tries to define this term from his own perspectives. According to Tatsuki (2006), authenticity is taken as being synonymous with genuineness, truthfulness, validity and reliability of materials. Moreover, Shomoosi and Ketabi (2007) argue that it represents the materialization within an original context and the interaction of its participants. Expanding this definition, Taylor (1994) adds that authenticity is not only connected with language content, but also with the participants, the type of interaction and the interpretation of the setting and activity. Accordingly, we can distinguish four interrelated types of authenticity, as indicated by Breen (1985:67):

- ❖ **Text Authenticity:** refers to the authentic qualities of a given text that is used to help learners in developing an authentic understanding. White (1981:20) considers an authentic text, the one which “is neither cut nor reworked or modified in any way either in its written or oral form”; it should contain all the material features of the text itself. For Lee (1995: 323-324) a text is usually regarded as textually authentic if “it is not written for teaching aims, but for real life communicative purposes where the writer has a certain message to pass on to the reader”.
- ❖ **Learner Authenticity:** reflects the ability of students to interpret the meaning of the text, the same way native speakers do in real world, which means the ability to extract the right meaning or to comprehend the listening material proposed by the teacher, and also to respond to these materials appropriately.
- ❖ **Task Authenticity:** refers to the chosen activities given for the students to be engaged in an authentic communication and authentic aims for learning. It is the factor of learners’ involvement in the task (Mishan, 2005). In other terms, task authenticity is the relationship between the student, the input text and his

response to it. “An authentic task¹¹ is the one which engages learners in using language in a way that replicates its use in the real world outside the language classroom” (Tomlinson, 2004:7). Explaining this idea, one can say that in teaching aural skills, teachers should make listening tasks as authentic as possible, that is to say, what students are normally supposed to do while listening to a natural text, should resemble, to some extent, what native speakers do if they were listening to the same text.

Different examples can be given to illustrate the aforesaid. For instance, the aim behind listening to a train announcement is to know the time of the train (when does it arrive or leave). Also, when listening to someone giving directions, the purpose is to find a specific area or destination. For the purpose of making authentic tasks accessible and beneficial to learners, Lee (1995) suggests some points when designing these tasks:

- Since the use of different language skills is a common aspect in real-life communication situations, an integrated skill approach is recommended.
- Building context for the performed tasks to allow learners to practice the skills in a more natural and relevant way.
- Relevance of the task content with the selected authentic materials so as to ensure their effectiveness.
- Presenting these tasks into three steps: before, during, and after listening activities.

Authentic activities have a number of features that distinguishes them from other types of activities which teachers should take into consideration and use them as guidelines when planning their listening lessons. Herrington *et al.* (2010: 1426-1427), for instance, identifies 10 characteristics of authentic tasks which can bridge the gap between the classroom and the real-world:

¹¹ A genuine task that real native speakers do if they listen to an aural text.

1. Have real world relevance.
 2. Are ill-defined, requiring students to define the tasks and sub-tasks needed to complete the activity.
 3. Comprise complex tasks to be investigated by students over a sustained period of time.
 4. Provide the opportunity for students to examine the task from different perspectives, using a variety of resources.
 5. Provide the opportunity to collaborate.
 6. Provide the opportunity to reflect.
 7. Can be integrated and applied across different subject areas and lead beyond domain specific outcomes.
 8. Are seamlessly integrated with assessment.
 9. Create polished products valuable in their own right rather than as preparation for something else.
- ❖ **Authenticity of the Classroom:** Authenticity is not only the attribute of the outside world but also of classroom (Taylor, 1994). Therefore, teachers are responsible for creating a suitable authentic setting and enjoyable environment by presenting materials with a real communicative use through establishing authentic tasks.

What can be deduced, then, is that in authenticity, and when dealing with realistic aural materials, not only is or should the language of the text be authentic, but also its participants, its related tasks; as well as, its context. In sum, for better preparation to authentic listening, a combination of the four authenticity types, and an awareness of both authentic and non-authentic spoken language features is required.

1.6. Characteristics of Authentic and Non- Authentic Aural Materials

Underwood (1989: 65) identifies a number of features that distinguish authentic and non- authentic speeches¹², as will be explained in the following table:

Table 1.1. Characteristics of Authentic and Non- Authentic Speeches

<i>Authentic Speech</i>	<i>Non-Authentic Speech</i>
<ul style="list-style-type: none"> - Real unmodified spoken language. - Natural rhythm, speed and intonation. - Enunciated natural pronunciation. - Some overlap between speakers (including interruption). - Normal rate of delivery (sometimes fast, sometimes slow). - Relatively unstructured language. - Incomplete sentences, false starts. - Hesitations and fillers¹³. - Repetitions. - Background noise¹⁴. - Natural starts and stops. - Less densely packed information than in written language. 	<ul style="list-style-type: none"> - Artificial simplified speech. - Unnatural rhythm, speed and intonation. - Over-clear enunciation. - Little overlap between speakers. - Slow (and perhaps monotonous delivery). - Structural language. - Complete sentences. - No hesitations and fillers. - No repetitions. - No background noise. - Artificial stops and starts. - Densely packed information.

¹² Non-authentic speeches or texts are specifically designed for language learning purposes. The language involved in this type of texts is artificial and unvaried.

¹³ Examples of fillers include: uh, umm, er, oh, yeah, yes, well, I mean, you know...

¹⁴ To compare with non-authentic materials, authentic listening materials contain background noise. According to Ur (1984) noise is the opposite of redundancy. It occurs when the listener cannot understand the message of the speaker.

Thus, an authentic text must contain all the features of speech seen above, such as: false starts, hesitations, repetition, etc. As a matter of fact, if students hear only graded materials¹⁵, they will be inadequately prepared to cope with authentic language¹⁶. In a study done by Crossley and other scholars (2007), it was found that simplified texts have more complexity than other texts.

Moreover, it was discovered that authentic texts have a positive impact, not only on listening, but also on reading, in comparison with the simplified ones (Varney and Francuili, 1992; qed in Maryam, *et al*, 2005). Therefore, it is important for learners to constantly receive authentic listening input which can take different types, and which will be thoroughly explained in the coming section.

1.7. Types of Authentic Aural Materials

There are different kinds that these materials can take to be used in the classroom, but the most common ones are listed below:

1.7.1. Songs

Using songs in language listening classes is very stimulating and beneficial to learners in terms of language and skills (Wilson, 2008). Allowing them, thus, to deal with different cultures, accents, vocabulary, and to focus on pronunciation aspects like stress patterns, rhythm and intonation. According to (Cakir, 1999; Gebhard, 1996) qtd in Su (2007), music could be a significant means for acquiring natural language that is understandable, entertaining and genuine in real life. Many learners prefer or like music which are addicted to. This is why, it could be a strong motive for them to acquire more and more languages, especially, with the emergence of the latest technologies, like podcasts.

¹⁵ Simplified, artificial, instructional, adapted or non-authentic materials which are made simpler for students, by modifying the content or language of the text (for example ,by adding or removing some words).

¹⁶ Real spontaneous and unmodified speech that contains hesitations, repetition of words, interruptions, false starts, fillers, etc. It refers to any written or spoken language that is used by native speakers of the language, in which it is produced (Rogers & Modley, 1988). It is the opposite of a constructed language.

1.7.2. Films

Watching a film in a class represents, actually, a rich source of language input with verbal and visual stimuli that can develop the listening abilities. In this respect, Gilmore (2007) maintains that audio-visual authentic materials, like films and TV shows... represent a rich source of input for learners which can be exploited in various ways and on different levels to improve their communicative competence. Films, also, offer contextual support that help students to visualize words, and meanings as well (Ling, 2009). In fact, an effective use of this type lies mainly in the teachers' ability to prepare students for receiving the film's message (King, 2002).

1.7.3. Conversations

Live conversations which call for a real-life interaction is of paramount importance. This was called by Underwood (1989) as an “**Eavesdropping**”. Teachers can record a listening text or take their students to authentic situations (cafeteria, party, bus...) where many groups of people are talking together, for building later discussions.

1.7.4. News Broadcasts

It is believed that live broadcast is an essential tool that can have a positive effect on acquiring the English language (Brinton & Gaskill, 1978). Working with this sort of listening material can be hard for students; since they may feel shocked and claim that they do not understand anything. Therefore, teachers must be patient when dealing with such type.

1.7.5. Guest Speakers

Inviting a native English speaker into class, can be another efficient way to provide learners with a live and real-time listening that enables them to interact with

natural speech in a totally different stimulating manner than any other type of a listening material (Wilson, 2008).

Besides this, Hedge (2000) identifies other types; namely, children stories, radio plays and talks, news items, travel news, weather forecasts, airport and station announcements, debates, extracts from recorded guided tours, relaxation tapes, exercise instructions, interviews, etc. But the question to be raised here is from where can one source these listening materials?

1.8. Sources of Authentic Aural Materials

In fact, there is a limited number of sources. According to Miller (2003) the most commonly used are: TV/ Video, Radio, Audio Tape and the Internet.

1.8.1. Radio

Because of its low cost, most language teachers can have an easy access to radio and may bring it to class in order to practice listening. Different English stations are available on radio, mainly: the BBC World Service and Voice of America (VOA) which can help a lot in improving learners' language proficiency. In spite of the greater difficulties learners face in comprehending its aural texts, listening to radio, as stated by Tomalin (1986) is a marvelous means for developing aural abilities.

1.8.2. TV/ Video

Both videotaped and TV materials provide the language learner with individual listening opportunities. It allow access to the target language and its culture, as well as, to paralinguistic¹⁷ features (facial expressions, gestures) which can aid comprehension. Video is often more preferred by language students, as it is more attractive and motivating than audio recordings. It also places language in

¹⁷ Paralanguage : the non-lexical component of communication by speech, for example: intonation, hesitation noises, gesture, and facial expression (Concise Oxford English Dictionary (11th edition), (n.d.))

context (Richards & Rod, 1990) and permits for the integration of the four language skills.

Video enables teachers to display a variety of challenging techniques¹⁸ over audio, such as: using pictures only, sound only, or pictures and sound together. These methods or activities aim at “generating new ideas and engaging in real communication” Stmpleski (1990:12). Thus, a huge amount of preparation, organization, timing, and technical training is required by instructors (Ur, 1984). Fanzky of Kentucky Educational Television (1999) (qtd in Rammal, 2006) suggests that when using video teachers can use a three-part lesson, including: *pre-viewing*, *viewing*, and *post-viewing* activities.

1.8.3. Audio Tape

According to Flowerdew & Miller (2005), audio-cassette players is among the simplest and cheapest ways that enable learners to experience authentic listening. Hedge (2000) points out that audio recordings expose students to a variety of listening situations, speakers, voices and speaking speeds. Consequently, their listening skills will be developed, especially replaying the tape several times.

1.8.4. The Internet

It is the big source that gives easy access to an endless amount of other resources, for example: newspapers, audio materials, video clips, live radio, etc. Allowing for a real contact with authentic language. Wilson (2008) maintains that, there are a number of English language learning websites, containing different listening texts, questions, answers and explanations. One can even download some of these authentic aural materials and use it later in the class or at home. Teachers, therefore, can direct their students to some sites on the net where they can listen to different materials, as long as they have access to the appropriate computer hardware (Miller, 2003).

¹⁸ Other viewing techniques include : fast forward, silent viewing (for language), silent viewing (for music), freeze frame, partial viewing (Harmer, 2007:309).

However, despite of the availability of these sources, not all teachers realize how easily accessible and useful these real-life listening materials are. When using and obtaining authentic materials, one should consider a number of factors and criteria, so that students can fully benefit from exposure to such materials.

1.9. Criteria for Selecting Authentic Aural Materials

The issue of how to select authentic materials continues to be a significant process in teaching/learning the listening skill and the other language areas, as well. According to Field (2008) the aim behind selecting authentic listening materials is to give sense to the authentic input and ensure that the learner can benefit from the natural speech that is exposed to. Lee (1995:325): insists on dealing with such a selection process saying that: “a careful and wise selection of materials focused on learners is a must if we want a possible response from them”. This, simply, indicates that learners can benefit a lot from authentic materials if teachers select them appropriately, taking into account students’ variables.

The selection of authentic aural materials should be based on certain factors. The very first thing to consider before bringing such materials to the classroom is the learner’s language proficiency level. For instance, at lower levels, teachers can deal with short stories, short news, and simple songs. Unlike in the intermediate and advanced levels, in which students can be exposed to long speeches, watch movies and TV programs; dealing with formal and informal types of language.

It is also important to select materials according to students’ needs, interests and various learning styles. This can be done by providing students with a variety of topics (up to date ones), sources (a mixture of audio and video recordings) and types of materials (poems, songs, broadcasts, advertisements, train timetables...). In this regard, Berardo (2006) confirms that teachers should take into account two basic criteria when choosing authentic materials, which are: *variety* and *presentation*.

A listening course can be more interesting if different text types are used. Most of the time students find it very boring and de-motivating when their teachers

frequently deal with the same kind of text. Presenting the opted material in an authentic manner or context can attractively engage students in the listening tasks and the environment as a whole.

McGrath (2002:106) provides a set of guiding principles for choosing these materials, which apply not only to the teaching of listening, but also to the other language skills. Field (2008:275-276) expands McGrath's principles in the following way:

❑ *Relevance (to syllabus, to learners' needs):*

- ✚ To what extent does the material represent the type of spoken input that a learner will encounter?
- ✚ How relevant the listening tasks to the real-life contexts?

❑ *Intrinsic interest of topic:*

- ✚ How easy is it to create interest in the topic at a pre-listening stage?
- ✚ How familiar is the topic-bearing in mind that topic knowledge is a factor which facilitates understanding?

❑ *Cultural Appropriateness:*

- ✚ Is there any culture-specific content in the material which would:
 - a- Reduce its comprehensibility to listeners from other cultural backgrounds?
 - b- Potentially cause cultural offence?

Bacon & Finneman (1990) also support that authentic texts should be culturally appropriate and relevant to students' experiences and environments.

❑ *Linguistic demands:*

- ✚ Is critical vocabulary in the material (i.e., central to an understanding of the topic) likely to be familiar to the students?
- ✚ To what extent does the task rely upon the ability to decode the linguistic content?
- ✚ To what extent can the task be achieved without full understanding of the linguistic content?

- ❑ *Cognitive demands:*
 - ✚ How complex are the ideas in the materials? How dense are they?
 - ✚ How complex are the relationships between the ideas?
 - ✚ How complex are the overall argument structure?
- ❑ *Logistical considerations (length, quality, audibility, legibility):*
 - ✚ How long is the material used?
 - ✚ How good is the quality? How clearly do the speakers articulate?
- ❑ *Exploitability:*
 - ✚ To what extent does the material lend itself to extended tasks which clearly indicate comprehension both at local and global levels?

Regarding Lee (1995:2) classification, the following criteria need to be considered when selecting authentic materials: textual authenticity, suitability of content, compatibility with course objectives and exploitability. In order to have active listeners and to succeed in conducting listening classes, both teachers and learners should consider these criteria of selection and recognize, as well, the great role authentic aural materials play in an educational context.

1.10. The Role of Authentic Aural Materials in Foreign Language Teaching

Applying authentic materials in EFL contexts has become a necessity, especially in today's globalized world. However, despite its usefulness, still there is a wide debate about its outcomes. Thus, there are different opinions among researchers, some see authentic materials as being valuable; while some others consider them as challenging tools.

In educational settings, authentic materials offer a variety of benefits related to the listening skill, speaking, reading, writing, and the sub-skills, such as: grammar, vocabulary, pronunciation and intonation. Moreover, it increases learner motivation, provides him with authentic cultural information and genuine language. It also supports a more creative approach to teaching (Philips & Shettlesworth, 1978; Clarke, 1989; Peacock, 1997; qtd in Richards, 2001)

Generally speaking, the use of authentic aural materials prepare students for both classroom and real-life listening. Different scholars like Miller (2005) and Thanajaro (2000); Herron and Seay (1991) found that students who listen regularly to authentic radio tapes demonstrated greater listening comprehension than those who had not been exposed to any ones. Similarly in a study on adult ESL learners at an American university, Otte (2006) found that exposure to authentic materials would lead to the development of listening skills and even motivation.

By implementing authentic aural materials in a language class, students are given the opportunity to be familiar with the various features of natural speech, process different speech styles (accents), and acquire new vocabulary. Moreover it allows learners to understand reduced speech and recognise patterns of stress, rhythm and intonation which will lead them to pay more attention to their pronunciation accuracy. Additionally, such materials as stated by Maxwell (1997), make second language students ware of connected speech phenomena (linking, elision, assimilation...etc). This will help them, on the whole, to cope with real-life speech when they meet it outside the learning situation. Nevertheless, despite the important role authentic materials play, it should be noted that there are many difficulties that hinder its use by learners and teachers, as well.

Many scholars maintain that there are no significant differences in terms of performance between learners using authentic texts and others who employ traditional materials (kienbaum *et al.*, 1986). Authentic materials are sometimes too culturally biased and, thus, it requires sufficient cultural background knowledge to interpret a text. Also, it may contain difficult language, unneeded vocabulary items and complex language structures; which can de-motivate the student and cause a burden for the teacher in lower-level classes (Richards, 2001).

Furthermore, the most frequent problems learners face while using this kind of materials for listening are: the speed of delivery, making it difficult for them to follow the speed of speech; unclear pronunciation (different accents), the background noise, and unneeded vocabulary (Richards, 2001). In addition to the presence of difficult items, limited vocabulary, the listeners' lack of contextual

knowledge (Underwood, 1989), different idioms, slangs...etc., besides of some technical problems, like: audibility and quality of the recorded material. In this regard, Kellerman (1992:10) underlines that "...the technical quality of the recordings used for listening comprehension purposes is of paramount importance: good recording equipment and professional expertise is required".

Concerning teachers, it is also challenging for them to have access to authentic texts, find appropriate ones that suit their students' needs and styles; as well as, to design suitable pedagogical tasks, in addition to the expense of purchasing them (McNeil, 1994). Accordingly, Miller (2005:3) states that authentic materials are "too difficult and time consuming to select, edit and prepare". The unavailability of equipments (computers, data shows, labs...), the length of the material, and the amount of time devoted the listening course can be another constraint.

In a nutshell, it can be noted that the advantages of authentic aural materials, indeed outweigh its disadvantages. It is possible to overcome such disadvantages by carefully selecting authentic texts, lesson planning, task design and introducing such materials to learners at all language proficiency levels.

1.11. Conclusion

In this theoretical chapter, the researcher has tried to explain the dynamic listening comprehension process, dealing with the main listening types and tasks. Next, an overview about authenticity and authentic aural materials has been given with the focus on defining and exploring the various features, types and sources of authentic listening texts; followed by illustrating the impact of such materials on foreign language teaching and learning. This review of literature will be followed by a situation analysis and a detailed description of data collection procedure. These points are to be thoroughly tackled in the next chapter.

CHAPTER TWO

SITUATION ANALYSIS

Chapter Two

Situation Analysis

2.1. Introduction

2.2. ELT Situation in Algeria

2.3. The Listening Comprehension Status at the English Language Department

2.4. Teachers' Profile and Methodology

2.5. Learners' Profile

2.6. Research Instruments: *Aims and Procedure*

2.6.1. Classroom Observation

2.6.2. Questionnaire

2.6.3. Listening Proficiency Test

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2.6.3.2. Training Phase Description

2.6.3.3. Post-test Phase Description

2.7. Conclusion

2.1. Introduction

This chapter provides a general picture about an empirical exploratory phase that exhibits the teaching/learning situation analysis and the implemented set of methods. Thus, the present chapter, firstly, gives a systematic view about the English language teaching situation in the Algerian educational setting exposing, also, a thorough description of the status and methodology of teachers concerning the listening comprehension skill at university level, with close reference to 2nd year level. It equally strives to determine and introduce the sample population and the various research tools, respectively, that concern this case study.

2.2. ELT Situation in Algeria

English, nowadays, plays a significant role in nearly all fields, especially in education. It is considered actually as the first spoken language that is used by numerous people across the world, as advocated by Crystal (1997:127): “there has never been a language so widely spread or spoken by so many people as English”. Since English is given now the status of ‘a global language’; all English language learners need to be prepared for future encounters with speakers of different varieties of English (Jenkins, 2000-2006). Such preparation and varieties are available, for example, as claimed by Cook (1999), on internet, radio, TV, and different newspapers from around the world. The English language, then, has occupied, recently, a special place and a large space of interest, especially, with the emergence of globalization phenomenon.

On the basis of the paramount importance of English worldwide, many countries including Algeria, found the necessity to introduce this language at the level of their educational system, so as to develop learners’ intercultural communicative competence, build effective communication skills and to keep in general abreast with the latest international developments. According to the Ministry of education (Pedagogical instructions of 2004: 06), several aims for the English teaching policy in Algeria can be distinguished:

- Increasing learners' communicative skills;
- Developing the exchange of ideas across nations;
- Developing their ability to have access to materials written in English as far as graduate or/& post-graduate students are concerned;
- Keeping pace with the latest scientific and technological development.

For these reasons, Algeria has undergone significant changes in its educational system and has given more importance to English.

English language teaching/learning in Algeria has witnessed many changes and reforms. So, from September 2003, English in Algeria was taught for 07 years, starting from the first year of middle school education (04 years) till the last year of secondary school (03 years); instead of 05 years (02 in the middle and 03 in secondary school), as it was the case before 2003.

The Algerians study first the classical Arabic (CA), the national official language. It is learnt from the very beginning of their primary education which lasts for 05 years (before it was 06 years). Arabic is the language of instruction for nearly all subjects except some courses like sciences and medicine; while French, the first foreign language is taught for 03 years, starting from the third year of primary education at the same level, where English is not taught at all. Primacy at this level is given to French, as Algeria was before a French colony.

Despite its importance and role, English in Algerian schools is not given enough time and interest. This can be clearly seen in the time allocated to English teaching in middle schools where it does not exceed 03 hours weekly.

Table 2.1. English Weekly Time Allotment in Middle School

Year Level	N° of hours per week
<i>1st Year (1AM)</i>	3
<i>2nd Year (2AM)</i>	3
<i>3rd Year (3AM)</i>	3
<i>4th Year (4 AM)-B.E.M</i>	3

Algerian students at the end of basic education are supposed to take the National Certificate Examination “B.E.M” (Brevet d’ Enseignement Moyen). So, after succeeding and holding the BEM degree, students can normally enroll at the secondary school and are specialized, generally, in one of the two main streams “literature” or “sciences”.

Secondary schooling in Algeria lasts 03 years, where English is taught in all the streams and at all levels, giving a high importance, weight, and time to it in literary streams than in the other ones. What follows, offers clear insights onto the time devoted to the teaching of English in the two literary and scientific streams.

Table 2.2. ELT Load at Secondary School Level

Level	Weekly Time Allotment			
	Literary Stream		Scientific Stream	
<i>1st year</i> (1 AS)	3		2	
<i>2nd year</i> (2 AS)	Arabic literature and human sciences	3	Natural Sciences	3
	Islamic sciences	3	Exact Sciences	3
	Arabic literature and foreign languages	4	Technology	3
<i>3rd year</i> (3 AS)-BAC	Arabic literature and human sciences	3	Natural Sciences	3
	Islamic sciences	3	Exact Sciences	3
	Arabic literature and foreign languages	4	Technology	3

Having succeeded at the end of the third year of secondary schooling, i.e., at the National Baccalaureate (BAC) Exam, students are then able to enroll at the university and get specialized in a specific field of study (Arabic, French, English, Spanish, etc), according to their average, existing level, and preferable stream.

As far as the Algerian middle and secondary schools are concerned, a variety of significant changes and reforms were undertaken regarding ELT, in terms of syllabuses and textbooks, based on the principle of a new teaching approach that has been adopted in 2003, it is the “Competency-Based Approach” or CBA for short which was preceded by the implementation of different other methods in Algeria (the Grammar Translation Method (1960), Audiolingualism (1970) and Communicative Language Teaching or CLT (1980), respectively).

The Competency-Based Approach which represents a shift from “memory-base” to “problem-solving solutions” is meant to foster learner autonomy, by enabling him to become an active learner that rely on himself (learner-centred) and not on his teacher (teacher-centred). The Aim of such an approach is generally to provide learners with a number of competences; namely, oral interaction in English, as well as, oral and written interpreting and production of messages. Enabling, thus, the learner to have three types of knowledge: linguistic, cultural, and methodological that are incorporated in the four language skills, i.e., listening, speaking, reading, and writing (khaldi, 2014). In this way, the CBA approach is said to offer the learner the opportunity to become an effective language user outside the classroom and most importantly in real-life situations.

Concerning the tertiary level, a set of reforms were also implemented in different faculties. The major one is reflected in the adoption of the LMD (Licence, Master, Doctorate) system¹, a process that has taken place in September 2004 in the Algerian departments. The application of such a system is considered as a significant step toward globalization. It stipulates a specialism in either ‘Language Studies’ or ‘Literature and Civilization’, whereby students are exposed to various courses, like: Linguistics, Phonetics/Phonology, Oral Expression, Written Expression, Literature, etc.

¹ An Anglo-Saxon program which represents in Algeria the equivalent to the English or American Bachelor of Arts (BA). It is based on the so called ‘teaching units’ that students should collect at the end of semesters.

In higher education, English is taught as either a main branch of study in the English departments, or as a supplementary module in other fields of study, such as: biology, human sciences, etc. Students at the department of English, actually, study EFL for 03 years after the implementation of the new LMD system (as before in the old classical system it was 04 years). So, after a three-year course of instruction, students can have the Licence degree (it equals the BA one) which enable them to work as English teachers (at just the middle school level).

It is worth pointing out here, that in order to have such a degree, until 2013, students were required in the last 3rd year to choose to write either an extended essay (a dissertation or memoire) or to undergo teachers training sessions either in the secondary school or in the university to prepare a training report as a partial fulfillment for the Licence degree, which will enable them to carry out post-graduate studies (Master's degree and Doctoral degree, respectively) in one of the following specialities: 'English language teaching' (ELT), 'Didactics and Assessment in English Language Education' (DAELE), which have recently been introduced (2015-2016), in addition to the ancient third speciality 'Language Studies' (LS), as well as, civilization and literature. The three first aforementioned specialities fall under the language sciences stream.

What should be noted here, however, is that two years before 2013, the dissertation writing option was omitted and all students were required to choose the second option, i.e., the training report. Later, at the flow of the academic year of 2014, the two options were completely deleted. After holding the BA qualification, the Master one (or magister in the classical system) can be obtained after 02 years of instruction; then, it comes the Doctorate degree which extends for 03 years in the LMD system or more in the classical one.

Within the section of English, specifically, at Abou Bakr Belkaid University, the situation under investigation, learners as stated previously are taught multiple modules in English, including some other courses in Arabic or

French. Concerning the 2nd year level which is the concern of this research project, students receive their learning through a variety of modules, in which Grammar, Listening Comprehension & Oral production, as well as, Written Expression are considered as the basic modular courses; in addition to other ones: Phonetics, Study Skills (in which listening is also practised here, by using different listening materials), ICT (which is added only in the second semester), and so on. A thorough illustration of the 2nd year teaching units with reference to the time load and coefficient (2015-2016) is presented in the table below:

Table 2.3. Teaching Units of the 2nd Year LMD Students at the English Section

Teaching Units	Weekly Time Allotment	Coefficient
<i>Grammar</i>	3h	02
<i>Oral Production & Listening comprehension (OP)</i>	3h	02
<i>Study Skills</i>	1h.30	01
<i>Written Expression (WP)</i>	3h	04
<i>Phonetics</i>	1h.30	01
<i>Linguistics</i>	1h.30	01
<i>Translation Techniques</i>	1h.30	01
<i>Literature Studies</i>	1h.30	01
<i>Anglo-Saxon Culture & Civilization (ASCC)</i>	1h.30	01
<i>Information Communication & Technology (ICT)</i>	1h.30	01
<i>French</i>	1h.30	01

Based on the table above, the reader may notice that listening comprehension is not taught separately, it is rather integrated within oral expression as a one modular course, and it has the coefficient of “2” (previously this module had the coefficient of “5”).

In a nutshell, to recapitulate, the following diagram represents the whole status of ELT in Algeria encompassing the different current reforms and levels:

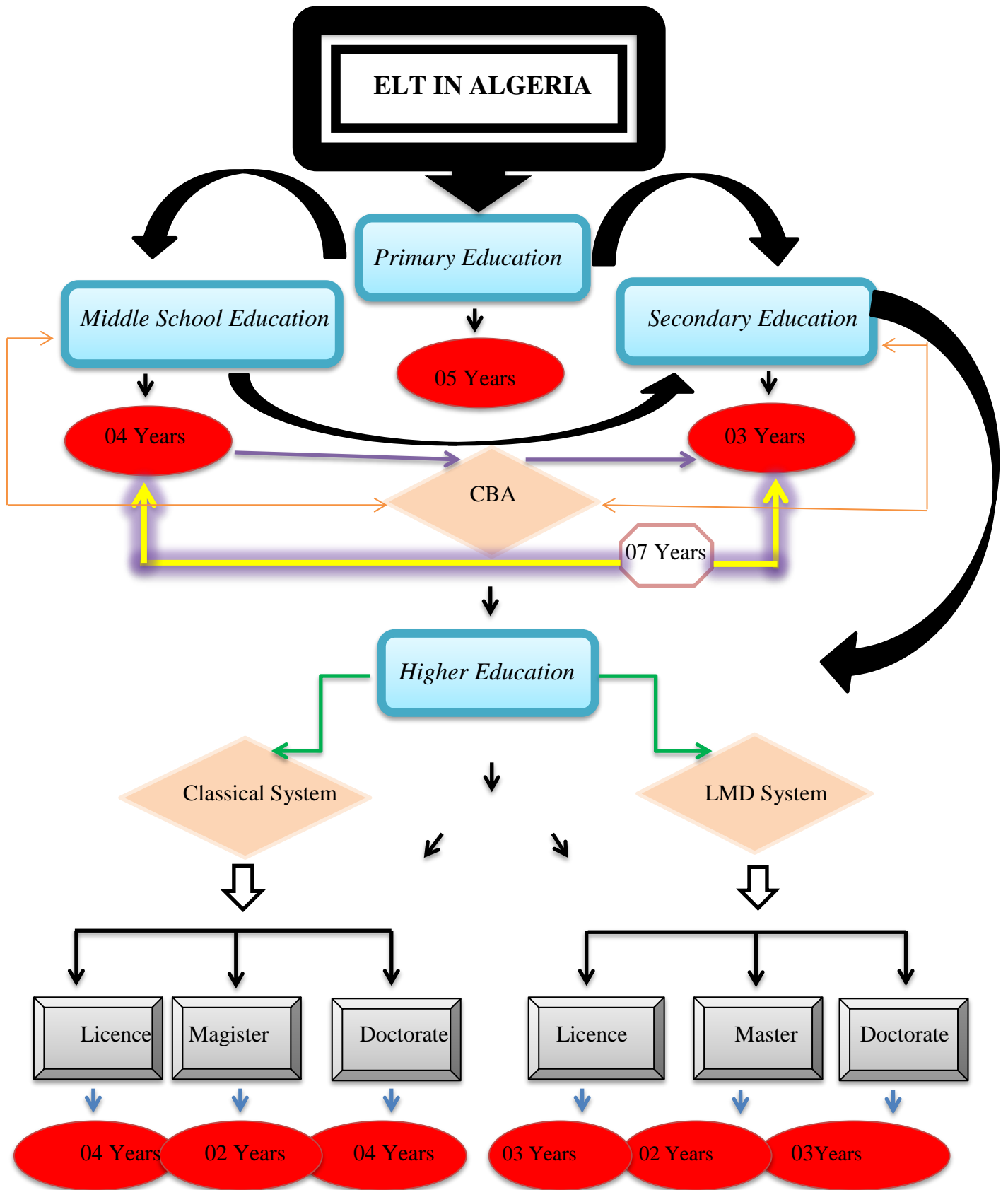


Diagram 2.1. ELT in Algeria (2015-2016)

After describing the teaching situation of English language in Algeria, it is of equal importance to speak about the listening comprehension and its status in the English section.

2.3. The Listening Comprehension Status at the English Language

Department

Listening is said to be the most frequently used language skill in the classroom (Ferris, 1998). In spite of its importance and the role it plays, listening is still a neglected aspect in the English language teaching process (Mendelsohn, 1994). What is observable in the department of English, is that listening is not regarded as a modular course, it is rather incorporated with oral production (OP) module by some teachers, under a one single course holding the name of “Oral Expression (OE) or Production”, which is presented in different other abbreviations across the curriculum: T.P.O (Techniques du Production Oral) or C.O.E (Comprehension Oral Expressite). Its coefficient is, therefore, completed with that of oral production (speaking).

Hence, there is no separate module labeled “Listening Comprehension” at this department which focuses only on listening and that provides students with different listening materials (artificial/ authentic) to further enhance their aural abilities. This is in fact, a clear signal that listening is really “the Cinderella skill” (Mendelsohn, 1994:9). It is neglected in many teaching curricula; compared to the remaining skills and modules taught at the English department. What support more this idea, is the amount of time devoted to the teaching of such a skill along with speaking, where it does not exceed 3 hours per week (02 sessions a week) and this is not enough at all. In this context, Shuqin & Jiangbo (n.d.) argues that the time allocated to listening lessons is only 1 hour, which is not sufficient to supply students with enough language input.

Nevertheless, it is worth mentioning at this level that in the previous BA curriculum (2014-2015), oral production module was scheduled only for 1st and

2nd year level students for 3 hours per week with the coefficient of ‘2’, for each level. But, in the current academic year (2015-2016) this modular course has also been introduced in the 3rd year level for only one hour and a half (1h.30) weekly, having the coefficient of ‘2’.

According to the English department curriculum goals, enhancing students’ understanding of English speech is considered as the main goal behind introducing listening comprehension (Khaldi, 2014). Generally speaking, EFL learners should become able to:

- Follow and grasp sketches of speech at normal speed;
- Comprehend the structural arrangement of oral discourse;
- Recognize style as indicated by stress and intonation patterns;
- Perceive and interpret meaning expressed by intonation patterns, such as: the speaker’s attitudes, feelings and intentions;
- Extract the literal meaning from what is listened to, i.e., to be able to identify the topic, general meaning, and to be able to summarize a passage;
- Draw the inferential meaning from the literal meaning.

(Ibid: 86)

The basic conclusion that can be drawn from the aforementioned objectives, is the lack or absence of exposing learners to real language as it is used by native speakers. According to Rost (1990), the overall aim of teaching listening comprehension is to help the English language learner develop skills, to cope with listening to speech in real life, i.e., to be accustomed to the authentic language that is used in real-world situations. In this vein, Williams (1984:25) asserts that: “if the learner is expected to eventually cope with real language outside the classroom, then surely the best way to prepare for this is by looking at real language inside the classroom”. Such a preparation is believed to be better processed via the use of authentic materials that have become “almost a categorical imperative, a moral sine qua non of the language classroom” (Clarke, 1989:73).

Being an Algerian EFL learner and throughout nearly a five-year process of instruction in the section of English at Abou Bakr Belkaid University, it can be said that the majority of teachers at this department seem to focus more on speaking than on listening. Only a limited group of teachers include listening comprehension in their oral expression sessions. It can also be deduced that during listening classes, there is no evident systematic instruction provided to students; and that special emphasis is given to the practice of such a skill and testing learners' aural abilities than on the listening process itself, thus, no strategic knowledge is given. This proves that the traditional approach is still prevailing, which in turn means that listening is still perceived as an end-product to achieve and not as a process to focus on.

As far as the pedagogical materials used for teaching listening comprehension, this department owns: tape recorders, data-shows, speakers and radio, in addition to two language laboratories equipped with computers and which cannot include more than 20 students. In this respect, regarding the listening materials used in most courses, as stated by Mendelsohn (1994) are not representing of the authentic language; i.e., natural real English speech, but it is either a written language that has been read aloud and recorded, or it is a scripted artificial languages. In fact, the use of such materials, in specific, and the way of teaching listening comprehension, in general, is said to differ from one teacher to another; depending on each one's attitudes, capacities, proficiency educational level, experience and methodology. This idea will be explained thoroughly in the following section.

2.4. Teachers' Profile and Methodology

It is worth pointing out that in this research work, two categories of teachers were selected. The first category was chosen to find an answer to the second research question "*what barriers do EFL learners encounter while using authentic listening materials in English language classrooms?*" through the use of a questionnaire ,while the second group helped in obtaining information about the 'listening comprehension methodology and status'

(Rubric 5 from the questionnaire/Appendix B). The former teachers who contributed in the present research that has been conducted at the English department of Abou Bakr Belkaid University of Tlemcen; are 03 males and 03 females aged between 28 and 45 years old, who teach LMD2 oral expression module. The majority of them are Magister holders, some of them are preparing or about to deliver their doctorate thesis. Those teachers have varying teaching experiences, ranging from 1 to 8 years of EFL teaching, in general, and from 1 to 4 years of OE teaching experience. In addition to the oral expression, the requested teachers are also in charge of Linguistics, Study Skills, Phonetics, etc. The choice of this category was due to the fact that they are first, in charge of oral expression module in which listening is supposed to be practised, and second, they teach LMD2 students, the concerned sample population in this study.

Those teachers are normally supposed to answer just the first four (04) rubrics of the questionnaire; whereas the last rubric was submitted to five (05) EFL experienced teachers in listening (one of them did not hand back the questionnaire) who are or were teaching previously oral expression module at different levels (1st, 2nd, 3rd year). Three (03) of them are doctors and the last one is preparing the doctorate. Among the four teachers, also three (03) are currently teaching OE course and only one (01) was previously in charge of it.

Relying on the ‘fifth rubric’ of the questionnaire (See Appendix B), this section will provide an overview of how foreign language listening instruction may take place in the EFL classroom, which methodology is used to teach that skill, what objectives are set by teachers when incorporating listening comprehension, what methods are used by teachers to achieve these objectives, and which listening activities are usually given to learners.

Methodologically speaking, the common diffused approach among many teachers teaching the listening comprehension skill is believed to be the one that provides learners with any listening material or text (authentic or artificial), followed by a set of exercises and questions which may take

different forms: comprehension check questions, that are by far the most common type of listening tasks, open-ended questions, close-ended questions and multiple choice questions.

In the department of English at Abou Bakr Belkaid University, it is worth noticing that teachers who are in charge of OE adopt different methodologies when teaching both speaking and listening; but, what is commonly shared among most of them and even between some learners is the belief that listening is an easiest skill, for it requires the selection of a text (written or spoken) and then having the students discuss or perform some tasks based on the listening text to test their aural abilities of the spoken English. In fact, this is a misleading view and listening is far from being that easiest skill, since it requires much time, effort, and cognitive abilities.

Thus, in EFL classrooms learners are supposed to practise listening but without being taught how to listen. In this way, it can be deduced that no systematic instruction of strategies is used. Such an approach seems to give more emphasis to the outcomes of listening (getting the correct answers) than on the process of listening itself. Mendelsohn (2006) criticizes this technique saying that what is traditionally misnamed ‘teaching listening comprehension’ should rather be called ‘testing listening’. As a matter of fact, this calls for a rethinking of the purposes of the listening lesson and examine the ways in which we can teach the skill rather than simply practise it. Thus, it can be said that there is indeed a real need to build up the students’ confidence by showing them how to listen rather than by testing their aural abilities (Harmer, 2001). This implies that teachers are urged to train their learners to listen and process the authentic English speech.

In their answers to the questionnaire, regarding the methodology of teaching listening comprehension, teachers show significant divergence; as some of them mentioned that they use various techniques based on technology like using for instance: videos, audio recordings, language laboratory, in

addition to the different course books; while others focus on pre-, while-, and post-listening.

Teachers, as they reported, try to use different methods in teaching such a skill; namely, using the dictionary, asking direct questions about the texts used, making students participate as much as possible, asking them to catch the multiple aspects from the recordings, then replicating them in a form of a role play in the classroom, and finally using (pre-, while-, post-) listening activities. An interesting point that may be worth emphasizing at this level, is that learners should be exposed to a variety of different listening types (stories, conversations, announcements...), so as the listening task can be more fruitful. They also need to vary the listening materials and the sources used for obtaining such materials (audio recording, videotape, radio...); whereby to satisfy their needs, interests, learning styles and strategies by using different tasks (auditory, visual, kinesthetic) which, consequently, will attract more their attention. This implies that an eclectic approach is required from the teacher. Furthermore, it is quite essential as assumed by Underwood (1989) to know previously what students are interested in; in order to provide them with the adequate materials.

On the basis of such variables (learning styles, needs...) that need to be taken into account by every EFL teacher in charge of listening comprehension, in particular, and in oral expression course, in general, teachers can select adequate listening tasks and texts to ensure effective communication and enhance learners' aural capacities.

Concerning the activities that teachers use in their listening classrooms at this department, various ones are said to be implemented. So, based on the IELTS Test format, *Teacher A* mentioned the following tasks: "taking notes, dictations, true /false activity, fill in the gaps, direct or indirect questions, listen and write the whole passage". *Teacher B*: "audio and video, poems, conversations, interviews". *Teacher C*: "dictation, guess the meaning of idiomatic expressions, listen to the conversation and answer the questions". *Teacher D*: "pre-listening, while-listening, and post-listening activities".

It can be noticed, then, that different types of tasks are used. These activities as maintained by Hedge (2000) should be embedded in meaningful contexts that reflect the natural language used outside the classroom. This means that teachers should create and select authentic tasks which mirror real world purposes, i.e., real tasks that native speakers would do if they were listening to a similar text. In this respect, Underwood (1989) points out that in addition to the necessity of making students hear the natural language, it is also of equal importance for them to have listening experiences which are as authentic as possible.

In the light of what has been said, it is worth emphasizing that listening should be based on real-life situations. This call, in fact, for the application of authentic materials which can motivate and help students further develop their communicative skills. In this context, Nuttall (1996: 177) confirms that: “authentic materials not only motivate students but exhibit the characteristics of true discourse: having something to say, being coherent and clearly organized”.

In this way, the use of authentic materials is indeed an important factor that teachers need to take into consideration during their listening comprehension sessions. It is essential to expose students to as much to examples of real language usage as possible to help them become effective listeners who are more communicatively competent. In contrast, it should be noted that finding suitable listening materials and developing activities based on such materials is not that easy task, for it demands from teachers more time, energy and creativity.

A final point to add is that teachers should devote more time to listening comprehension and help students to become autonomous listeners. It is, then, of vital importance for them to think of possibilities to improve the listening instruction, by introducing different aural materials, especially the authentic ones.

After highlighting the profile of teachers and the methodology they use in listening comprehension instruction, the next section will spot light on another sample population, that is to say, EFL students' profile.

2.5. Learners' Profile

In addition to LMD2 oral expression teachers, 2nd year LMD students studying at the English language department of Tlemcen were also involved in this research work. A mixed group of twenty six (26) students, consisting of twenty one (21) females and only five (05) males, aged between 19 and 41 were randomly selected to represent the whole population. They have learnt English from five (05) to seven (07) years before entering university. Their English proficiency level, in general, is assessed to be average (this assessment was based on the information provided in their attendance and basic information sheet (See Appendix C3)).

A number of reasons behind choosing such a sample were considered. The researcher believed that the selected learners had mostly acceptable competence in English. They were, too, supposed to have already dealt with oral expression course in their first year, and hence with listening. In this respect, they are supposed to have at least an idea or an experience with the use of authentic or simplified materials. Making, therefore, the test-taking phase easier for the learners, first, and for the researcher, as will. After highlighting the students' profile, a description of the various implemented research tools is necessary.

2.6. Research Instruments: *Aims and Procedure*

In this investigative case study, a variety of research tools were used to answer the different research questions by collecting data from both students and teachers. This enabled, first, to obtain both quantitative and qualitative information, then , cross-check the validity and reliability of the information

obtained. A triangulated² approach which is based on the idea of using different methods to explore the same subjects (Davies, 2007) is employed. As it is outlined in the figure below:

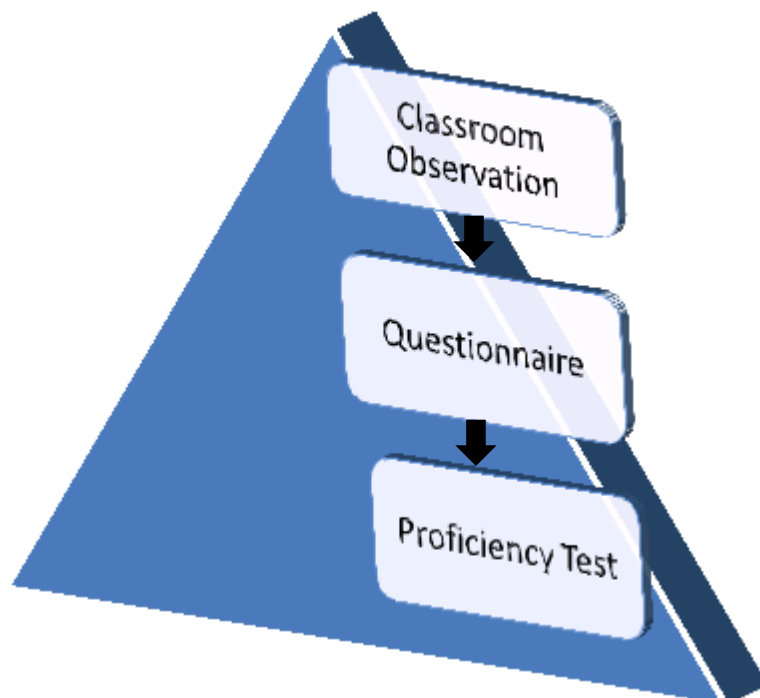


Diagram 2.2. Research Instrumentation Employed

In this way, three research tools were used. Firstly, a ‘classroom observation’ was tackled at the beginning of this investigation. Secondly, a ‘questionnaire’ was submitted to university EFL teachers. Thirdly, a ‘listening proficiency test’ was administered to LMD2 students. As a matter of fact, using this range of instruments in a research work is of great importance in which (as stated by Seale, 2004) consistent findings can be generated.

² *Triangulation* refers to the use of multiple forms of data collection. It attempts mainly at validating and strengthening the findings of a specific study. It applies to all sorts of designs, but is especially popular in case study design. Researchers use triangulation to validate data collection instruments and avoid subjective bias from single-methods. (Allwright & Bailey, 1991; Van Lier, 1988).

2.6.1. Classroom Observation

As a first step towards collecting enough data, a practical mean of getting information about the teacher and learners' behaviour inside a given learning environment is employed. The classroom observation which "provides direct information and it is one of the three basic data sources for empirical research" (Dörnyei, 2007:178) started in December 2015 and finished by March 2016.

In an attempt to have clear insight about what is happening in the EFL classrooms at the English language department of Tlemcen, a structured type of observation checklist³ was prepared (in addition to note taking development) to principally observe '*what sources of authentic aural materials are used by teachers*'. A question which refers to the first established research issue exposed in this study. The researcher also tried to keep an eye on the different listening aspects of the observed lessons.

The observation was, in fact, conducted on two (02) 2nd year instructors in charge of OE module, each one was observed two (02) times, using as set above, a grid of classroom observation. The researcher observed only two teachers because, at one hand, there were few ones (05 on the whole) who teach 2nd year OE course. Also, most of them do rely more on speaking than on listening. On the other hand, a strong reason is the lack or unsuitability of the teachers' time schedule with that of the researcher. Specific fundamental data about the four (04) conducted observation sessions will be displayed in the following table:

³ A form with predetermined or closed categories (Day, 1990; Fradd & McGee, 1994), consisting of a list of lesson items that one can complete with, for example, yes/no form while observing a lesson.

Table 2.4. Basic Information about the Four LMD₂ Observed Sessions

	Session N°	Date		Class Time	Class N° Lab N°	N° of Group Observed	N° & Gender of Students
<i>Teacher A</i>	S1	06-12-2015	Sunday	11.30-13.00	MMR2 ⁴	G8	25 (5boys+20girls)
	S2	07-12-2015	Monday	13.00-14.30	Lab ₂	G7	15 (4boys+11girls)
<i>Teacher B</i>	S3	01-03-2016	Tuesday	11.30-13.00	Lab ₂	G3	16 (6boys+10girls)
	S4	14-03-2016	Sunday	14.00-15.30	R17	G3	14 (2boys+12girls)

Additionally, it should be noted, that the researcher attended two (02) other lectures delivered to 3rd year students, with an expert teacher in listening for further personal development, in order to have a clear understanding about the conduction of a listening course. Offering, hence, a better and well self-preparation for the test performance. The checklist of the previous 4 observed sessions was not used here, instead note taking was employed. In what follows a detailed description about the timing and setting of these additional sessions:

Table 2.5. Timing & Setting Description of the Two Observational Lectures

	Date		Hour	Lab N°
<i>Session 1</i>	09-12-2015	Wednesday	8.30-10.00	01
<i>Session 2</i>	14-01-2016	Thursday	10.00-11.30	01

Regarding the structure and content of the checklist, it was divided into two (2) aspects: specific ‘instructional materials’ used, and general ‘classroom interaction’; each of which comprised a list of categories, such as: authentic materials types and sources, classroom activities, etc. (See Appendix A).

Since, as stated by Fradd & McGee (1994), observation alone is usually not sufficient and that other data collection instruments are needed, the

⁴ Multimedia Room 2

researcher sought the necessity to further design a questionnaire for teachers and conduct a listening test.

2.6.2. Questionnaire

Questionnaire, as the most common used printed form of data collection, is meant to include a set of questions or statements to which the subjects are expected to respond. Brown (2001) states that a questionnaire is: “any written instrument that presents respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers”. It can be used to collect different information about a sample population; encompassing facts, behaviours, attitudes and opinions, background information, etc.

A questionnaire may include three types of questions; namely, close-ended, multiple choice, and open-ended questions. Close-ended questions require limited answers either with yes or no. multiple choice questions involve a set of responses or alternatives in which the respondent can select one answer or more. In fact, both close-ended and multiple choice questions provide quantitative data that can be answered quickly and analysed easily. Open-ended questions, in contrast, require a long and free answer; providing thus, qualitative data that is difficult to analyze. Administration of the questionnaire can be delivered in the form of printed handouts, electronically via e-mail or phone, or through a face to face interview.

In this study, the questionnaire was specifically addressed to six (06) second year university teachers, three (03) males and three (03) females who are in charge of oral expression module at the English language department. The administration phase took place during the end of the first term of the academic year 2015-2016, mainly, on December 2015. A pilot questionnaire was first administered to two (02) English teachers who taught previously the aforementioned module; so as to check the appropriateness of questions and to highlight areas of confusion or any committed mistakes. During the piloting

stage, some items were added and others were completely dropped or altered, in addition to reducing the provided space for the answers which made the questionnaire looks longer. After making these amendments, the final version of the questionnaire was submitted. The following graph illustrates in details the whole steps of the questionnaire:

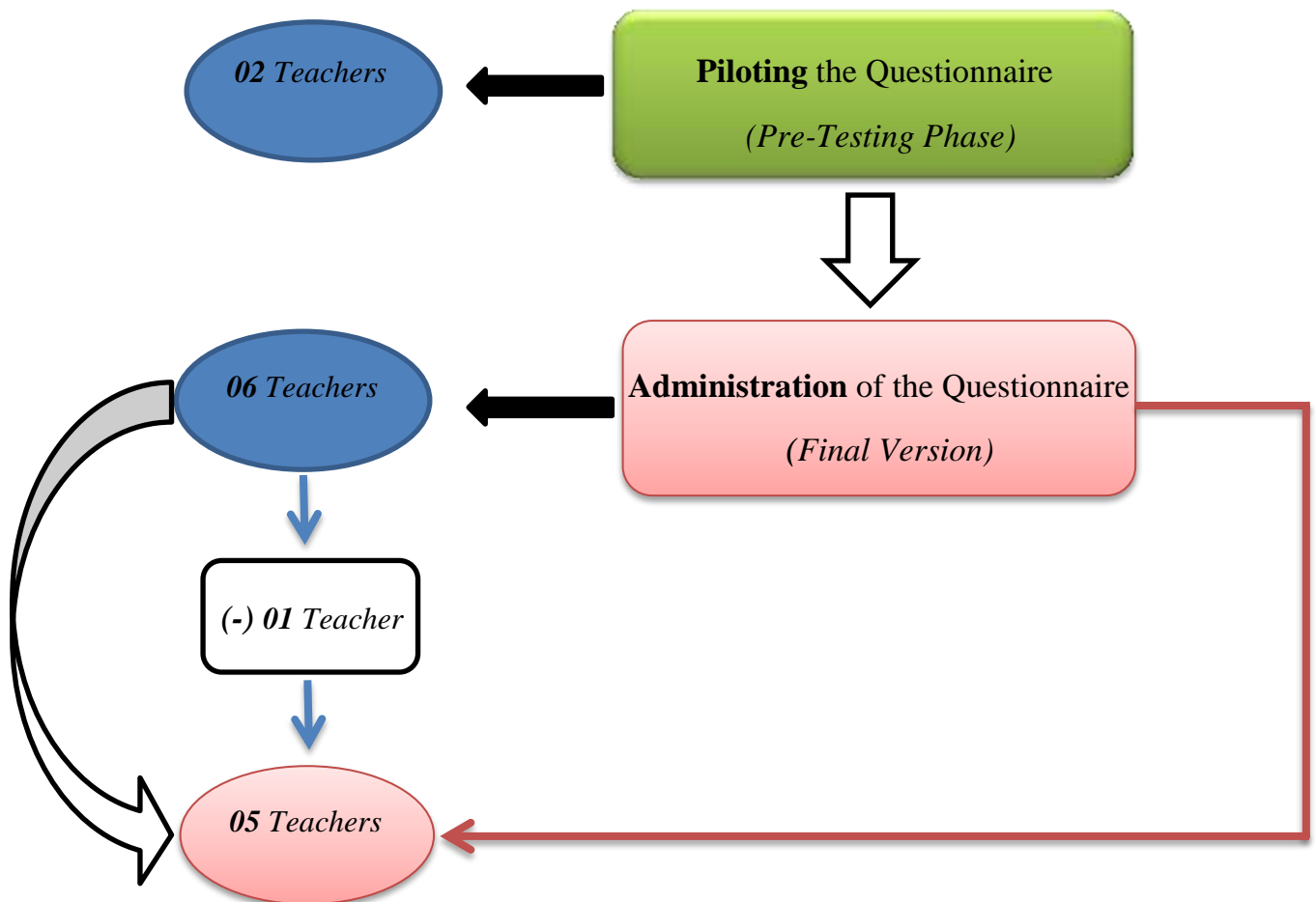


Diagram 2.3. Questionnaire Design and Steps

It is worth mentioning that all the questionnaires were handed back except for one, although the concerned teacher was provided at the beginning with a printed form of the questionnaire and then it was sent via e-mail. Therefore, the final number of the respondents was five (05) teachers. Noticeably, all the questions were answered by all teachers, except for one who left some open-ended questions.

This questionnaire which was used as a quantitative and qualitative technique for data collection method, seeks chiefly to elucidate the main obstacles facing students and their teachers while using authentic aural materials in their listening classes; as well as, exploiting the different ways they use to avoid these obstacles and improve their listening level. In addition to finding out from where they source such materials

The questionnaire comprised sixteen (16) questions of different types, including close-ended, open-ended and multiple choice questions which were organized in five (5) rubrics (the last one was designed later). Each holds a distinct label and consists of 3 to 7 questions (See Appendix B). The table below reveals clearly the questionnaire structure.

Table 2.6. Questionnaire Layout and Questions Distribution

	Rubric 1	Rubric 2	Rubric 3	Rubric 4	Rubric 5
	<i>Background & Profile</i>	<i>Use of Authentic Aural Materials</i>	<i>Difficulties</i>	<i>Suggestions & Recommendations</i>	<i>Listening Comprehension Methodology</i>
<i>N^o of Questions</i>	3	5	4	4	7
<i>Type of Questions</i>	-Multiple choice -Open-ended	- Multiple choice - Close-ended	-Multiple choice - Open-ended	- Close-ended -Multiple choice - Open-ended	- Open-ended - Close-ended

As indicated above, each section of the questionnaire consists of a number of items and each item has a target to achieve.

Rubric One: *Background and Profile*

Part one of the questionnaire; i.e., Question 1 to 3: aims at gathering background information regarding the subjects' qualification, years of English teaching experience and oral expression course teaching experience.

Rubric Two: *Use of Authentic Aural Materials*

Question 4 to 8: examine teachers' mainly covered skills in OP, whether they use authentic aural materials or not, the main sources they use for obtaining such materials, the reasons for not using them, and their attitudes towards the department's possession of listening comprehension equipment.

Rubric Three: *Difficulties*

Question 9 to 12: tend to explore the main hindrances students face during listening to authentic aural materials and how their teachers help them overcome these hindrances, in addition to exploring teachers' frequency of finding problems with those materials, and the kind of obstacles they encounter while using them.

Rubric Four: *Suggestions & Recommendations*

Question 13 to 16: tackle teachers' opinions concerning the necessity for and type of training needed in using authentic listening materials, the importance of having a specialized module for listening comprehension and teachers' perceptions about possible solutions and suggestions for improving their students' listening activities.

Rubric Five: *Listening Comprehension Methodology*

Question 01 to 07: this section was designed after the administration of the 4 first rubrics. It generally describes the status and methodology of listening skill, dealing with its objectives, methods and activities, weekly oral expression hours and the changes of its names.

Besides the teachers' questionnaire, a detailed description of a listening comprehension proficiency test, its characteristics, aims, and the whole procedure of it represents the core focus of the following part.

2.6.3. Listening Proficiency Test

Testing is considered to be as one of the main useful tools of educational research, that is employed in the present work for collecting data about the research subjects' facts or performance in a certain area. In this regard, a test, as defined by Brown is "a method for measuring a person's ability, knowledge, or performance in a given domain" (2001:3). Tests are said to vary in terms of their types⁵ and degree of explicitness (high and low explicitness⁶ tests). This step of test is, hence, characterized by a series of diagnostic or proficiency tests assigned to students before and after the training phase.

The test was administered to a random sample (11 students out of 26) of 2nd year EFL learners belonging to the 'Language Sciences' speciality in the Department of English at Abou Bakr Belkaid University of Tlemcen, more specifically it was subjected to 'Group 8'. The researcher has chosen this group firstly, because of the suitability of the time table as they had two following sessions of oral expression which helped in saving time, and also because this group had been observed by the researcher (during classroom observation); allowing, thus, for the test performance to be an easy process for both the investigator and students as they were familiar with each other.

During all the test sessions, the learners were provided with a listening text followed by a set of comprehension questions or activities related to the content, which took different forms: open-ended questions, close-ended questions, multiple-choice questions, gap filling and completion, matching...etc. The researcher preferred to supply the test-takers with prepared printed question handouts (See Appendix F) all along the test process (06 sessions or lectures) so as to save time, insisting, therefore, on writing their

⁵ Harmer (2001) distinguishes between four (04) types of tests: placement tests, diagnostic tests, progress (achievement or attainment) tests, and proficiency tests.

⁶ According to Seliger & Shohamy (1989 :176) high explicitness tests "employ a variety of structured techniques to elicit language data while texts of low explicitness collect/record/gather language which is produced spontaneously, often without the subjects being aware that their language is being assessed".

names on these handouts for later analysis; and emphasizing that their names will not be mentioned (confidentiality/anonymity principle) in this empirical study.

The overall test-taking procedure took place in ordinary classrooms (not in a language laboratory), a fact which make the test taking process more challenging, time consuming and effort demanding for the researcher, as there was a need to bring the researchers' own speakers and laptop. Also, each test session was developed through the use of a lesson plan (See Appendix C2, D2, E2)

The ultimate goal of this paper-based test was to answer one of the raised research questions *“how can the use of authentic aural materials contribute in improving EFL learners listening skill?”*. It also aimed at confirming or validating and cross-checking the students' difficulties as noticed by teachers in the questionnaire (See Appendix B- rubric 3) while using authentic aural materials in their English language classrooms, which on the whole formulates the second research question content. It should be pointed out at this level, that the listeners were tested on their comprehension of the authentic listening material rather than grammar.

All along the whole test process, the researcher tried to use a mixture of authentic aural materials, i.e., audio and videotaped recordings taken from the internet or course books to meet students' needs and styles, including different types: story, conversation, film, lecture, dialogue (a clear picture about the test process is drawn on diagram 2.2.).

In this exploratory case study, two tests (proficiency and achievement) were submitted to the intended informants; namely, the 'pre-test' and the 'post-test', respectively; in addition to the training sessions. The pre-test was given to the subjects before they received the special instruction (4 treatment sessions of authentic listening), while the post-test was carried out after the treatment. Both tests were checked by a specialist teacher in listening in order

to achieve content validity, clarity of the instructions and sequence of questions, as well. In addition both of them were in the form of audio recordings selected from the Internet followed by some comprehension questions which were created by the researcher.

Although the tasks of the two tests differed in terms of their content, they had a similar structure and number of questions. In both of them two types of questions were used: global (general) questions and local (detailed) questions. The purpose behind following the same structure is to obtain accurate results and to see if the test-takers' listening comprehension ability has been improved or not.

2.6.3.1. Pre-test Phase Description

The pre-test that was conducted before the training phase. It was administered to LMD2 students (G 8) on Sunday, February 28th, 2016 at 11.30 – 13.00 in room 4. It was a two (2:00) minutes audio recording entitled “A BAD LUCK STORY” and which was taken from the internet. It is a short story in which the storyteller retells to a group of his friends what happened to him when he went to Italy. The researcher preferred to start with this type of listening text instead of any other one; in order to increase students' motivation towards listening.

The test-taking lasted half an hour on average and it comprised 5 questions, in which the first four ones were open-ended questions with the last one being a filling the gap item (See Appendix C1). The listeners were exposed directly to the authentic material to answer the questions.

This listening comprehension proficiency test that aims at giving “a general picture of a student's knowledge and ability” (Harmer, 2001:321), was used in the pre-listening phase to fulfill the following objectives:

- ✓ Diagnosing how much the listening comprehension improvement is related to authentic materials implementation.

- ✓ Pointing out the difficulties encountered by learners during listening to such materials.
- ✓ Assessing the informants' listening ability and, hence, confirm or correct the students' self-assessment of 'English proficiency level' (low, average, high) provided in their attendance & basic information handout (See Appendix C3).
- ✓ Evaluating their understanding degree and capacity of the target language.
- ✓ Making them familiar with authentic speech.

□ *Procedure:*

After entering the classroom and greeting the students, the teacher gave the floor to the researcher after presenting her briefly. As an introduction, the researcher introduced herself more and stated that what is going to be done, (i.e., some listening activities) is part of a research work hoping that they are going to help in its completion, without mentioning that it is a test or giving the purpose behind it, in order not to influence them and, hence, not to affect the results. But this was mentioned during training. Then students were given a paper to fill in the following information: their names, signature, age, proficiency level and the number of years spent in studying English (See Appendix C3).

Before starting the listening task, the researcher asked the test-takers if they have a clue about the concept of "authentic materials". Surprisingly, no one of the present students could guess its meaning which pushed the researcher to write it down on the board. Worth mentioning, here, that the number of those students in the 1st session was very small (11) in comparison to the group size (26). This obliged to take the same eleventh students in the post-test to have reliable results.

After defining this concept orally, the researcher tried to prepare the subjects psychologically, telling them that when listening to an authentic

material, one cannot, of course, understand all what is said, even teachers sometimes they cannot, and this what indeed happened in this session. So, as it is stated by him, the listening material was so difficult as the OE teacher could not catch up all what is said. And this is something normal since we are not native speakers. Thus, they should not worry because of this. In the light of what has been said, Sihai (n.d.) emphasizes that teachers need to prepare learners psychologically for the listening activity, telling them that they will not be able to understand everything they hear.

Generally speaking, the lecture did not go well at the beginning. Since the pre-test was performed in a classroom not in a laboratory, the researcher was obliged to look for the speakers and the class number, a process which took approximately fifteen (15) minutes. Unfortunately, after finding a speaker, the researcher faced some technical problems which hindered its well functionality. In trying to fix the problem, more than ten minutes were lost. Thus, it was decided to work at the beginning without speakers. However it did not worked as it was difficult for the students to listen to the recording and this was very clear from their facial expressions. What makes it more difficult is the background noise found in the recording, since the story occurred in a public place.

Therefore, one of the students suggested to bring his car's speaker which took more than five minutes. After fixing the problem, the students were asked to listen to the tape and answer the questions on the handouts distributed. Most scholars, in fact, recommend giving the questions before listening (Brindley, 1998; Berne, 1995). A process which is said to help the learners know why they are listening and what information are needed to have, and this what really happens in almost all real-world listening situations. The tape was played five times. And during listening some students were taking notes before answering the questions. Despite the fact that, the tape was played many times, they could not answer all the questions, especially, question one although it was easy and also question four which was left empty in all the copies.

After finishing the task the researcher collected the trainees' written answers for later analysis. And then they were asked about the difficulties they faced during listening. To gain time, each one of them was given an empty piece of paper to write his/her own difficulties or any other comments (positive/negative) concerning this test session (they were asked to divide it if possible into those aspects).(See Appendix G).

2.6.3.2. Training Phase Description

After the pre-test, the listeners participated in four 4 class sessions of authentic listening instruction conducted by the researcher over a two (02) week period. So, to test mainly the third hypothesis provided in this investigation, and which claimed that '*learners who are exposed to authentic aural materials may develop their listening abilities*', and also to enhance the trainers' listening skill, as noted earlier, four treatment sessions with such materials were conducted following a specific lesson plan. Each lesson plan constitutes: a topic, overview, general objectives, teaching aids and the phases of the lesson. (See Appendix 2 for more details).

Regarding the lessons and materials, a variety of listening texts and topics were covered, encompassing specifically: three (03) audio recordings and one (01) videotaped material that took different forms: a phone conversation, a film, a lecture, a face to face conversation respectively, which were taken from various sources, as will be explained in details in 'table 2.7.' below. During the whole test process, the researcher tried to use interesting and appropriate listening materials in terms of its topic and length. The length of the recordings used ranged from 1 to 4 minutes. In this vein, Buck (2001) confirms that listening to a long text can be very tiring; on the other hand, Anderson & Lynch (1998) maintain that shortness of a particular text simplifies the task of comprehension, so the longer the text, the more difficult it will be to comprehend. In addition Cakir (2006) reports that two minutes of video can be an introduction to an hour of class or to the development of different activities.

Each training session took approximately from 45minutes to 1hour and a half, depending on the length of the material and type of questions or activities done.

Table 2.7. General and Specific Information about the Training Sessions

		<i>Session 1</i>	<i>Session 2</i>	<i>Session 3</i>	<i>Session 4</i>
General Aspects	Date of Performance	<u>Tuesday</u> /01-03-2016	<u>Sunday</u> /06-03-2016	<u>Sunday</u> /06-03-2016	<u>Sunday</u> /06-03-2016
	Hour	10.00-11.30	10.00-11.30	11.30-13.00	11.30-13.00
	Room N°	R13	R7	R4	R4
	N° of Students Present	25/26	15/26	19/26	19/26
Specific Aspects of the Lectures	Topic of the Lecture	The Office Photocopier	Taking Flight	Global Warming	Homlessness
	Timing of the Authentic Material	1:32 min/audio	3:35 min/video	4:37 min/audio	1:13 min/audio
	Type of the Authentic Material	A phone conversation	A film	A lecture	A face to face conversation
	Source of the authentic Listening Material	Real Listening & Speaking3-Miles Craven- (2008)/ (Unit9: Shall we say five o'clock)	Tell Me More (DVD-ROM)	Real Listening & Speaking3-Miles Craven- (2008)/ (Unit14: Good morning, every one)	All Clear3 Listening & Speaking With Collocations- Helen Kalkstein Fragiadakis- (2007)/ (Unit4: On the streets- Living from hand to mouth

It is worth pointing out that some training sessions (specifically1+2) (in addition to the post-test session) were not performed within the oral production course. The 1st session took place in the written production module, while the 2nd one it was done in the study skill course, after of course taking the consent of the teachers in charge of. This process was not easy at all, as the researcher

looked for many teachers who can give their sessions to do the test. Some of the intended teachers were somehow late in their programs, and hence could not help the researcher. The reasons that push the researcher to look for other sessions other than that of OP course, is the time devoted to this latter (2 sessions weekly) and also due to the lack of time since the test process (06 sessions) started at the end of the 1st semester (15 days holiday).

In each lesson, these activities were divided into 3 main stages: pre-listening, while-listening, post-listening or pre-viewing, while-viewing, and post-viewing tasks. Different forms or types of exercises and questions ranging from 05 to 06 questions (in the while-listening stage) were used in each training lecture: open-ended questions, binary forms of questions⁷, alternative responses (scaled⁸ and non-scaled⁹ questions), filling the gap, complete information in the chart...etc.

In fact, it is of great importance to have a well-designed lesson plan that includes a variety of activities that can help in developing the listening comprehension. Regarding the lesson phases and the sequence of these class activities, as aforementioned above, each session unlike the pre & post-test ones in which the trainees were asked to listen directly to the recording, were developed through 3 steps:

First, the ‘pre-listening stage’, which acts as a warm up whereby the teacher-researcher aimed at activating the students’ background knowledge by thoroughly ‘building up the context’ through introducing the topic of the lecture, making them use ‘the predicting technique’ and sometimes by asking them to look at the pictures (lesson 1+2+3) provided in the question handouts (See Appendix F2). In this context, Mathews et al (1991) states that whatever the students’ level is, it is generally advisable to orient them to what they are about to hear, and also by ‘pre-teaching’ some difficult or key vocabulary items

⁷ Refer to yes/no and true/false forms of questions.

⁸ A type of multiple choice questions in which the respondent is required to choose just one answer.

⁹ A type of multiple choice questions in which the informant is asked to select more than one answer.

(such as: warranty, jam, cheetah, yo-yo, cannonballs) in order to motivate students and help them understand the tape clearly. Each warming-up phase lasted 5 to 10 minutes.

Second, the ‘while-listening stage’ in which the trainer tried to supply the participants with various assignments about the content of the listening passage. This phase took from 30 to 1 hour. Despite the fact that authentic materials have many advantages like, for instance, hearing the language as it is used in real-life, they may, however, be difficult and not appropriate for learners’ level, this is why the researcher tried to follow what Spratt *et al.* recommended: “assigning easy comprehension tasks” (2005: 23). Since as affirmed by Cook (1996) (qtd in Thanajaro, 2000) the difficulties of using authentic materials do not concern the level of proficiency, but on the tasks the teacher employs in the classroom. Taking also into account Wilson’s (2008) view, that is when designing tasks teachers need to bear in mind a number of questions: ‘what will my students do with this?’ and ‘does it cover the following phases: pre, while, and post listening?’.

As far as the 3rd phase ‘post-listening’ is concerned, it allowed students to apply what had been learnt from the aural passage by giving them different tasks, in which the trainer tried to cover the four skills and not only listening. In this line of thought (Oxford, 2001; Hinkel, 2006; Shanahan, 2006) (qtd by Mekheimer, 2011: 23) insist that “the four skill areas of a foreign language should not be treated as distinct and isolated cognitive domains because each feeds into the other complementarily”.

It is worth to note that in each training session; firstly, the tape was played for more than four (04) times to allow the trainees to finish their answers, and secondly, they were usually given some 5 minutes to read the questions before listening to the tape and this what was in fact recommended by most scholars like Brindley (1998) and Berne (1995) as this is the case in almost all real-world situations, in which listeners know why they are listening. Moreover, it is suggested that learners should be given enough time to respond

to each question (Brown, 1990). Thirdly, at the end of each lecture, students were asked about their difficulties and comments about lectures.

After completing these questions on the handouts provided to them, the teacher-researcher corrected the activities together with the trainees which were instructed to write their names on those test-papers. The purpose behind such an instruction is to confirm and check the presence of those eleventh (11) students who were present in the pre-test phase; so as to ensure that they had received the training and, thus, to have a reliable results. Additionally, they were also provided with the attendance sheet (See Appendix D3) that was submitted to them during all the listening test sessions to further check their presence in case they forget to mention their names on the question handout and this what was really happened.

Finally, it can be said, generally, that the lectures went well and were successfully conducted. And during these sessions the trainer did not face any discipline problems and, thus, could have control over the students' behaviour; since most of them were engaged, motivated and participating in the classroom. After four sessions of treatment, the trainees set for the post-test.

2.6.3.3. Post-test Phase Description

After training the informants, and in addition to the proficiency pre-test, an achievement (or progress) test was used in the post-training phase. These kinds of tests are normally “designed to measure learners' language and skill progress in relation to the syllabus they have been following... they reinforce the learning that has taken place, not go out of their way to expose weaknesses. They can also help us decide on changes to future teaching programmes” (Harmer, 2001:321).

This post-test, therefore, attempts to:

- ✓ Mainly, measure or assess the learners' progress and improvement in the area of listening comprehension after exposure to authentic aural materials, and hence;
- ✓ Explore the hindrances faced by the testees during such exposure to this type of materials;
- ✓ Check the effectiveness of authentic listening training.

The post-test was conducted on Monday, March 07th, 2016 at 8.00-10.30 in room 34. The listening text employed in this phase was a two and twenty eight (2:28) minutes audio material, holding the title "IS THE SUN GOOD OR BAD FOR US" (taken from the internet). It takes the form of a dialogue between the interviewer and Dr. Williams that revolves around the role of the sun, encompassing its merits and demerits. The test procedure, on the whole, took approximately 45 minutes. It consisted of 05 items, among which the four (04) first ones were open-ended questions and one (01) was a gap filling question. Thus, as the reader may have noticed, and as aforementioned, the listening comprehension attainment post-test was similar to that of the proficiency pre-test in terms of structure (number and type of questions) but differ, of course, in terms of content.

□ *Procedure:*

Firstly, it should be noted that the last test session, as mentioned previously, took place in the linguistic module. Thus, after taking the consent of the teacher, the researcher was given the last 30 minutes from this course. In this way, the test taking process started exactly at 9.30 o'clock. As a first step, the investigator distributed the attendance sheet (See Appendix D3) and the test papers on the three (23) students, and gave them some time to read the questions before starting the listening task, insisting at the same time on the fact that:

- They have to write their names on both the question handout and attendance sheet.
- Their names will not be revealed in this study.
- They should work as sincerely as possible.
- The test was not going to be marked (since some of them were previously asking about that issue).

Fortunately, all those testees (11) who participated in the pre-test were present in the post-test session (the focus in this investigation and analysis will be just on those ones).

So, after listening to the tape for more than four (04) times to complete the tasks, the participants' written responses were collected. Afterward, the researcher asked them about their opinions and obstacles regarding the selected authentic aural material in comparison with that of the post-test. Students, generally, liked the topic and the listening material which was easier, as they said, than the one of the pre-test. There were few encountered difficulties regarding the final test (see section 3.2.3.3), unlike in the first submitted test.

What is noted during this test performance that the test takers were, generally, helpful and interested except for one student who was writing her assignment, instead of answering the questions, in which her's test paper was answered by her friend.

At the end, the researcher thanked the participants for their help and contribution in accomplishing this research work after explaining to them the importance of such a work. To summarize the aforesaid and for better illustration, the diagram below describes clearly the whole test-taking process:

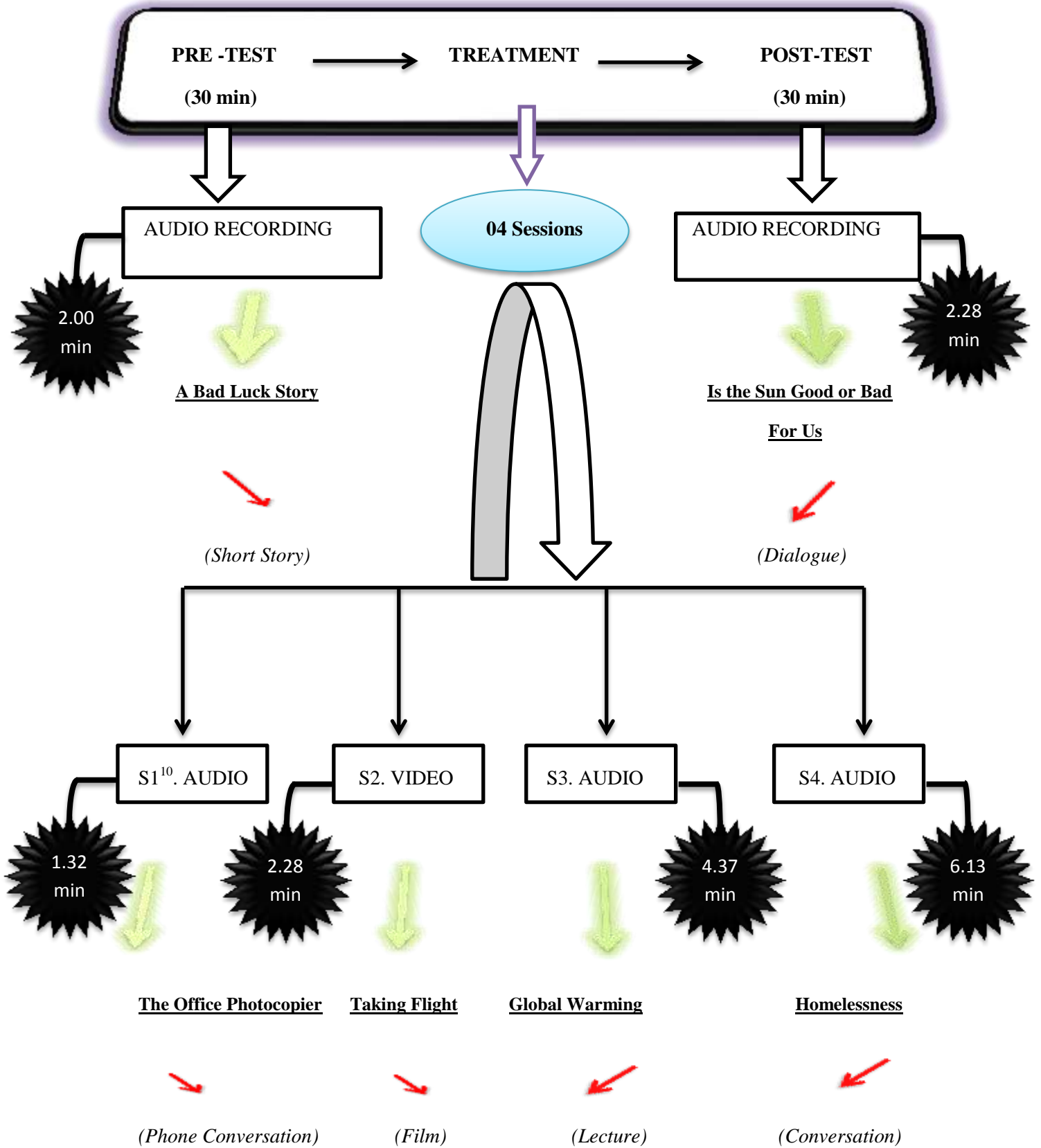


Diagram 2.4. Test Procedure

¹⁰ Session 1

2.7. Conclusion

In the second chapter, the researcher has attempted to analytically describe the ELT situation in Algeria; as well as, the listening status at the English Department is drawn. A thorough discussion of the methodology employed by EFL University teachers, and a wide real picture of their profile along with that of the chosen sample of learners was presented. Besides, part of this chapter was devoted to the presentation of the research instrumentation, passing, respectively, through classroom observation, teachers' questionnaire, to the test.

While in this chapter, the research methods of analyzing data have been discussed and described, the next one will be devoted to the analysis, interpretation and discussion of the results obtained from the collected data. Attempting, at the same time, at offering some suggestions and recommendations.

CHAPTER THREE

***RESULTS ANALYSIS,
INTERPRETATION***

AND

RECOMMENDATIONS

Chapter Three

Results Analysis, Interpretation and Recommendations

3.1. Introduction

3.2. Results Analysis and Interpretation

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3.5. Conclusion

3.1. Introduction

The third chapter is generally devoted to the analysis, interpretation and recommendations related to this exploratory case study. Throughout this chapter, the researcher attempts, mainly, to provide practical answers to the research questions belonging to this study. Thus, it firstly, attempts to analyse and interpret the results drawn from the classroom observation, teachers' questionnaire and proficiency listening test. Then, the current chapter tries to summarize and discuss the main findings obtained from these data collection tools. Lastly, based on such findings, the researcher proposes some suggestions and recommendations that are hoped to provide insights to teachers and learners about authentic aural materials use.

3.2. Results Analysis and Interpretation

In this section, the large amount of data collected from the different research tools implemented along this investigative case study (using a triangulated approach); namely, classroom observation, questionnaire submitted to teachers and listening proficiency test; were analysed and interpreted using both qualitative and quantitative data analysis methods. This implies, then, that a set of textual information or narrative techniques were presented in this analytical chapter, along with the statistical ones which rely on the use of numbers, frequencies and percentages. The data gathered from the classroom observation were analysed qualitatively; whereas the one collected from the questionnaire and test were analysed both quantitatively and qualitatively.

3.2.1. Classroom Observation Results

Four (04) regular observation lectures delivered to 2nd year students were carried out by the researcher, attending, thus, with two (02) different OE

teachers. In addition to two (02) other sessions attended with a 3rd year teacher. The classroom observation of the four first sessions, as explained in the preceding chapter, focused on pre-selected items (See Appendix A1). In this study, classroom observation is used to notice and discover which sources of authentic aural materials are used by teachers, and at the same time observe the different listening aspects accompanying its use (activities, note taking, etc).

As regards *'Teacher 1'*, the results revealed that during the first two attended sessions, the observer noticed a total focus on speaking (discussions and oral presentations), with more teacher talking time (TTT). Hence, no listening is practiced. It can be deduced, then, that despite the fact that the majority of teachers, nowadays, know the importance of listening, and though the diversity and easy access to the aural materials, still some instructors in the English department do not bring them into their classes. This, in fact, might be attributed to some restricting factors, like: teachers' workload, large class size, or their limited experience either in teaching such a skill, in specific; or in OE course, in general. It can also be due to the lack of ICT skills and the technical problems faced with these materials. Another possible interpretation might be that, some teachers may not be motivated to include them in their classrooms, for it is time consuming and effort demanding.

Concerning the two observed remaining lessons, findings show that, *'Teacher 2'* relied mostly on the use of audio recording accompanied in the coursebook. The first and second lesson (continuation) tackled a text entitled 'SCHOOL LIFE'. It was a conversation between Jan and Steve (See Appendix A2). The observed teacher developed the lectures through the use of 3 stages (pre, during, post listening activities). First, as a warm up, the teacher asked her students to express what they see on the picture (See Appendix A3). Then, they were given some listening tasks (See Appendix A4), in addition to others (dictation, listen and correct at the same time, etc). Next, they were asked to write a summary of the conversation using the idioms seen in the recorded

material (See Appendix A5 which includes an example of a paragraph (summary) developed by one of the students). Afterwards, students were required to act out the dialogue in pairs.

What was observed during these sessions was the students' high motivation and participation. So, nearly all of them were on-task and were even taking notes. In this context, Peacock (1997:152) claims that authentic materials "may increase learners' levels of on-task behaviour, concentration and involvement in the target activity more than artificial materials".

Regarding the two (02) other observed 3rd year sessions; in the first lecture the teacher employed a videotape material (a conversation between a man and woman in a restaurant). While the second one was an IELTS¹ test (audio) session. Acting as a controller and observer simultaneously, the researcher kept an eye on the test procedure and the activities used as well (See Appendix A4).

All in all, the classroom observation results demonstrated that the frequent used source is audio and video material (conversation). After the analysis of classroom observation and for more accurate and reliable data, findings obtained from the questionnaire will be thoroughly analysed and discussed. This will be the main concern of the next section.

3.2.2. Teachers' Questionnaire Results

Teachers' questionnaire consisted of sixteen (16) questions of different types, as it is clearly explained in the second chapter (See Section 2.6.2.) which were analysed both quantitatively and qualitatively. In what follows a detailed

¹ The International English Language Testing System (IELTS) is a kind of test involving different listening activities, with pre-determined instructions on the tape. Generally, it is used to assess the language proficiency and ability of candidates who want to study or work in foreign native English countries.

analysis and interpretation of all the answers is carried out, so as to pinpoint the most relevant findings.

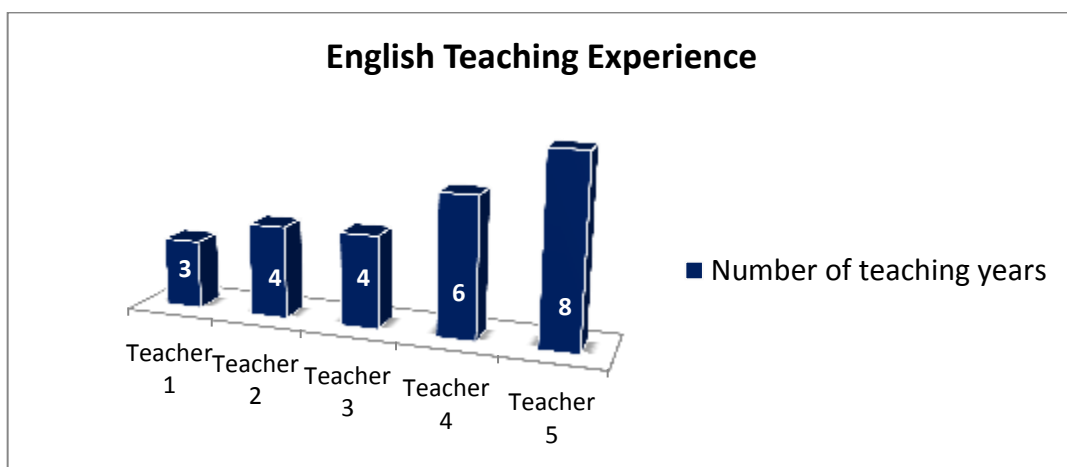
To gather clear information about the participants' characteristics, they were asked to respond the following three (03) questions related to their educational level, English teaching experience and oral production (OP) teaching experience, as will be displayed in 'Table 3.1.'

Question 01: Teachers' Qualification

Nearly all the participants (05) who answered the questionnaire have a Magister degree (80%), but one of them is about to discuss his PhD thesis.

Question 02: How many years have you been teaching English?

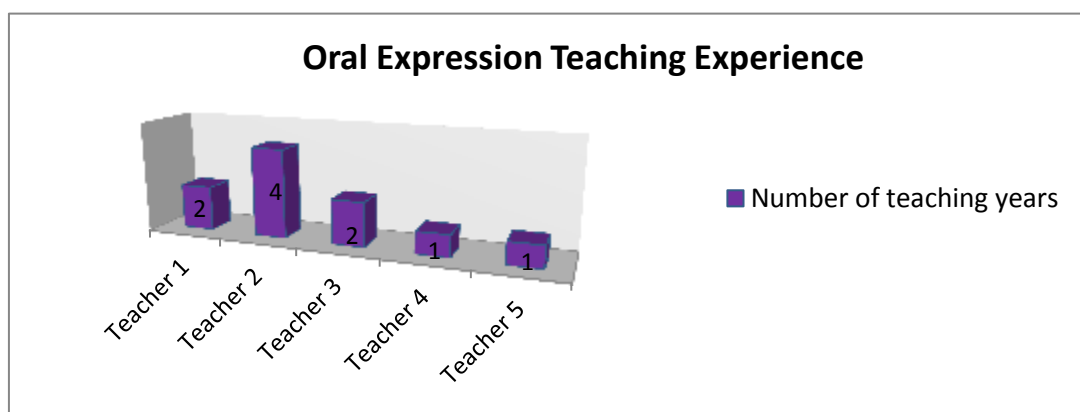
The informants' experience in teaching English varied from 3 to 8 years. with one teacher having 3 years of teaching experience, two others have 4 years, the fourth teacher has 6 years and the last and most experienced one has 8 years teaching experience. This indicates generally that these teachers are experienced in the field of English teaching. The aim behind asking such a question was to check the experience that teachers of 2nd year (who are in charge of OP course) have at Tlemcen University. The bar graph below represents these results:



Bar Graph 3.1. Teachers' English Teaching Experience

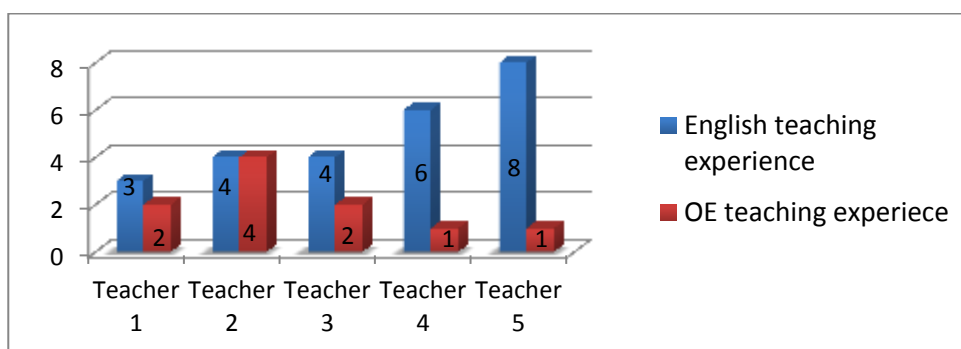
Question 03: How many years have you been teaching Oral Expression Module?

Teachers’ responses varied from 1 to 4 years. Two teachers have 1 teaching experience, two others stated having 2 years and only one of them has 4 years teaching experience in Oral Expression (OE) course. This figure shows the obtained findings:



Bar Graph 3.2. Teachers’ Oral Expression Teaching Experience

From the bar graph below (question 2+3), it is seen that although teachers have taught English for a long time, their experience with OE module is not so big compared to the number of English teaching years. And this may be due to their educational level (magister holders), or some of them were previously teaching at middle or secondary level.



Bar Graph 3.3. Teachers’ Experience in English and OE (comparison)

Therefore, it can be deduced that teachers’ use and knowledge about authentic aural materials or even listening, in general, might be limited; since the majority of them have a little experience in OE course. In gross, teachers’ bio-data are recapitulated and summarized in the following table for better understanding:

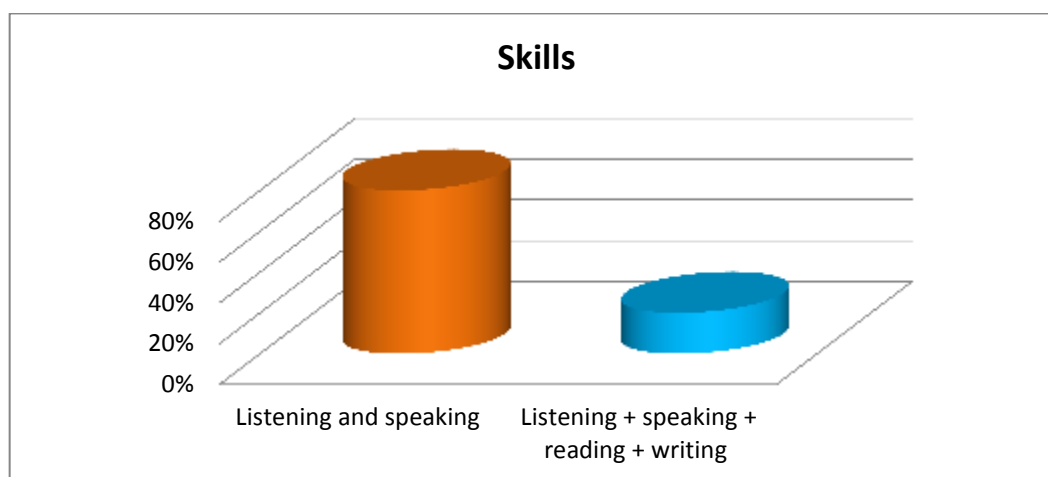
Table 3.1. Teachers’ Background Information

Background Information N° of Teachers	Qualification				English Teaching Experience	N° of Years in Teaching OE Module
	Licence	Magister	PhD	Professor		
Teacher 1		√			03	02
Teacher 2		√			04	04
Teacher 3		√			04	02
Teacher 4		√			06	01
Teacher 5		√			08	01

Question 04: In Oral Expression, I mainly focus on improving:

Listening, Speaking, Reading, or Writing

Concerning the most focused skills during oral expression course, the overwhelming majority of teachers (04), representing a percentage of 80% confirmed that they focus on both listening and speaking skills; while 20% of them (01) claimed that the focus during this course lies in the integration of four skills, i.e., speaking, listening, reading, and writing, as illustrated in the figure below:



Bar Graph 3.4. The Main Focused Skills in OE Course

Hence, the results prove that teachers during oral expression give importance to the four skills, but with more emphasis on listening and speaking. The lack of time and nature of the course can be the main reason why they cannot cover the remaining skills; namely, reading and writing.

Question 05: Do you use authentic aural materials in your English listening classes?

The present question sought to know if OE teachers use authentic listening materials. Apparently, and as shown in the following table, four (04) teachers, representing the percentage of 80% affirmed that they use authentic aural materials. On the other hand, 20% generally does not make use of authentic aural materials.

Table 3.2. Use of Authentic Aural Materials

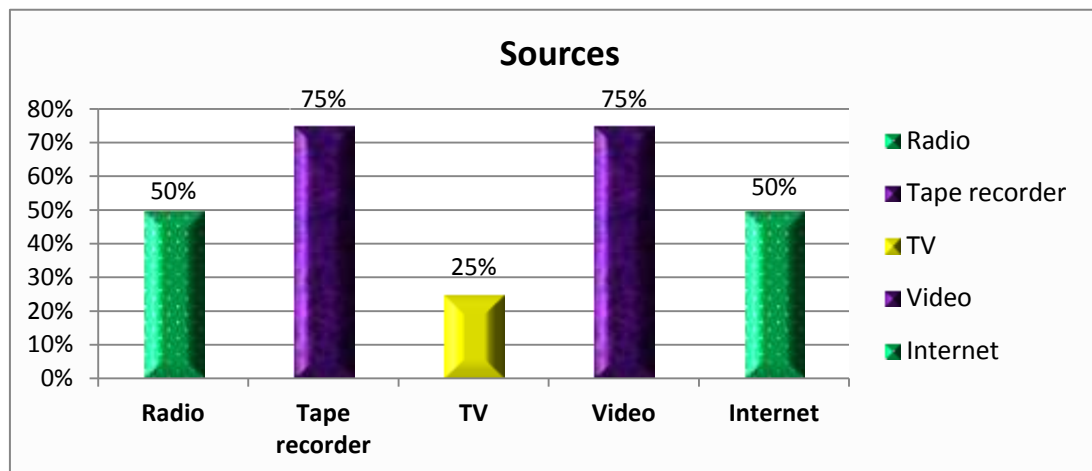
Options	Absolute frequency (A.F)	Relative frequency (R.F)
Yes	04	80%
No	01	20%

From the above table, one can notice that most of the respondents employ these materials, and this can serve our purpose of study. Teachers who

indicated that they use authentic listening materials were asked to answer item six (06), otherwise they had to go directly to the seventh (07) one.

Question 06: If yes, what are the most used sources you would use to obtain these materials?

The kind and number of authentic materials sources employed by the participant teachers; who claimed using such materials, varied from one instructor to another. Concerning the type (TV, Video,...) of the employed sources, *tape recorder* and *video* were the choice of three (03) teachers (75%), followed by *radio* and *internet* selected by two (02) teachers (50%); and then the use of TV source chosen by only one (01) of them representing 25%. In addition to the five sources, one teacher mentioned using textbooks with CD's. For a better summary illustration, the following bar graph is used:



Bar Graph 3.5. Sources of Authentic Aural Materials

The figure above, hence, reveals that the most commonly used sources for obtaining authentic aural materials are both the tape recorder and video because of the availability of these materials, especially video as it is considered as a motivating tool that sparks students' interest, while the least used is the TV. For more details, as regards the number and type of sources used by each of the four teachers to obtain authentic materials, it seems worthwhile to consider the following table:

Table 3.3. Type and Number of Sources Used by Each Teacher

A.F	R.F	N° of Ts* ² Source	Teacher 1	Teacher 2	Teacher 3	Teacher 4
02	50%	Radio	√		√	
03	75%	Tape recorder	√	√		√
01	25%	TV	√			
03	75%	Video	√	√	√	
02	50%	Internet	√		√	

As far as ‘Table 3.3.’ is concerned, it can be seen that only one teacher out of the four ones mentioned the use of the five sources together which is something beneficial for students; while also only one of them uses just one source ‘*tape recorder*’. The remaining teachers generally rely on two or three sources. In fact there are different sources of authentic aural materials, but the problem is that some EFL teachers do not use such materials regularly, or rely on just one source which is not sufficient to fulfill students’ needs and styles.

Question 07: Why do not you use authentic listening materials?

The seventh question was addressed only to the respondents who answered ‘yes’ in the sixth (06) item. Concerning this question, there was some kind of imbalance between what the informants say in item six and seven. In the preceding item there was only one teacher who affirmed the non-use of these materials without justifying the reason behind that. Another teacher who in spite of claiming previously (in question 6) using authentic aural materials, commented the seventh item stating: “*I see that the listening skill is quite difficult*” which indicates that these materials are not used by that teacher. So, no one of the two provided options was selected.

² Ts* teachers

Question 08: According to you, does the English department possess the appropriate equipment to teach listening comprehension?

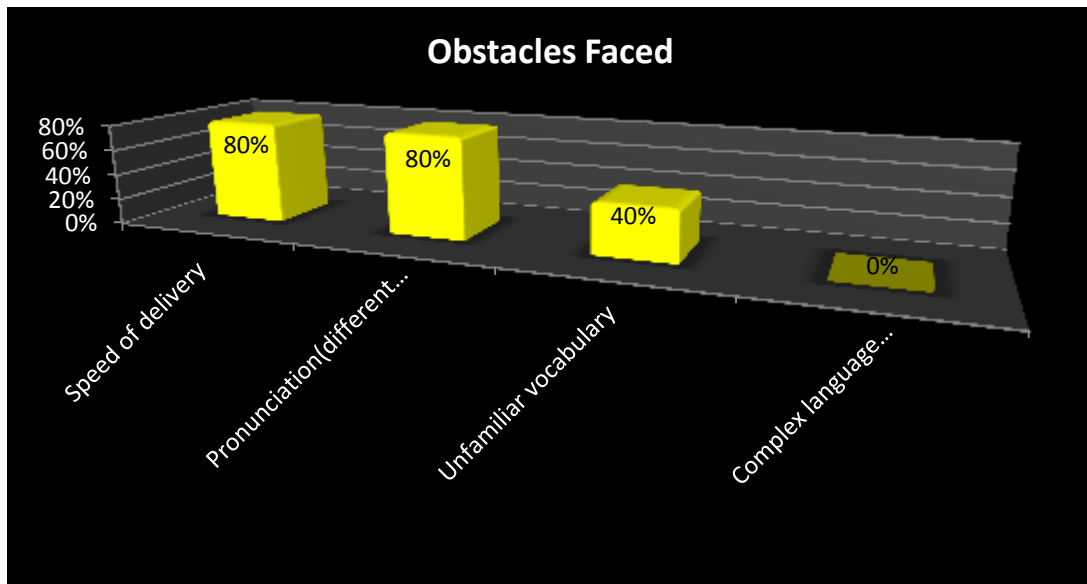
The majority of teachers (04), representing the percentage of 80% answered positively; because they see that the English department is equipped with two labs, tape recorder, data shows and radio as they explained. Nevertheless, as one may notice that in such a large University, two laboratories are not sufficient to practice listening. While only one of the five (05) respondents, representing 20% showed a negative answer using the phrase “*Not really*”. Their responses are described in the next table:

Table 3.4. English Department Possession of Listening Equipment

Option	A.F	R.F
Yes	04	80%
No	01	20%

Question 09: According to you, what obstacles do your students encounter while using authentic aural materials?

This question attempted to highlight the participants’ views concerning the kinds of obstacles students encounter when being exposed to such materials, a large majority of teachers (04), representing 80% considered that ‘*the speed of delivery*’ and ‘*pronunciation*’ as the main handicap. While two (02) other teachers (40%) believed that the ‘*unfamiliar vocabulary*’ is another difficulty faced by students, and no one of the participants selected the fourth obstacle, i.e, ‘*complex language structures*’. Concerning the other difficulties, one of the teachers cited the ‘*cultural issues*’. To well understand, the following bar graph points up the participants’ answers:



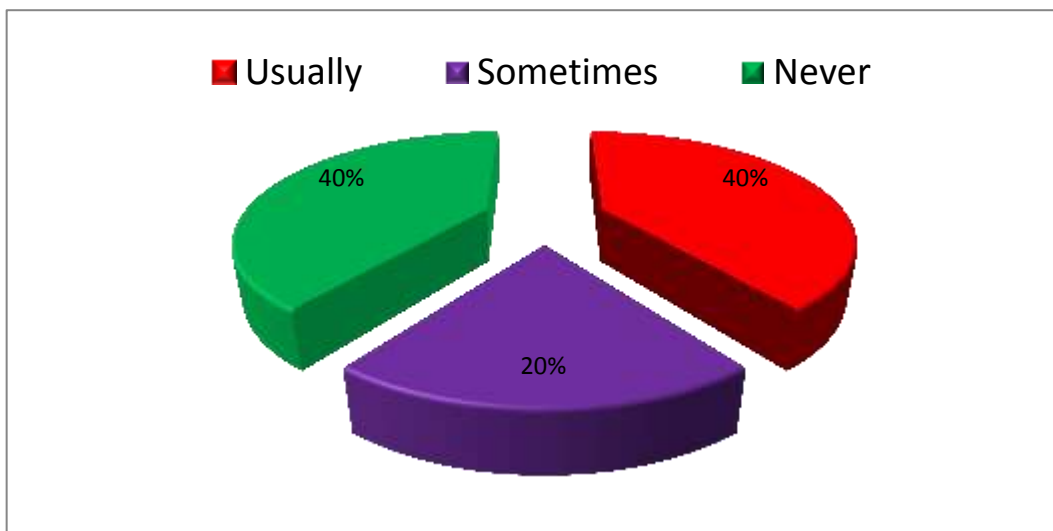
Bar Graph 3.6. The Difficulties Encountered by Students When Listening to Authentic Aural Materials

Question 10: How do you help them overcome these difficulties?

As regards this question, it was answered only by four (04) teachers out of five (05). Teachers' solutions varied from one teacher to another. One of them, in fact, mentioned an important technique that is 'preparing students psychologically' by *"trying to explain to them while listening to authentic aural materials that they have not to worry if they could not understand all the material's content"* (as it is stated). Attention, trying to remember as much words as possible, giving them the opportunity to listen again, and making them aware of some of the RP notions are other proposed solutions. It is also suggested by another teacher: allotting time to each of the encountered difficulties, using dictionaries and the top down approach to listening comprehension, reporting in his own terms that this needs *"a systematic progressive work"*.

Question 11: Do you find any problems when using these materials?

According to their responses, two (02) teachers confirmed that they *usually* face problems during using authentic aural materials. The same number of teachers (40%) indicated that they *never* did (as one of the two do not use them), and only 20% claimed that problems are *sometimes* faced while implementing such materials. These findings are displayed in the next pie chart:



Pie Chart 3.1. Teachers' Problems in Using Authentic Listening Materials

Thus, it can be understood that more than half of the instructors (60%) face obstacles while using authentic aural materials, a fact which consumes more time and, hence, can prevent or reduce the possibility of using these materials during listening courses.

Question 12: What are these problems?

In this item, teachers were asked to specify the encountered problems when implementing authentic listening materials which differed according to each teacher's experience degree and views. These problems are listed as follows:

- ♦ lack of these materials,
- ♦ the manner of using and selecting them,
- ♦ designing the activities,
- ♦ absence of an expert in the lab,
- ♦ The problem of light which is related to “*functionality*”, as it is stated by one of them.

Other important issues were mentioned by a teacher who commented shortly: “*cultural, situational, accents and idioms*”. This seems to cause a problem not only for students, but also for their teachers.

Question 13: Do you think you need training in using such materials?

Results illustrated in the table below, reveals that the majority of teachers (80%) felt the need of training in using authentic aural materials, because they thought that training can be a good solution to overcome the different issues, especially those related to ‘functionality’. This will facilitate the task not only for the teacher, but also for the learner. When the respondents were asked to justify their answers, two novice teachers; who have a little experience with oral expression, stated: “*this module needs team work, so that the new teachers can gain a lot from the experienced ones*”. The second one commented honestly: “*because this is my first experience in teaching listening comprehension and using authentic aural materials*”. While the remaining teacher (20%) who felt no necessity for the training, reported in his own words: “*it does not need training; it rather needs preparation, mastery ... the use of tapes does not really need any training*”.

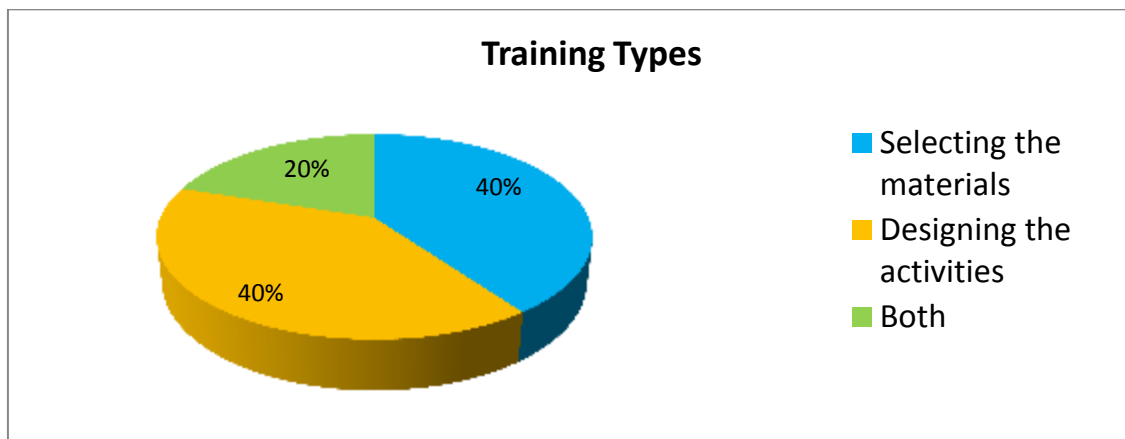
Table 3.5. The Need of Training in Using Authentic Aural Materials

Option	A.F	R.F
Yes	04	80%
No	01	20%

Based on these findings, one may say that responses to this item were really affected by the length of the teaching experience; since the majority of those who assumed that they need training have little experience (from 1 to 2 years) in teaching OE. Only one teacher who has 4 years teaching experience affirmed that training is unnecessary.

Question 14: If so, what type of training do you need?

Item fourteen (14) asked those who indicated that they need training to specify what type of training they need. Percentages were equally shared between *selecting the materials* (40%) and *designing the activities* (40%). Only one informant (20%) selected the two options together, explaining that the selection of such materials should encompass authentic and simplified materials; Whereas, for designing the activities there was a need (as reported in his words) to know “*how and when*”. And no other needed types of training were added. In gross, the results are illustrated below:



Pie Chart 3.2. Types of Training Needed by Teachers

Question 15: Do you think it is important to have a separate module for listening comprehension?

This question aimed at knowing teachers' opinions concerning the necessity to have a special module for 'only listening comprehension'. The

obtained statistics as shown in ‘Table 3.6.’; demonstrated that the informants’ answers were almost negative (60%); while only a minority (40%) welcomed this idea emphasizing that this will help in developing students’ listening skills. One of those who supported this claim asserts: *“why not! The idea behind is to enhance the quality of the activities devoted to that skill”*.

Table 3.6. Importance of Establishing a Specialized Listening Module

Option	A.F	R.F
Yes	02	60%
No	03	40%

What can be inferred from these findings is that the nature of this skill which is strongly related to speaking, and the materials required for practising that skill (data show, radio, video...), along with the efforts and time required; make the majority of teachers refuse the notion of having such a special listening course.

Question 16: According to your teaching experience, what could you suggest to help your students improve their level in listening comprehension?

Regarding the last open question, some common points were shared among the participants, pointing out that training can be a good way for improving students’ listening skills. And this through listening to music, poems, and having contact with native speakers by using radio programs, watching TV and videos. Supporting this idea, one of the teachers wrote: *“I always advise my students to watch videos and movies (original versions)”*. Making students aware of the different listening strategies, exposing them to a variety of listening activities, and using simplified instead of authentic materials are other suggestions provided by one of the participant teachers. Another one who commented shortly: *“listen and speak”* proposed the combination of both ‘listening and speaking’ skills, as a way to enhance

learners' listening abilities. The following section will be devoted to an in-depth analysis of the test.

3.2.3. Listening Proficiency Test Results

In this research study, the listening comprehension test procedure that started at the end of 'February, 2016' and finished at the beginning of 'March, 2016' (06 sessions) represents, in fact, an efficient method that helped in exploring the effect of the listening materials authenticity (audio and videotapes) on the subjects' listening comprehension. And this through using different types of authentic aural materials (story, lecture, film, interview) (See chapter2- diagram 2.2.). In other terms, it aimed at investigating whether the use of such materials could really enhance 2nd year learners' aural skills.

This outcome could be basically achieved through a pre-test, training phase and post-test conduction, and which consisted of a set of listening tasks. Whereby students' answers to these tasks or listening comprehension questions were corrected, scored and analyzed both qualitatively and quantitatively. This was processed by using a set of techniques called 'measures of central tendency'; namely, the mean³ and the mode⁴, in addition to calculating the minimum and maximum marks in both pre and post-test. The total score of the listening tasks in each of the two tests was 10 points.

Besides measuring the students' comprehension level, the researcher also tried to uncover the difficulties (using self-report sheets) (See Appendix G) encountered by the sample population while using authentic aural materials during the test sessions, as a supplementary and validating tool for the teachers' answers in the questionnaire (See 3.2.2./ Rubric 3). The analysis and results of this test was based only on 11 subjects (out of 26); namely, those who were present in the pre-test session. When correcting and

³ It refers to the average score of a group of individuals, i.e, the total of points or marks divided by the number of points.

⁴ It reflects the number or score that frequently occurs in a distribution of scores.

evaluating the test responses, students' mistakes in spelling or grammar were not taken into account, since "in scoring a test of a receptive skill there is no reason to deduct points for errors of grammar or spelling, provided that it is clear that the correct response was intended" (Haughes, 1989:138). Both pre- and post-tests comprised 05 items which were analysed separately. Then, the results of both tests were compared to assess to which extent the training had been significant, and to examine if there was any significant difference between the listening comprehension pre and post-test scores of students.

3.2.3.1. Pre-test Results

In order to assess learners' listening level and explore the difficulties they encounter while using authentic aural materials, a diagnostic pre-test was used. The number of students varied in each test phase, as it is demonstrated in the figure below:

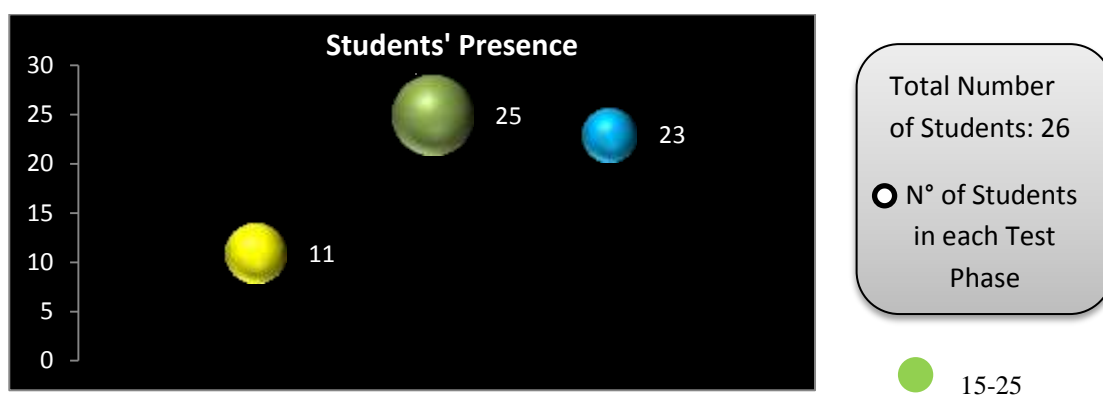


Diagram 3.1. N° of Students Present in Each Test Phase

In this study, the listening comprehension pre-test was given to the participants before they received the authentic listening treatment. In this test, the researcher employed a 2 minutes dynamic text⁵ (a short story/dialogue), which was followed by 5 comprehension questions that were designed by the researcher. Students' answers to each question were corrected and analysed.

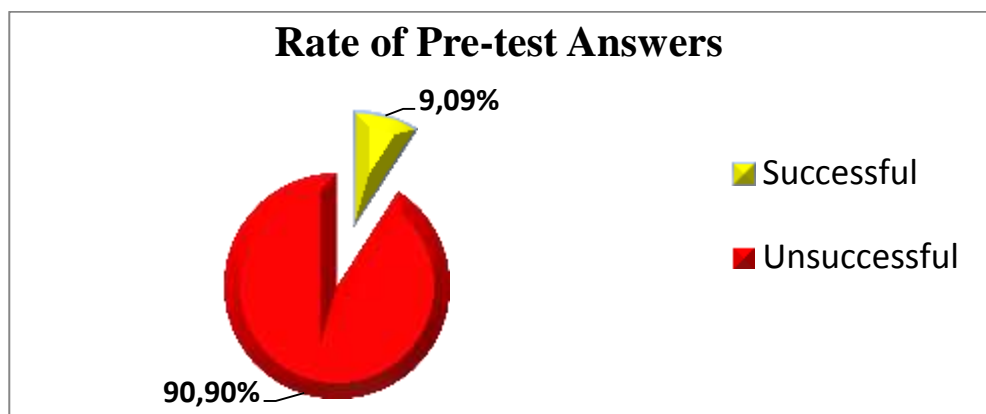
⁵ A dynamic text is one sort of spoken texts that involves different movements and shifts of scenes and time, drifting the characters of the text inside and outside the text (story in this case). Three (03) types of texts exist: dynamic, static and abstract.

Then, they were given a total mark based on their comprehension degree of the listening passage. Through the analysis, the researcher could differentiate between the successful and unsuccessful listeners. The test scores are presented in what follows:

Table 3.7. Students Pre-test Marks

Pre-test	
<i>Scores</i>	<i>Frequency</i>
0.5	1
1.5	2
2.5	1
3	3
3.5	2
4	1
5	1
Total: 10/ points	Total: 11/Students

Based on the findings of ‘table 3.1.’, it can be deduced that the overwhelming majority of students (90.90%) had very negative points. This means that they did not succeed in comprehending the authentic material, except for one (9.09%). This could be clearly shown in the next pie chart:



Pie Chart 3.3. Pre-test Percentages of Students’ Listening Performance

It can also be noticed that the lowest mark was 0.5 and the highest one was 5. This reveals their poorest performance and inability to comprehend the assigned questions. Once the test marks were obtained, the researcher calculated the mean and the mode. Thus, the average score of the formative test was 2.81; while the most frequently occurring mark was 3 obtained by 03 students, and it was the most spread point in this test. These findings could be best summarized in the diagram below:

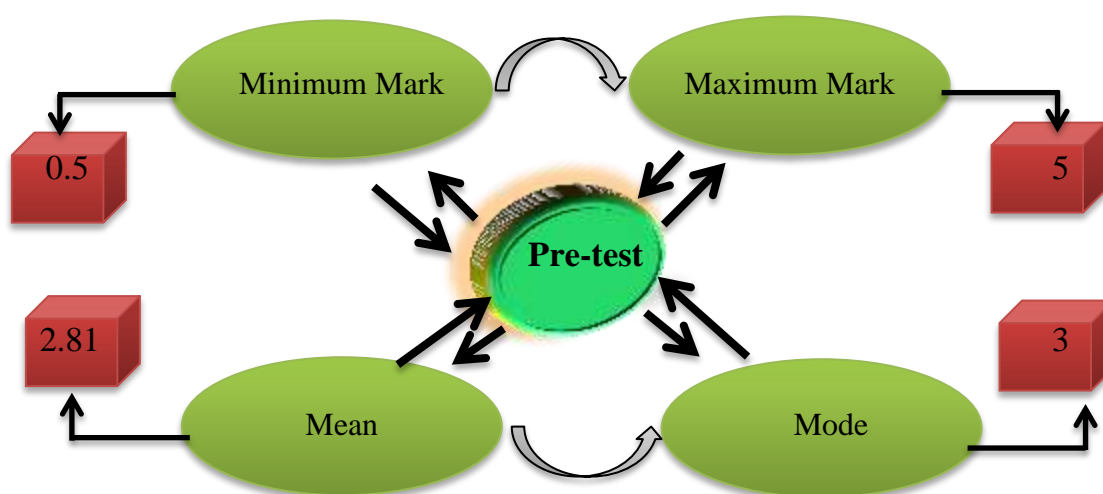


Diagram 3.2. Pre-test Results

On the whole, based on such data, the results obtained from the pre-test are said to be very low and this, in fact, determine their low level in listening. It should be noted, here, that students' answers to questions were, generally, correct, half-correct, wrong, or there was no answer. What attracted the attention of the researcher during the analysis and correction of such questions, is that all the students could not answer 'question 1 and 2' which were local questions i.e., they required a specific or detailed answer.

In the light of these findings, the subjects' comprehension failure and low performance in the listening activity related to the presented aural material, indicated two things: first, there are a number of interfering factors that

hindered the successful accomplishment of the listening task. Second, there are some obstacles surrounding the use of such material. Firstly, their limited understanding of the listening text may lie in the nature of material itself which was a dynamic text (short story), involving more than one speaker (conversation between the storyteller and his friends), and which contained some background noise since the story took place in a public area. Although such a type of texts is said to be easier to understand, they could not really do, and this may be, too, due to the type of the test questions.

The subjects' comprehension failure may be, also, interpreted by their lack of contextual knowledge about such a text. This in turn may be due to the researcher's utilized method for presenting the authentic material, as they were asked to listen directly to the recorded text without preparing them (no warm up and, hence, no background knowledge activation). In this context, Underwood (1989) indicates that it is unfamiliar to make students listen immediately to a text, as this makes it difficult for them to process the required listening skills to link what they listen to to their expectations about what to hear. Hence, they fail to use their previous knowledge.

The researcher's purpose behind such a method which was also implemented in the post-test was to identify and measure their listening abilities and difficulties, and then design lessons to help them cope and overcome these difficulties. Additionally, the fact of knowing that answers will be evaluated might create a high level of anxiety for some students, a view which was also supported by Vandergrift (2011). In this line of thought, White (2006: 118) says: "because the methodology for teaching listening skill focuses on the products of listening, students often experience the listening class as a kind of test, which creates anxiety and tension".

It can also be assumed that the listeners failed to comprehend the authentic material; because they are ill equipped with the necessary listening strategies. Or simply because they are poor note takers, as only few of them

were taking notes. It can also be interpreted by their lack of interest and concentration, in which the shortest break in attention can impair their comprehension.

Finally, as regards the students' constraints faced during listening to the recorded text (as they reported (See Appendix C4)), Nearly all the students experienced the same problem in this listening session which is the 'speed of speech' along with pronunciation (British accent), in addition to the existence of some unknown words. These results have indeed confirmed those ones expected by teachers (See Section 3.2.2./ Question 9).

These findings are also consistent with Underwood's (1989) results, in which he states as a 1st difficulty (among seven listening comprehension obstacles); the inability of listeners to control the rate of speech, claiming that "many language learners believe that the greatest difficulty with listening comprehension is that listeners cannot control how quickly a speaker speaks" (1989:16). As a 3rd obstacle, he lists the listeners' limited vocabulary that hinders them from understanding the lexis of the text, which in turn impedes its comprehension.

Total reflections and difficulties regarding the first test session were presented in table 3.8. below :

Table 3.8. Reflections on Pre-test Session

<i>Reflections on Test Sessions</i>		
Pre-test		
<i>Difficulties Concerning the Material Used</i>	General Comments about the Lectures	
	<i>Negative Points</i>	<i>Positive Points</i>
<ul style="list-style-type: none"> - Delivery of speech. - Unfamiliar vocabulary. - Difficult accent (RP)⁶. - Quality (audibility of the recorded material). - Background noise. - Laughter. 	<ul style="list-style-type: none"> - Lack of listening skills. - Inability to comprehend the story. - The tape was not replayed for many times. - The researcher was speaking quickly - Technical problems. 	<ul style="list-style-type: none"> - Giving the students the chance of improving their listening skills, by listening to native speakers. - The opportunity to evaluate their listening abilities. - Being familiar with different native accents. - Authentic material is a good topic.

Therefore, on the whole, it could be assumed that all these variables and obstacles lead the participants to exhibit some weaknesses in the listening proficiency pre-test.

3.2.3.2. Training Phase Results

This phase is with no doubt believed to be a crucial step in this study, as it helped in achieving the intended goals, i.e., to see the effectiveness of exposing learners to authentic aural materials in the EFL classroom, and at the same time, identify the participants' needs and difficulties. In this way, four

⁶ RP : Received pronunciation (a British accent).

sessions were conducted. During each of which the researcher, as explained in the preceding chapter, tried to employ a variety of listening texts (audio and video materials) (See Appendix D1); since it is recommended that any effective listening course should include a wide range of materials, based on different types of monologues and dialogues (Nunan, 2002).

It is worth pointing out that, all the eleven (11) participants have fortunately received the authentic listening treatment. During all the training sessions, the trainees showed a greater enthusiasm and were participating actively in completing the tasks. A possible explanation to this is that either because this was a new experience for them, or the language, topics and activities were interesting and challenging enough for them. Though the participants' level of proficiency was not really high, it did not affect the successful accomplishment of the assigned activities. A result which indicates that such success was not related to the trainees' English proficiency level, but rather to the tasks and the way the teacher uses them in the classroom and this what was indeed advocated by (Thanajaro, 2000).

Having experienced some authentic aural materials in the classroom, the students were found to be at ease, feeling more comfortable than in the first training lecture. Note taking development was also observed among a number of students. Additionally, another significant finding is that the trainees' motivation degree was increasing in each session. The training sessions focused on different skills and not only on listening. Special emphasis is given here to the second session which was the only one that was developed through the use of video recording and this is why it witnessed a high degree of students' motivation and engagement. A similar finding was reported by Thanajaro (2000:95): "the use of videos in EFL class has a positive effect on learners' motivation to learn the language".

When using this material, the researcher employed various attractive techniques; namely, fast forward technique, picture only (silent viewing),

sound only, sound and picture, as it is indicated in the lesson plan (See Appendix D2/Text 2). And this might have contributed in increasing their enthusiasm and attracting their attention. In addition to the existence of paralinguistic features which are very useful for the listener to understand the spoken message. The 4th and last lecture also witnessed a huge interest and more participation from students, as they had already heard and dealt with the material previously.

To sum up, although there had been some limitations and obstacles surrounded the listening materials use, like: the lecturer's rate of speech, and the existence of some idioms, etc... that were encountered by the students and even the trainer (See Appendix G for more details); it can be said that the researcher has succeeded, to some extent, in delivering and managing the training sessions. This was mainly due to serious preparation and planning. Such a training experience was really beneficial not only for students, but also for the investigator. It gave the researcher some expertise and more insights on how to conduct a listening class, realising at the same time the difficulty of teaching such a skill. More importantly, it also enabled the researcher to practise the listening skill, as well as, to learn new vocabulary and idioms.

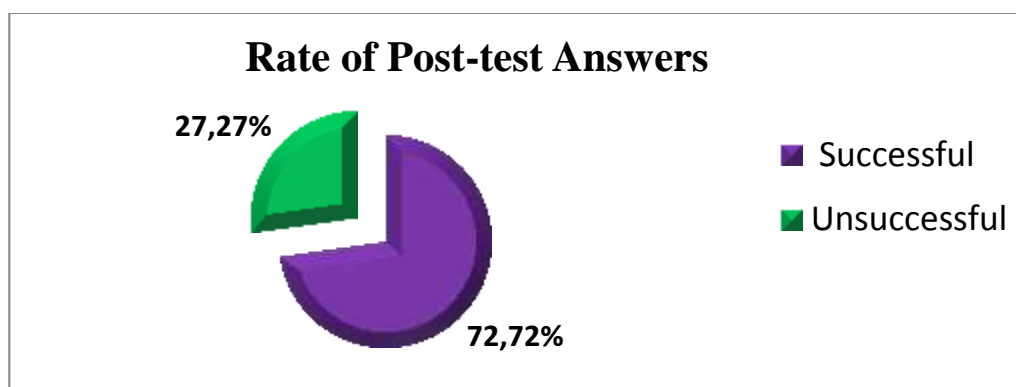
3.2.3.3. Post-test Results

The training phase was followed by a listening comprehension summative test which was conducted on the same respondents, in order to assess and compare their progress regarding listening to authentic materials, before and after the training instruction. And, hence, check the effectiveness of authentic listening treatment, i.e., whether it had a significant effect on learners' listening proficiency. The post-test was, on the whole similar to the formative pre-test in terms of type, number of questions and length (2.28 min) of the material, so that to have regular results. Answers to the test were corrected and analysed. 'Table 3.9.' recapitulates the detailed findings:

Table 3.9. Participants Post-test Scores

Post-test	
Scores	Frequency
1	1
3	1
3.5	1
5	3
5.5	3
7	1
8	1
Total: 10/ points	Total: 11/Students

Noticeably, most of the students' marks were nearly good. Thus, 8 students representing the percentage of 72.72% got the average, where only 3 (27.27%) had negative marks. For better illustration and interpretation one may consider the following chart:



Pie Chart 3.4. Percentages of Post-test Answers

The successful performance of learners indicates that they strongly benefited from the direct authentic aural treatment in developing their listening comprehension ability. In general, these findings clearly show that students performed better in the post-training test with significant improvement reflected in the obtained percentages and scores. The best score was 8 and the

lowest one was 1. The most spread marks are said to be 5 and 5.5 obtained by 06 students. The average score of this summative test equaled 4.90, a value which was higher vis-à-vis that of the formative test. For summary details, 'diagram 3.9.' is displayed:

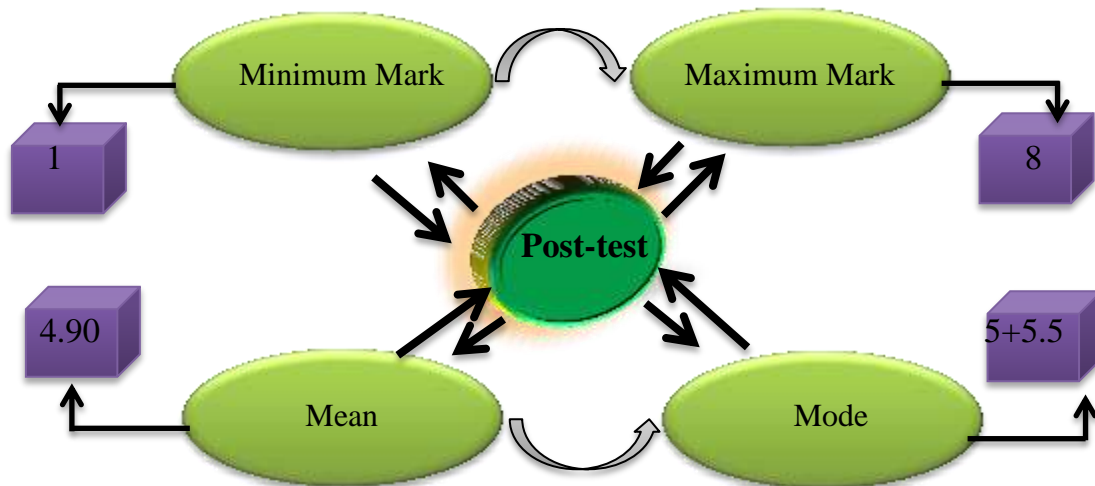


Diagram 3.3. Post-test Results

According to such statistics, it can be noticed that the subjects performed better in this test. Based on the post-test results, the researcher has come to the conclusion that training with authentic materials was fruitful in enhancing the subjects' listening comprehension. And it can be suggested that there are a number of factors behind such an enhancement in this test phase, though there was some obstacles faced by students when listening to the material.

First, this improvement in listening comprehension may be interpreted and attributed to the fact that students became more familiar with authentic speech. This, in turn, implies that before the treatment, they had less familiarity with the structure and features of such texts. Other factors to consider are, their interest, the type of text (scientific), the topic familiarity, and the background knowledge that students had about the 'sun' and some of its functions. This finding is said to be consistent with previous studies results carried out on 'the effect of topic familiarity on listening comprehension'.

As regards students’ comments and constraints encountered during this attainment test, students expressed the following ones:

Table 3.10. Reflections on Post-test Session

<i>Reflections on Test Sessions</i>		
Post-test		
<i>Difficulties Concerning the Material Used</i>	General Comments about the Lectures	
	<i>Negative Points</i>	<i>Positive Points</i>
<ul style="list-style-type: none"> - Rapid speech. - Scientific words and expressions. - Students’ limited vocabulary. - The accent (RP). 	<ul style="list-style-type: none"> - No pre-teaching of difficult terms. - The researcher’s fast speech. 	<ul style="list-style-type: none"> - Interesting topic. - Acquiring new information about the sun that they did not know before. - Being familiar with native accents. - The lecture was good.

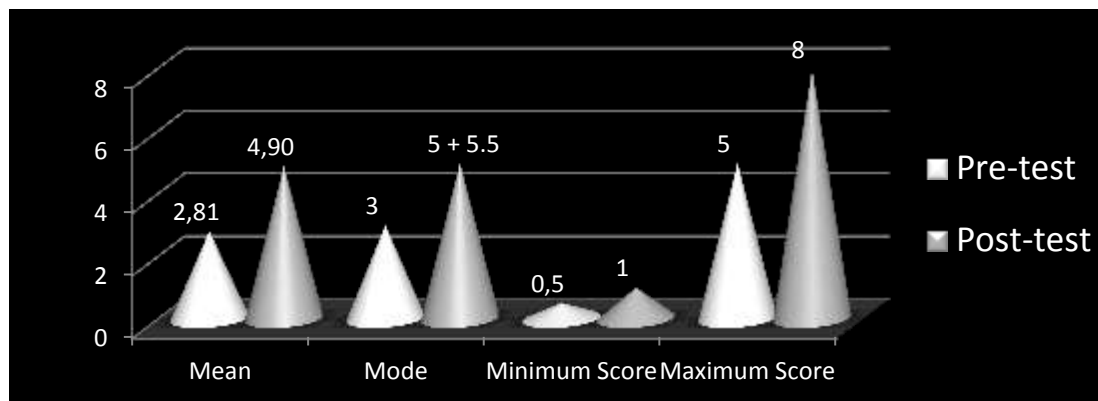
In an attempt to compare and measure the degree of divergence between the percentages of the successful and unsuccessful learners prior and after the treatment, one may consider the following table:

Table 3.11. Percentages of Learners’ Listening Comprehension Performance Before and After Treatment

Before Treatment		After Treatment	
Pre-test		Post-test	
<i>Successful</i>	<i>Unsuccessful</i>	<i>Successful</i>	<i>Unsuccessful</i>
9.09%	90.90%	72.72%	27.27%

Additionally, to pinpoint on the whole, the effect of training and authenticity of the listening materials on the students’ listening skills, and to see clearly the difference of their performance, their pre-test scores were

compared to those obtained in the post-test stage, using the following graphical representation:



Bar Graph 3.7. Pre-test & Post-test Results

Consequently, based on such a figure, it is clear that each value in the post-test has increased when comparing it with those obtained in the pre-test. This simply indicates that exposure to authentic aural materials helped students in enhancing their listening comprehension abilities. Finally, after analyzing, discussing and interpreting the main results obtained from the three research instruments, summary of the major findings relevant to the research questions of this study are presented.

3.3. Summary of the Findings

This research case study is an attempt to investigate the use, difficulties and role of authentic aural materials in enhancing second-year LMD students' listening comprehension skills. In the light of the current results, a number of findings and conclusions are drawn and, hence, the hypothesis of each research question will be either confirmed or rejected.

Firstly, regarding the first hypothesis which stipulates that some EFL teachers mainly use radio, audio, video and internet resources to obtain authentic aural materials, analysis of classroom observation and teachers' questionnaire revealed that teachers, generally, use a variety of sources;

namely, audio and videotape materials; as well as, internet, radio and TV. This is, in fact, consistent with the findings of some studies (Miller, 2003; Flowerdew & Miller, 2005; Lindsay & Knight, 2006; Wilson, 2008) which states that the most commonly used sources are those cited above. Thus, one can say that this hypothesis is valid.

As far as the second research hypothesis which assumes that when using authentic materials, the majority of teachers notice that their EFL learners cannot understand some vocabulary items, pronunciation and may fail to follow the rapid speech; It was found after the analysis of teachers' questionnaire and listening test, that students faced a number of barriers. These barriers were related to the lecturer's fast rate of speech, limited and unknown vocabulary; in addition to the unfamiliarity with the speaker's accents. This finding may really confirm Underwood's view (1989) that among the seven obstacles found during listening, are those ones mentioned earlier. The obtained results, then, confirm the second hypothesis.

As a third hypothesis, the researcher suggested that learners who are frequently exposed to authentic aural input can develop their listening abilities. since findings collected from the proficiency test showed that the average score of the post-test was higher than that of the pre-test, it can be said then, that the students' listening skills appeared to have improved after being exposed to aural real-life materials. Results also demonstrate that these materials not only increase the degree of listening comprehension, but also increase the students' motivation towards listening. This may lend support to the findings of previous studies conducted by (Herron & Seay, 1991; Thanajaro, 2000; Miller, 2005; Otte, 2006) which indicate that authentic materials lead to aural language development. Therefore, one may accept the final hypothesis related to this research work.

Nonetheless, though there was a steady progress in comprehending authentic aural materials, this does not mean that accurate results can be

achieved in a short period of treatment. Hypothesis three is, then, partially supported due to also to the small number of listeners involved in this study. The obtained findings, hence, paved the way for the researcher to propose some beneficial suggestions and recommendations which will be presented in the following section.

3.4. Pedagogical Implications and Recommendations

Several implications and suggestions can be drawn on the basis of the findings of this investigative study. A general implication is that both students and teachers should be aware about the impact and positive role that authentic aural materials play in developing not only listening, but also the other skills.

3.4.1. Recommendations for Learners

Most EFL learners realize that developing the skill of listening comprehension is of vital importance. Students with good listening skills are better able to engage and participate effectively in class (Brown, 2001). Today's students, "digital natives" or "the Net generation" as they were called by Prensky (2001: 56) have many opportunities and ways to enhance their language skills, especially, in this technological age. Different sources of real-life listening materials (podcasts or vodcasts) and websites exist to achieve such an aim, like: BBC and CNN TV channels, VOA, You Tube, TED website/talks, radio programs and so on.

By exposing themselves to these sources, learners can meet and discover the natural language that they are going to meet in real-life situations. Enabling, thus, for developing their communicative and intercultural competences. To acquire good skills in listening and to speak it fluently, learners are also supposed to listen to different topics (politics, science, sport...) and types of authentic spoken language (dialogues, news, stories, songs/music, poems,

announcements, advertising, weather forecasts...). On the whole, learners are recommended to engage in both intensive and extensive listening to overcome any difficulties.

3.4.2. Recommendations for Teachers

In order to improve students' listening ability and overcome the problems faced during using authentic aural materials in the EFL classroom, teachers are first recommended to collaborate with each other, especially, those in charge of OE course. They must also focus more on listening and combine it with other skills so as to make the listening course more successful. In order to have control over the use of technological materials; teachers are should be skilled enough to use ICTs.

Teachers are also recommended to incorporate a variety of sources (audio and video) and text types (conversation, songs...) that cover up to date topics, so as to spark their students' interest. They have also to re-evaluate their teaching methods. By explicitly teaching listening strategies, teachers can increase their students' ability and confidence to engage in real-life situations, which will in turn develop their English communicative competence (Sharma, 2011).

In order to further enhance their students' listening skills, instructors are required to give them extensive listening project (listening at home to videos, TV, and so on) (Rost, 2002; White, 1981). Encouraging them, thus, to have contact with native speakers. Additionally, many scholars call for introducing these materials at all levels (although there is a wide debate⁷ about this issue).

⁷ Some researchers such as (Guariento & Morley, 2001; Kilickaya, 2004; and Kim, 2000) view that authentic aural materials can be used with just *intermediate* and *advanced* level students. While others like (McNeil, 1994; Miller, 2005) believe that *all levels* of students even the *lower* ones can benefit from exposure to such materials.

Moreover, to make any listening course effective and to overcome the challenges faced when using authentic texts, Gilmore (2007: 112) recommend “careful planning, selection and sequencing of materials and tasks”. In selecting such materials, teachers have to select materials according to students’ level, needs and interest. They should also make them participate in this selection. In such a selection process, instructors need also to consider the listeners’ linguistic, conceptual and cultural aspects (Dimitrescu, 2000). In order to be successful in selecting these materials, teachers need to be first trained on how to use and select appropriate materials and design suitable activities.

In fact, it is beneficial for teachers to provide tasks that reflect and mirror the real world purposes (See Section 3.4.4.). To avoid de-motivation, teachers should break down the listening lesson into 3 basic stages ‘pre, while, post listening activities’ (Jones, n.d.) (See Section 1.4.). When working or confronted with difficult authentic texts, teachers, instead of simplifying the language of the listening text, it is better for them to grade the task and not the text as some scholars have suggested, so that students can fully benefit from these materials.

3.4.3. Listening Comprehension as a Separate Module

Because in EFL classrooms, comprehension of aural input plays a significant role in foreign language learning and improvement of the four language skills; more attention and care should be given to listening as a skill. In fact, recognizing the students’ needs and lack of listening and oral competence, led the researcher to suggest implementing a special single course (especially in our English department) devoted only to the practice of listening. And this course should rely on the use of authentic listening materials. In this vein, and supporting the researcher’s suggestion, Mendelsohn & Rubin confirm: “...as second and foreign language teachers recognize that the

development of the skill of speaking does not necessarily promote competence in listening; they increasingly agree on the need to teach listening comprehension as a separate skill” (1995: 7).

This course should be simply called “Listening Comprehension- LC-” (Comprehension d’ Écoute- CE-), and it should be better implemented at all levels (CEM, Lycee, University), or at least in the English departments. Since at the university level there is more focus on speaking and grammar and so on. So, to well prepare students for communicating with native speakers, it is necessary for curriculum designers and subject specialists to specify a module based on authentic aural situations. It is, thus, high time to root up listening from its forgotten and Cinderella status.

3.4.4. Suggested Listening Activities

Authentic listening does not happen randomly, it rather needs designing suitable activities to be used in the classroom. In this section a sample of 3 listening activities will be proposed to motivate students, improve their aural abilities and overcome the different listening difficulties. For better comprehension and performance, clear instructions and explanations should be provided.


Listening Activity 1: (WEATHER FORECAST)

The first activity is a true example about an authentic task (i.e., how a task can be used for real-life purposes) and gives an idea on how can teachers simplify the task and not the listening text.

The students listen to the text and answer the questions below:

Listen and write about the weather and the average temperatures in Europe

February 15th



	Weather	Temp.
GB:
F:
G:
H:
B:
S:
I:
GR:
P:

Diagram 3. 4. Listening Comprehension Activity (Weather forecast/a map)

Here is the listening text :

Britain : cool and windy. Average temperature 12 degrees.

France : warm and sunny. Average temperature 18 degrees.

Germany : it’s raining and cold. Average temperature 6 degrees.

Holland : it’s windy and cloudy; average temperature 10 degrees.

Belgium is very similar: it’s rainy and cool. Average temperature is 11 degrees.

But in **Spain** it’s hot and sunny. The average temperature is 22 degrees.

Ireland: very wet, but warm: temperature 17 degrees.

Greece: very hot and sunny, like Spain: temperature 25 degrees.

Portugal: wet and cool: temperature 22 degrees.

(Making Progress 2: Workbook, McLaren & Madrid (1996: 45))

🌈 Listening Activity 2: (CONVERSATION about ‘Art Forgery’)

This activity focuses on different listening purposes, and on developing other skills through a 3 stage process (pre-, while-, and post-listening).

Speaking Skill Focus: Using expressions to show interest

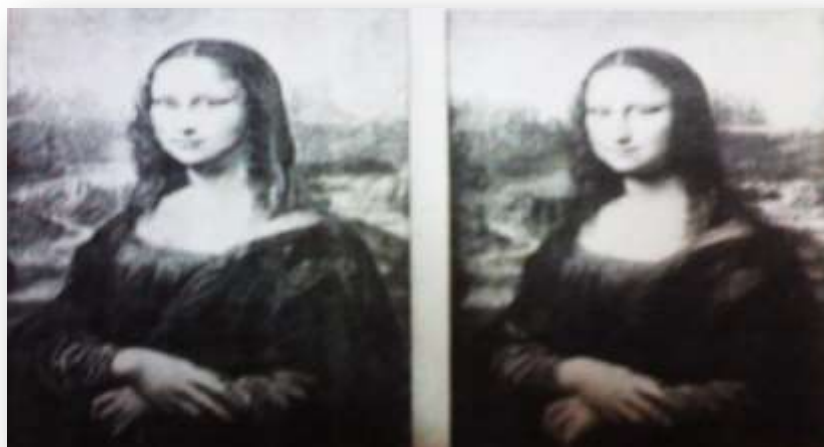
Vocabulary: Words related to art crime

Pronunciation: Word stress with nouns and verbs

Pre-listening Stage:

A- Preparing to Listen

1. Look at these paintings. One of them is the real Mona Lisa, by 'Leonardo da Vinci', and the other is a forgery, a copy of the original. Can you tell which one is the real Mona Lisa?



2. You are going to hear a conversation about 'art forgeries'. *Before you listen, discuss these questions with a partner:*
 1. Why would someone paint a forgery of a famous painting?
 2. How do you think an art expert can tell the difference between an original piece of art and a forgery?

While-listening Stage:

B- Listening for the Main Ideas

Listen to the conversation. Then answer the questions. Compare your answers with a partner.

1. What was the TV program about?
2. Why is it sometimes difficult to tell the difference between an original piece of art and a forgery?

C- Listening for More Detail

1. Listen to the conversation again. Write *T* for true or *F* for false for each statement. Then compare answers with a partner. Listen again if necessary.

- ___ 1. Buyers should learn as much as they can about the artist's style.
___ 2. Buyers should talk to the painting's previous owners.
___ 3. Holding a black light to a painting may reveal if it is a copy.

2. In pairs, Correct and discuss why the false statements are false.

D- Thinking and Speaking

Work in pairs. Discuss these questions:

1. In your words, explain the ways that art experts can detect a forgery.
2. Do you admire forgers? Why or why not?

Vocabulary: *Words Related to art Crime*

Read the sentences. Match each word in bold with a definition below:

- a. Honest, having a good reputation* *b. discover* *c. genuine, real*
___ 1. Buying diamonds ourselves, we couldn't tell if they were **authentic** or not. They might not be real.
___ 2. The Buyers took the jewelry to a **reputable** gem expert.
___ 3. Experts use various chemical analyses to **detect** forgeries.

Post-listening Stage:

Work with a partner and answer the following questions:

1. Write a short summary about the art forgery conversation.
2. In pairs, act out this conversation.

(Adapted from Open Forum 3: Academic Listening and Speaking, Duncan & Parker (2007:11-15))

**✚ Listening Activity 3: (TALK on ‘Recycling Christmas Trees’/
Ecology)**

Based on the results obtained from the students’ reflections on test sessions (See Appendix G for further readings), the following activity is proposed to mainly help students overcome the difficulties they face with the ‘unfamiliar vocabulary’:

Speaking Skill Focus: Explaining a process

Vocabulary: Words related the environment

Pronunciation: The –es ending

Listening Skill Focus: Working out unknown vocabulary

LISTENING SKILL

If you do not know what a word or expression means, pay attention to the words around it and the general meaning of the sentence. Also, use your background knowledge to help you. This can help you work out the meaning of the unfamiliar word.

1. Read and listen to the extract from the talk. Look at the example below to see how the meaning of ‘fry’ was worked out.

Young fish, or fry, and small fish living in bodies of water that have no vegetation are particularly vulnerable to larger predators – like bigger fish or other creatures who are hunting for food.

Fry probably means _____

- a. Young fish
- b. Small lakes

How did you know? Because "young fish" was next to "fry" so it is another way of saying it.

2. Listen to the extract again. Then choose the correct meaning for *predators* and explain the reason for your choice.

Predators probably means _____

- a. fisherman
- b. animals that hunt and eat other animals

How did you know? _____

3. For each item, listen to the extract and try to work out the meaning of the word in italics. Compare answers with a partner and discuss the reasons for your choices.

1. *Habitat* probably means _____

- a. a place to fish
- b. a place to live

2. A *reef* is probably _____

- a. a dam
- b. an underwater line of rocks or sand

3. *Debris* probably means _____

- a. Fish and other animals
- b. The remains of something, like leaves, sticks, or branches

4. *Sink* probably means _____

- a. cut something down
- b. drop something below the surface of the water

*(Open Forum 3: Academic Listening and Speaking, Duncan & Parker
(2007:03-04))*

3.5. Conclusion

This analytical chapter was, basically, developed to provide a thorough analysis and interpretation related to an empirical and practical phase. This analysis was mainly conducted through three research instruments, relying on both quantitative and qualitative approaches. After the analysis phase, the last part of this chapter has dealt with summary of the study findings, followed by some recommendations as a concluding section.

On the basis of these findings obtained from classroom observation, teachers' questionnaire and the listening proficiency test; it can be said that the three research hypotheses have been confirmed. In fact, the analysis of these data collection tools, generally, revealed that the use of authentic aural materials in EFL classrooms is really important and helpful for improving the listening comprehension skill.

GENERAL

CONCLUSION

General Conclusion

Authentic aural materials play a significant role, as it provides the opportunity to be accustomed to the authentic language, and contributes more in understanding native speakers' speech. Given the importance of such materials in developing language skills, the present study sought to investigate the possible effect of authentic aural materials on the listening comprehension abilities of EFL learners. Moreover, it aims at providing a view about the implemented sources for obtaining these materials. It also seeks to uncover the difficulties when using them vis-à-vis learners and teachers, as well. Taking these issues into consideration, three research questions were raised:

1. What sources of authentic aural materials do EFL teachers generally make use of?
2. What difficulties do EFL learners encounter while using authentic aural materials?
3. How can the use of authentic aural materials contribute in improving EFL learners' listening skill?

As an attempt to find answers to these questions, the following hypotheses have been suggested:

1. Some EFL teachers use, mainly, audio, video, radio and internet resources to obtain authentic aural materials.
2. When using authentic aural materials, the majority of teachers notice that their EFL learners cannot understand some vocabulary items, pronunciation and may even fail to follow the rapid speech.
3. Learners who are frequently exposed to authentic aural input can develop their listening abilities.

As a first step towards developing this research study, a review of literature about authentic aural materials was tackled. As an entry, the whole listening process

General Conclusion

was defined. Moreover, this introductory chapter dealt with authenticity and some features that distinguish authentic from non-authentic listening texts.

As a second step, a practical chapter was developed by describing ELT situation in Algeria, the listening status at the department of English, the teachers' and learners' profile; in addition to presenting the three data gathering tools used in the present experimental based research.

The last third chapter was devoted to the analysis, interpretation and summary of the obtained results. It also aimed at offering some suggestions and recommendations for learners, as well as, teachers regarding the use of authentic aural materials, as a way to improve the skill of listening.

Concerning the main results based on the previous stated questions, it was found that EFL teachers use a variety of sources, including: audio, video, and internet to obtain authentic aural materials. This result, in fact, proved the validity of the first set hypothesis. Additionally, both teachers and learners pointed out that the speech rate, pronunciation, and the presence of unknown vocabulary were the most frequently occurring problems that students face when being exposed to authentic aural materials. Hence, the second hypothesis was confirmed too. As regards the final hypothesis, the obtained findings showed that the students' aural abilities have improved to some extent after the authentic listening treatment. Thus, such a result supported the last hypothesis.

Nonetheless, because of the small number of the participant listeners and the short period of the authentic listening treatment; the last hypothesis though confirmed cannot be generalised for all EFL learners. But, on the whole, the results of this research could be summarized by stating that the use of authentic aural materials has, indeed, a positive effect on EFL students' listening comprehension level. A conclusion for this is that such materials should be implemented in any foreign language classroom.

Finally it is worth noting that the performance this research work has been surrounded by many limitations, like: the lack of time which was the big constraint,

General Conclusion

difficulty to access to the literature related to authentic aural materials, and the small size of the sample population, in which the listening test was administered only to 11 students out of 26. Consequently, the generalization of the findings is limited. The same study can be conducted with a large group of students to obtain valid and more reliable results.

The present study focused on the effects of authentic materials on listening. Hence, further research should investigate the influence of these materials on the development of other language skills; namely, on speaking, reading and writing skills, and especially on speaking because of EFL students' lack of oral fluency. It would also be fruitful to study the learners' and teachers' difficulties of using authentic aural materials in the EFL classroom. A comparison between the impact of video and audio authentic materials on students' motivation or language skills could be another more interesting investigation.

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APPENDICES

APPENDICES

Appendix A Classroom Observation

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Appendix A

Classroom Observation

<u>Appendix A1</u>	<i>Classroom Observation Checklist</i>
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<u>Appendix A3</u>	<i>A Warm Up Phase</i>
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Appendix A1: Classroom Observation Checklist

Faculty:

Class time:

Class Teacher:

Grade:

Room:

Observer:

Module:

Group Size:

Semester Number:

Group Number:

Number & Gender of Students Present:

Year of Studies:

Artificial Material:S.No°	ASPECTS OF INSTRUCTIONAL MATERIALS							
	Room				Room			
Authentic Material:S.No°	Language lab <input type="checkbox"/>	Classroom <input type="checkbox"/>	Language lab <input type="checkbox"/>	Classroom <input type="checkbox"/>	Language lab <input type="checkbox"/>	Classroom <input type="checkbox"/>	Language lab <input type="checkbox"/>	Classroom <input type="checkbox"/>
Components & Items	Date	Session 1	Date	Session 2	Date	Session 3	Date	Session 4
Authentic printed materials								
Authentic aural materials								
Authentic visual materials								
<i>Sources of Authentic Materials</i>								
Video								
TV								
Radio								
Tape recorder								
CD/DVD-ROM								
Internet								
<i>Types of Authentic Aural Materials</i>								
Songs								
Films/ Movies								
Conversations								
News broadcast								
Short stories								
Public announcements								
Poems								
Others:								

Components & Items	ASPECTS OF CLASSROOM INTERACTION							
	Date	Session 1	Date	Session 2	Date	Session 3	Date	Session 4
EN								
AR								
FR								
<i>Skills Covered</i>								
Listening								
Speaking								
Reading								
Writing								
<i>Talking Time</i>								
More TTT								
More STT								
<i>Note Taking</i>								
Yes								
No								
<i>Students' Participation & Motivation</i>								
High								
Low								
None								
<i>Types of Listening Activities</i>								
Pre-listening								
While-listening								
Post-listening								
<i>Students' Engagement in Task</i>								
On-task								
Off-task								
<i>Listening Activity Time</i>								
Short								
Long								
Comments:								

Classroom Activities

Appendix A2: Listening Text-Session 3- (01-03-2016)*SCHOOL LIFE***TEACHER 2**

JAN: Mmm. This coffee is really strong.

STEVE: I like it that way.

JAN: So do I. All during my last class I was thinking about coming here and could almost taste the coffee.

STEVE: Sounds like it wasn't too exciting.

JAN: I was **bored to death**. I'm in that class only because it's a requirement, so I have to **stick it out**. The problem is, the professor doesn't know how to **spark our interest**. She just walks in and lectures. There's no discussion.

STEVE: **What a drag!** Don't people ask questions?

JAN: Oh, yeah, **once in a blue moon**. But I always see **an awful lot of** people doodling,* and I can tell their **minds are wandering**. Do you have any classes like that?

STEVE: I have only one big lecture class—world history—and the professor's the best. It's so interesting, I'm always **on the edge of my seat**. And when we have discussions, the room is filled with electricity.

JAN: I'm jealous. Too bad I already took world history.

STEVE: You know, one day **it dawned on me** that I was lucky to be in her class because I found myself thinking a lot about what she said. Did you ever have a teacher like that?

JAN: I'd have to think about it. I don't know.

STEVE: You should come with me to class sometime, just to see what I mean.

JAN: Sounds like you're in love with her, Steve.

STEVE: Very funny. She could be my grandmother. Anyway, I guess **what it really comes down to is** her enthusiasm for the subject. She just loves history. I remember at the beginning of the semester, I was **fooling around** a lot and not taking anything in school very seriously. I **bombed** the first history test, but then I **buckled down** because I started really enjoying school, especially her class.

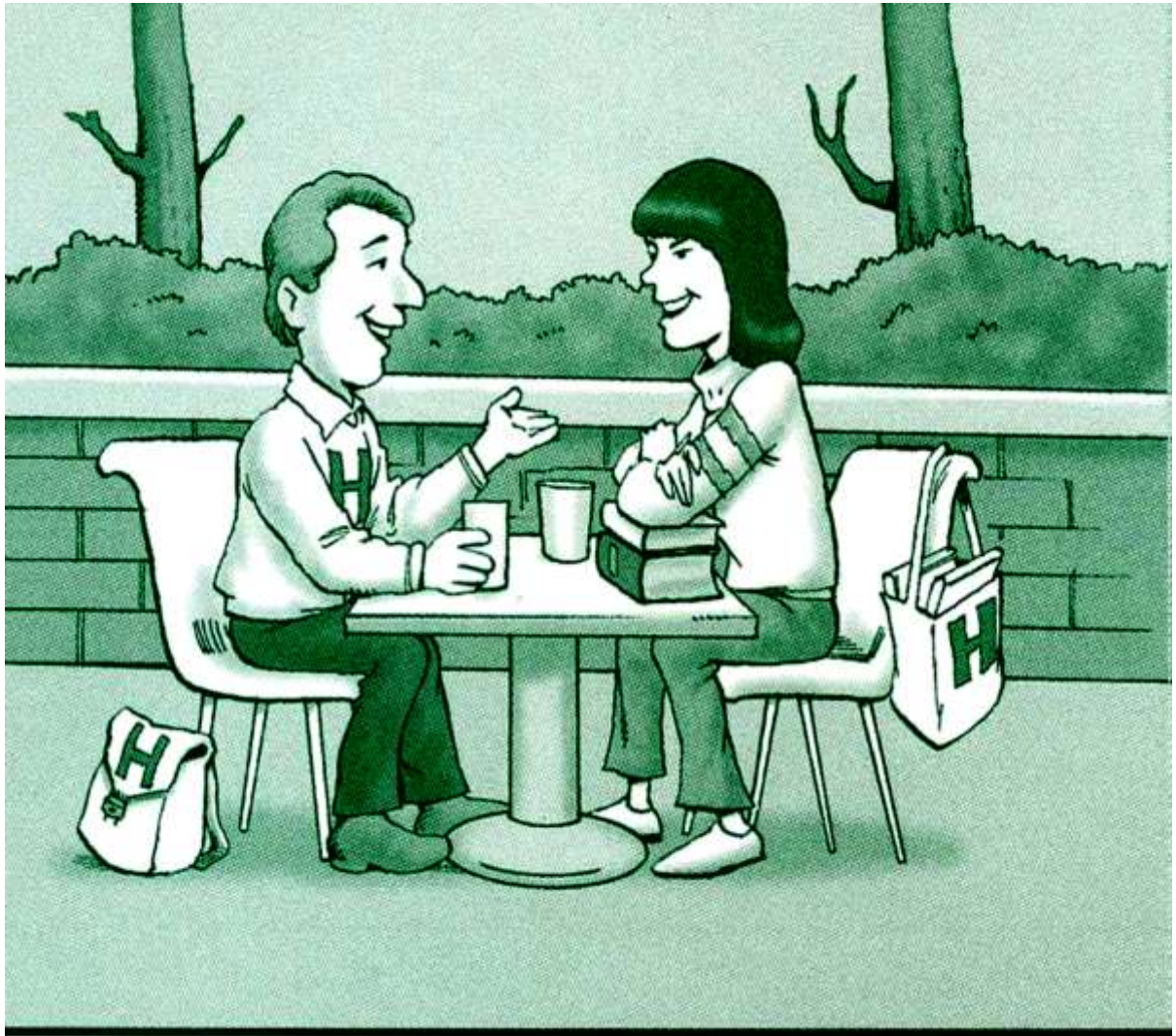
JAN: You've got me really curious about this teacher. I think I'll **take you up on** your idea to visit your class. When does it meet?

(All Clear 3 -Listening and Speaking With Collocations- Fragiadakis,
2006:58-59)

Appendix A3: A Warm Up Phase

-Session 3- (01-03-2016)

TEACHER 2



Appendix A4: Listening Activities**-Session 3-** (01-03-2016)**TEACHER 2**

- Read the sentences about the conversations. Circle T for true, F for false, or ? if you do not know.

1. Jan is staying in her class because it's too late to drop it. T F ?
2. Jan's professor does most of the talking. T F ?
3. Steve is going to take a class with Jan's professor next semester. T F ?
4. Steve was lazy at the beginning of the semester. T F ?
5. Students do less talking in Steve's class than in Jan's class. T F ?

- Read the paraphrases below and find an expression in the conversation that means the same thing.

Paraphrase	Idiomatic Expression
1. How boring!	_____
2. Failed	_____
3. Accept	_____
4. I suddenly realized	_____
5. Very rarely	_____

- Read the short dialogues below and complete each with one of the following expressions:

be bored to death/ someone's mind is wandering/ spark someone's interest/ take someone up on something/ stick it out/ fool around with.

-A: Jan, I asked you a question. Didn't you hear me?

B: I'm sorry. My.....

A: I know. You should be paying attention.

-A: Did you finish the book?

B: You know, I really couldn't get into it. I tried, but somehow the topic didn't.....

-A: Come on, don't quit. You have only one more year of school.

B: But I don't know if I can.....

-A: What did you do during the summer?

B: Nothing much, I just..... my friends.

-A: Where's Jan?

B: Steven offered to take her to his history class, and she.....it.

-A: How was the movie?

B: I.....

Appendix A5: A Sample of a Student's Answer
(Summary of the conversation)

- Session 3 - (01-03-2016)

TEACHER 2

after class, Jane & Stan were talking
 about the cafe ~~project~~. Jane was telling him
 How bored to death ^{sticking out}
 She explained that she would because the class
 But complaining that the profs didn't know.
 Steve knew to her, & she told her about one.
 was excited class
 it so excited, in fact, then ^{How was} ^{or he} ^{always} ^{aged}
 He said that but the beginning the semester He re-learned. She
 a lot ^{eva} ^{How was} ^{but He find out} ^{do}
 worked hard & enjoyed his class.

Appendix A6: *IELTS Test***- *Session 6* -** (14-01-2016)**TEACHER 3****Test 2****LISTENING****SECTION 1** *Questions 1-10***Questions 1-3***Complete the form below.**Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.*

TOTAL INSURANCE INCIDENT REPORT	
<i>Example</i>	<i>Answer</i>
Name	<i>...Michael Alexander....</i>
Address	24 Manly Street, 1Sydney
Shipping agent	2
Place of origin	China
Date of arrival	3
Reference number	601 ACK

Test 2**Questions 4-10**

Complete the table below.

Write **ONE WORD AND/OR A NUMBER** for each answer.

Item	Damage	Cost to repair/ replace
Television	The 4 needs to be replaced	not known
The 5 Cabinet	The 6of the cabinet is damaged	7 \$
Dining room table	A 8is split	\$ 200
Set of China	Six 9 were broken	About 10 \$

SECTION 2 *Questions 11-20***Question 11**

Choose the correct letter, A, B or C.

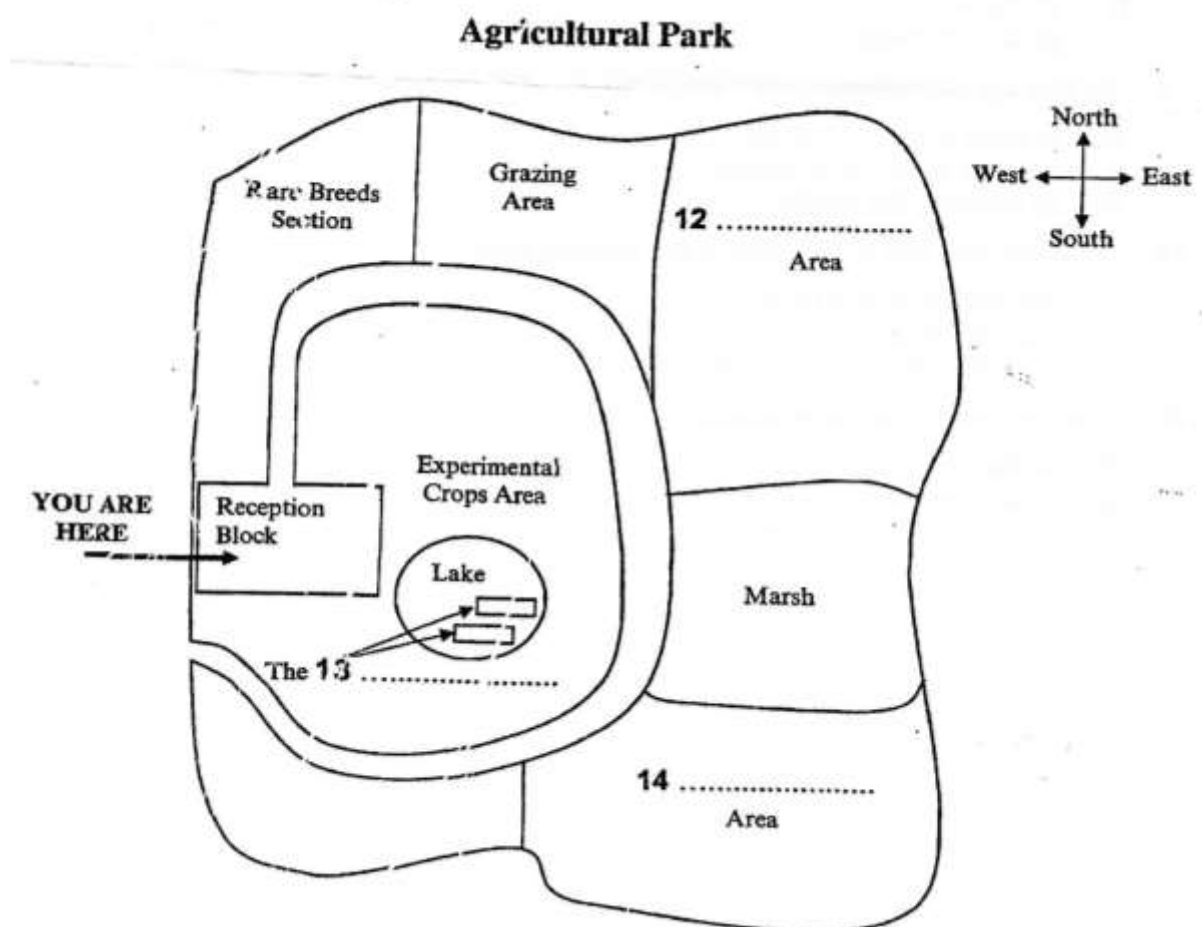
11 According to the speaker, the main purposes of the park are

- A** education and entertainment
- B** research and education
- C** research and entertainment

Question 12-14

Label the plan below.

*Write **NO MORE THAN TWO WORDS** for each answer.*



Test 2**Questions 15-20**

Choose the correct letter, **A**, **B** or **C**.

- 15** When are the experimental areas closed to the public?
- A** all the year round
 - B** almost all the year
 - C** a short time every year
- 16** How can you move around the park?
- A** by tram, walking or bicycle
 - B** by solar car or bicycle
 - C** by bicycle, walking or bus
- 17** The rare breed animals kept in the park include
- A** hens and horses
 - B** goats and cows
 - C** goats and hens
- 18** What is the main purpose of having the Rare Breeds Section?
- A** to save unusual animals
 - B** to keep a variety of breeds
 - C** to educate the public
- 19** What can you see in the park at the present time?
- A** the arrival of wild birds
 - B** fruit tree blossom
 - C** a demonstration of fishing
- 20** The shop contains books about
- A** animals
 - B** local traditions
 - C** the history of the park

(IELTS Test Cambridge University Press- Edition 2014)

Appendix B

Teachers' Questionnaire

Appendix B: Teachers' Questionnaire**Dear Teachers,**

This questionnaire aims at collecting some data about the role and the possible effects of using authentic aural materials in enhancing the listening skill. Thus, we would be indeed grateful if you could answer the following questions.

Thank you in advance for your cooperation

Miss Souad AINA

Rubric One: Background and Profile

1. Qualification: Licence Magister PhD Professor
2. How many years have you been teaching English?
3. How many years have you been teaching Oral Expression Module?

Rubric Two: Use of Authentic Aural Materials

4. In Oral Expression, I mainly focus on improving :

Listening Speaking Reading Writing

5. Do you use authentic aural materials in your English listening classes?

Yes No

- If no, move to item 7.

6. If yes, what are the most used sources you would use to obtain these materials?

Radio Tape recorder Television Video Internet

*Others:

7. Why do not you use authentic listening materials?

-I do not focus on listening skill

-I do not know how to integrate them in my EFL teaching

* Specify other reasons:

.....

8. According to you, does the English department possess the appropriate equipment to teach listening comprehension?

Yes

No

Explain briefly.....

.....

Rubric Three: Difficulties

9. According to you, what obstacles do your students encounter while using authentic aural materials?

Speed of delivery Pronunciation (different accents)

Unfamiliar vocabulary Complex language structures

*Others:.....

10. How do you help them overcome these difficulties?

.....

.....

11. Do you find any problems when using these materials?

Usually

Sometimes

Never

12. What are these problems?

.....

.....

Rubric Four: Suggestions & Recommendations

13. Do you think you need training in using such materials?

Yes

No

* Please, justify your answer.....

.....

14. If so, what type of training do you need?

Selecting the materials

Designing the activities

*Others (please specify).....

.....

15. Do you think it is important to have a separate module for listening comprehension?

Yes

No

- If yes, why?.....

.....

16. According to your teaching experience, what could you suggest to help your students improve their level in listening comprehension?

.....

.....

Rubric Five: Listening Comprehension Status & Methodology

1. Having taught Oral Expression module, could you describe the status of oral & listening skill at the English language department?

.....
.....

2. What methodology do you follow in teaching the listening skill?

.....
.....

3. What objectives you intend to reach when incorporating listening comprehension?

.....
.....

4. What methods do you use to achieve these objectives?

.....
.....

5. Which listening activities do you usually give to your students?

.....
.....

6. How many hours of oral expression do you have per week? Is it enough?

.....
.....

7. Are there any changes concerning the name of 'Oral Expression/Production module'?

.....
.....

Listening
Proficiency Test

Appendix C

Listening Proficiency Pre-test



<u>Appendix C1</u>	<i>Listening Comprehension Pre-test</i>
<u>Appendix C2</u>	<i>Pre-test Lesson Plan</i>
<u>Appendix C3</u>	<i>Students' Attendance & Basic Information Sheet</i>
<u>Appendix C4</u>	<i>Students' Sheets of Difficulties</i>

Appendix C1: Listening Comprehension Pre-test**TEXT: “A Bad Luck Story”**

(Laughter)

Storyteller: You know, you remember when I first went to Italy, I had some terrible bad luck. I mean at the very first day my car broke down, and then the camera was stolen from my hotel room, and then at the end of the week, the car ... I'd just got it back, and it broke down again. Yes, and by this time, I'd run out of money because, you know ... to pay for the breaking down. So, I mean, two weeks later, the car broke down again ... third time ... I mean it had never given me any trouble before, this car ... and ... and ... three times in two weeks ...

Friend(s): Didn't like the climate ... the food ... (laughter)

Storyteller: ... got the car back from the garage ... what ... guess what happened then?

Friend(s): It ... er ... broke down?

Storyteller: No, it didn't break down again ... I ran into someone ... had an accident.

Friend(s): Oh no!

Storyteller: Yeh ... not serious, but ... no, it wasn't too serious but ... you know, so the car goes back to the garage again. So, by this time, I'm thinking ... I'm going to stay at home, I'm not going to even leave the house ... 'cos ... by this time I'd found a house to stay in ... the video broke down, and then the TV broke down ... and then to cap it all. Do you remember that lovely gold watch I used to have that used to be my grandfather's?

Friend(s): Yeh.

Storyteller: I lost it ... (Oh no!) just disappeared ... disappeared completely ... couldn't find it. So I mean ...

Friend(s): ... were you insured?

Storyteller: No, no, I ... not for the watch, no ...

Friend(s): Well, anyway that doesn't ...

Storyteller: So, I mean by this time I was thinking: coming to Italy was a bad move.

Storyteller: So, in the end I thought, well, nothing worse can happen and it didn't. From there on, things started to get better ... and it was like ... sort of everything changed, and all the bad luck just stopped, and from then on it's been really great ... I mean, I've been in Italy for two ...

Friend(s): 'Course, you met Gabriella, didn't you?

Storyteller: That's right and everything was wonderful after that, and that was the best piece ... (laughter)

Friend(s): Do you want a drink?

(From: a Textbook)

Comprehension Questions:

- 1- Where did the story take place?

- 2- List the events that happened to the speaker in the correct order.

- 3- How many times did the speaker's car break down?

- 4- Who is the person that the storyteller met?

- 5- Listen and fill in the blanks with the appropriate expressions.

“Yeah, not serious. It was not The car goes back to the garage again. So by this time, I am thinking, I am going to stay at home, I am not going to..... leave the house. The video, the TV broke down and then to”

Appendix C2: Pre-test Lesson Plan***Listening Comprehension Pre-test*****Level:** LMD 2 / G8**Date:** 28/02/2016**Group Size:** 26**Hour:** 11.30-13.00**Number of Students Present:** 11**Room:** 4**Listening Material:** A 2:00 min Audio/**Timing:** 45 min

(a Short Story/Conversation)

Topic: *A Bad Luck Story***Overview:** In this session students will listen to a funny short story.**Main Objectives:** By the end of the session students will be able to:

- Cope with authentic listening (pronunciation/ different accents).
- Gain general comprehension of the material (listening for the gist).
- Listen for pleasure (recreational activity).
- Revise language structures 'past simple'.

Teaching Aids: Laptop, speakers, audio recording, students' attendance & basic information sheet (*Appendix C3*), question handouts, blackboard (chalk).**Phases of the Lesson:****Phase 1: Listening Activity (30 min)**

1. Play the tape and ask students to listen carefully so that they can answer a number of questions.

2. Distribute the handouts which include the following questions:

- 1- Where did the story take place?
- 2- List the events that happened to the speaker in the correct order.
- 3- How many times did the speaker's car break down?
- 4- Who is the person that the storyteller met?
- 5- Listen and fill in the blanks with the appropriate expressions:

“Yeah, not serious. It was notThe car goes back to the garage again. So by this time, I am thinking, I am going to stay at home, I am not going to..... leave the house. The video, the TV broke down and then to”

3. Play the tape twice to answer the questions.
4. Collect the question handout.

Appendix C3:

***Students' Attendance & Basic
Information Sheet***

Date :

2nd Year

G 08

Hour :

OP

Room:

	<i>Students' Names</i>	<i>Signature</i>	<i>Age</i>	<i>How do you rate your English level? Low-Average-High</i>	<i>How many years have you been studying English?</i>
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					
23					
24					
25					
26					
27					

Appendix C4:

Students' Sheets of Difficulties

Student A:

Difficulties
not understand
the story

Negative points
Sound not clear
Lack of listening
skills

positive points
improving my
level by
listening a
native speaker

to sit in the first place can you heard well as the last

Student B:

* Difficulties =	* Negative Points =	* Positive Points =
<p>* I can't lesson the audio very well, So for these reason, I can't answer the qs</p>	<p>* There is a noise in the audio and different accents</p>	<p>* Your level is high and you present the lecture very good.</p>

Student C:

difficulties

The problem in that video is the spoken words are vague and not clear it can be because of the sound but the main interesting things is that there is so much noise so that we could not hear well

Comment:

it is so good to listen to native speaker and that video if you watch it a lot of time it will be good and helps us to learn new concepts and that is so it

is better than that
Thanks for you.

Student D :

Speaker move fast that we cannot understand it clearly

Noise, laughing scream

* It is hard to listen to native speaker or someone professional in English.

Student E :

The audio was not very clear, the discussion could not be heard well and the sound was too muffled.

If the audio was a little bit clearer and louder, I think we could've heard better.

Negative ↗

Positive ↘

It's a good thing to learn when trying to hear and detect what the speakers are saying.

Our hearing techniques have the ability to improve, and we get used to understanding different types of accents.

Student F :

Difficulties

I couldn't hear anything

because in the sound there is noise and unclear

Negative

points

Student G :

- I couldn't hear anything.
- The sound is unclear.
-

Student H :

- The difficulties :-

- He was laughing all the time (+ the public)
- the tape was too noisy
- spoke very quickly
- British accent

Comments:

- It is good to be exposed to ^{real} ~~the~~ native speakers to evaluate our * selves

Student I :

• The difficulties :

• He was speaking very quickly.

• There were too much noise.

• His accent was a little bit hard for me to be understood.

• Comment :

• Authentic Materials is a good topic (+)

• you want to speak quickly (-)

Appendix D

Training Phase



Appendix D1 *Listening Texts Used in the
Training Phase*

Appendix D2 *Training Phase Lesson Plans*

Appendix D3 *Students' Attendance Sheet*

Appendix D1:

Listening Texts Used in the Training Phase

Appendix D1: Training Phase**Listening - Text1****AUDIO*****TEXT: “The Office Photocopier”***

Assistant: Hello, Johnson’s Office Solutions. Can I help you?

Vicky: Oh, hello. This is Vicky from Kelta & Co. We’ve got a problem with our photocopier.

Assistant: I see. Did you purchase it from us?

Vicky: Yes, we did.

Assistant: And is it still under warranty?

Vicky: We got a three-year extended warranty. It’s only a year old.

Assistant: Ok. And what seems to be the trouble?

Vicky: the paper’s jammed and we can’t fix it.

Assistant: Right. Did you look in the manual?

Vicky: Yes. I’ve had a go, but I still can’t fix it.

Assistant: All right. I’ll have a look and see what we can do. Hmm ... we can’t get anyone there until late afternoon, I’m afraid.

Vicky: I’m sorry, but that’s not good at all. We’re very busy here and we need this fixing immediately.

Assistant: Hmm. Well, I can see if ... oh, yes. It looks like we might be able to get someone to you this morning.

Vicky: Ok. What time will they be there?

Assistant: I can’t say exactly. Any time between 10.30 and 12. Is that Ok for you?

Vicky: Well, I suppose so. If that’s the best you can do. At least it’s this morning.

(Real Listening and Speaking 3-Miles Craven- 2008:94)

Comprehension Questions:**1- Listen and answer the following questions:**

- a- Is the photocopier still under guarantee?
- b- When did Kelta & Co buy it?
- c- What exactly is wrong with the photocopier?
- d- Has Vicky tried to fix it itself?
- e- When is she told someone can come to fix it?
- f- What time does she finally agree?

2- Tick ✓ how you would describe the attitude of the assistant Vicky speaks to.

- Helpful
- Professional
- Unfriendly
- Uncooperative

3- How satisfied is Vicky with the service she receives. Tick ✓ your answer.

- Very satisfied
- Quite satisfied
- Not very satisfied
- Very dissatisfied

4- Look at these expressions you can use when making an appointment.

What time	would be most convenient?	
What day	would suit you best?	
What date	is good for you?	
Sometime	this morning	would be great.
Any time	early next week	is OK for me.
	after three	would be fine.
	between 10.30 and 12	
What / How about ...	tomorrow afternoon?	
Shall we say ...	the 24 th ?	

***Listen again to Vicky's conversation. Underline the expression in Exercise 1 you hear.**

5- Look at this extract. What phrase does Vicky use to insist on an earlier time?

Assistant: We can't get anyone there until late afternoon, I'm afraid.

Vicky: I'm sorry, but that's not good at all. We're very busy here and we need this fixing immediately.

(Real Listening and Speaking 3- Miles Craven- 2008:44-45)

Appendix D1: Training Phase**Listening - Text2****VIDEO*****TEXT: “Taking Flight”***

Ever since the day when Icarus and his father Daedalus made their wings of wax, man has dreamt of flying. He can swim like a fish, he can run like a cheetah, but without a machine, he cannot fly like a bird. Admittedly he can throw himself into the void, but free falling isn't the same thing as floating in the wind. Without wings, man finds himself deprived of one of the greatest sensations. Flying over mountains and following the thermal currents is indeed only possible in a hang-glider; and it's only in his dreams that man can be an eagle.

Some people like to play at being human cannonballs because this number always impresses the crowd. The explosion must have made this man deaf: he can't hear the applause or the people warning him his net has got holes in it! With the invention of the airship at the beginning of the twentieth century, man was able to fly over cities and even overseas. Go left! Right! Straight on! No, turn around! Mind you don't get airsick... Today, aeroplanes have reached such perfection that they can take people more or less anywhere; and more or less whenever they want, so long as there's a runway to land on. The number of airports is growing and these days every major city has one.

Even in Hong Kong, where space is very limited, there's an airport. The runway is so narrow the pilots must really feel like they're landing on a matchstick! The helicopter is another means of air transport. It is said that Leonardo da Vinci drew up the first plans for the rotary mechanism. This might explain the Mona Lisa's enigmatic smile: she must have thought the man painting her portrait was a madman! Flying machines! The very idea of it! But he who laughs last, laughs longest. Leonardo da Vinci was right... Thanks to its blades, the helicopter can take off and land vertically.

Jet planes are the fastest. They can fly so fast, they can break the sound barrier. What a deafening noise! Don't bother looking up, it's already far away! A jet's like a sprinter who leaves his shadow behind when pulling away! For more peaceful travelling, with your head in the clouds, there are hot-air balloons. Filled with heated air, they get carried along by the winds. They rise serenely up into the sky and their passengers can admire the landscape that unfolds at their feet. You can also make flying objects at home. For most children, the paper plane is their first contact with aerodynamics. Man has been trying to defy gravity for a long time, and today he has found ways of taking advantage of it. Bungee jumping is an amazing sport with extreme sensations. Is this man the right way up or upside down? It doesn't look like he knows what his

exact position is. Maybe he thinks he's changed into a human yo-yo! On earth, man has only known how to fly for a century, but maybe others elsewhere have more experience in the field... who knows?

(TELL ME MORE, Logiciels d'Apprentissage- 10 Niveaux- DVD-ROM)

Comprehension Questions:

1- What is the video about?

2- Which means of transport mentioned in the video is linked to a famous artist?

3- Which of the following machines was invented first? (Circle the correct answer)

- a- The jet plane
- b- The helicopter
- c- The aeroplane
- d- The airship

4- The speaker considers aeroplanes to be

- a- A dangerous means of transport
- b- A widespread, reliable means of transport
- c- A popular, yet unreliable means of transport

5- In the last paragraph, what is the speaker referring to when he says "others elsewhere"?

- a- Aliens
- b- Birds
- c- Airships

6- Finish the proverb: *he who laughs last*,

(TELL ME MORE, Logiciels d'Apprentissage- 10 Niveaux- DVD -ROM)

Appendix D1: Training Phase**Listening – Text3****AUDIO****TEXT: “Global Warming”****“Humans and the Planet Lecture”**

The figures are staggering. We are emitting four times as much carbon today than we were just ten years ago – despite the Kyoto agreement. In the early 19th century, levels of carbon dioxide in the atmosphere were 280 parts per million. Today they are 380 parts per million. It may not mean to much, but let’s look at the consequences ...

First, as ice in Greenland and Antarctica melts – and it is melting far faster than anyone had predicted, by the way – as the ice melts, sea levels will rise, possibly by as much as six meters. Flooding will affect millions of people living in coastal areas all around the planet. Huge populations, entire cities, will have to move to higher ground. Second, heat waves will become more common, with tens of thousands of people dying from heat, and from the wild fires that will sweep across the planet in the dry conditions. In the rising temperatures, severe droughts will mean crops fail, so millions more will starve to death. We don’t have to look far into the future to see this. Just a few years from now, a recent study estimates that as many as 300,000 people a year will die directly as a result of global warming ... and that’s not counting the impact on animals, birds and fish.

So, what can we do? In all this despair, is there any hope? Well, if we take action individually, we can collectively make a huge difference. There are plenty of things we all can do to fight global warming. First, recycling. Recycle everything you can and buy recycled goods. Second, think about your food. Buy fresh food, not frozen food. It costs ten times more energy to produce frozen food. And buy locally grown produce, too. Did you know the average meal in the US has travelled 1,200 miles to get on your plate? Third, save energy. You can save up to 30 percent of the energy you use by doing simple things like turning off the light if you are not in the room, and using long- life light bulbs, which are 60 percent more efficient than normal light bulbs. Use the air-conditioning less, wash your clothes at a lower temperature if possible, don’t use a dishwasher, turn off electronic appliances when you are not using them ... So, we can all save energy very easily. And fourth, transport. Don’t take a car - use public transport, or even better, walk or cycle. If you have to use a car, do so as part of a car pool and take others. Even just checking tyres are inflated correctly will make a three-percent saving in efficiency.

Yes, there are many things you can do. And there are many things governments can do too. Did you know there are over 200 separate environmental agreements? Sounds impressive, doesn't it? Until you realize all of them are hard to enforce and poorly coordinate. Each government needs to pass effective laws to force individuals and industry to take responsibility for climate change. The fact is, we must do something. We are in the middle of a fight for the very survival of the planet here. Some people say it is too late already and the planet is doomed to die ... We are not at that point yet, but it's not far away. Now, let's look at ...

(Real Listening and Speaking 3 -Miles Craven- 2008:97-98)

Comprehension Questions:

1- What is the main theme?

2-Which statement best describes the main idea?

- a- Global warming is not as serious as people think.
- b- We can all do something to stop the situation getting worse.
- c- Earth will never be able to recover from the effects of global warming.
- d- All life on earth is at risk because of global warming.

3- Look at the headings below. Listen again to the extract and number each heading in the order you hear the topics (1-5).

Consequences

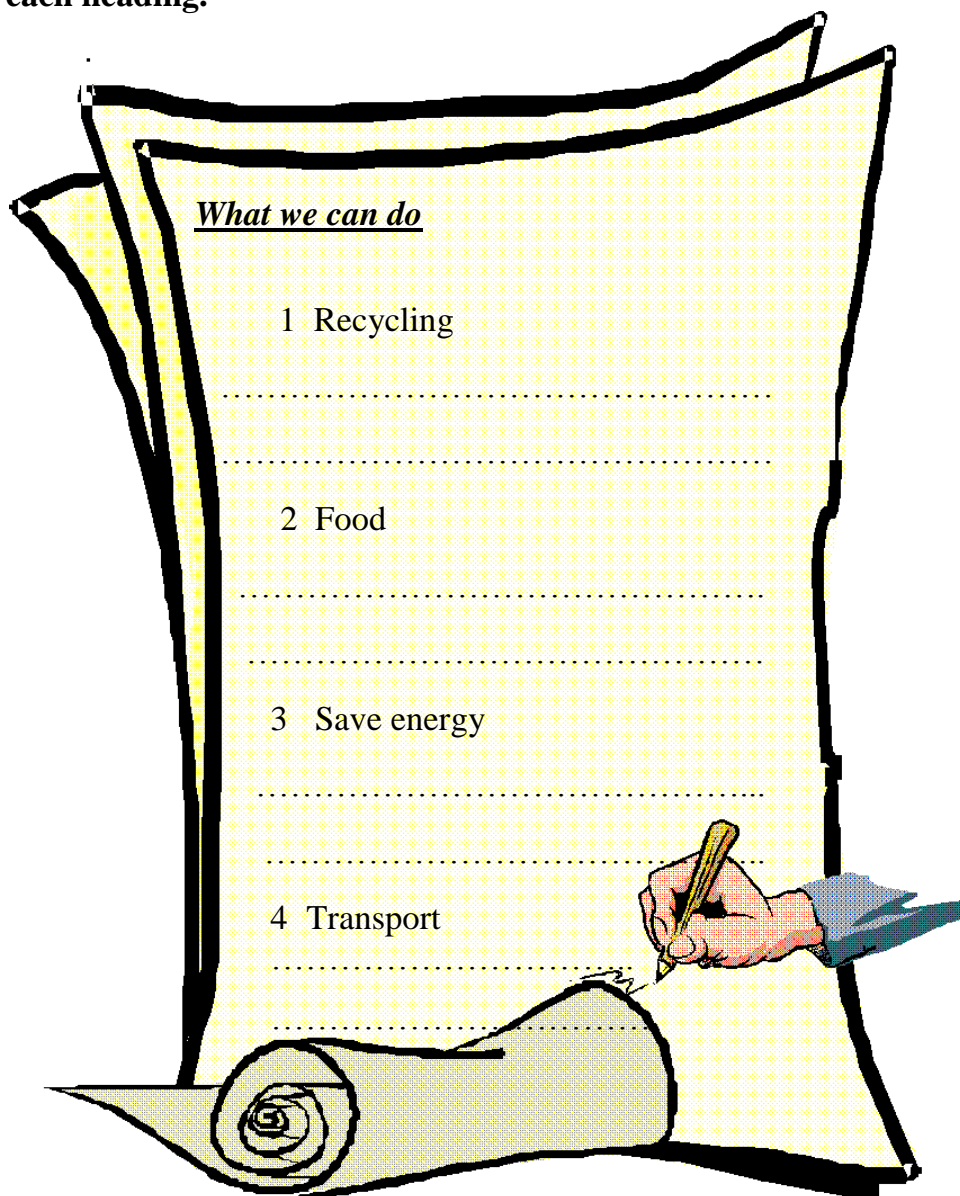
What governments should do

Statistics

What we can do

Fight for survival

4- Listen again to the *'What we can do'* section only. Write notes under each heading.



5- Listen again to the *'What governments should do'* section of the talk and find which statements are *True, False, or Not mentioned*.

- 1- Governments should impose some taxes on individuals.
- 2- Governments should establish effective laws to reduce climate change.
- 3- Governments have little things to do for global warming.

(Real Listening and Speaking 3 - Miles Craven- 2008:65-66)

Appendix D1: Training Phase**Listening – Text4****AUDIO*****TEXT: “Homelessness”***

Homeless Man: Hello, young man! What brings you to this neck of the woods?

Reporter: Actually, I was wondering if I could interview you for my newspaper.

Homeless Man: Me? About what?

Reporter: Well, we’re doing a series of articles on the homeless, and I . . .

Homeless Man: And you want to know what happened to me, what **I live on**, what it’s like to live from hand to mouth . . .

Reporter: Uh, yeah. I do want to know. Would you be willing to tell me your story?

Homeless Man: you got about three hours?

Reporter: Whatever we need?

Homeless Man: Well then, go ahead and sit down.

Reporter: Thanks. Um, let’s see, well, first I’d like to ask you . . .

Homeless Man: No questions. Just listen. You think I grew up poor, don’t you? That I don’t have an education. But you’re **dead wrong**. I have a college degree. I worked for a big company. My parents **would turn over in their graves** if they could see me now.

Reporter: But how . . . ?

Homeless Man: I said, no questions. Just sit still and listen. In the beginning, I got up at 5:00 A.M. every day and was at work by 7:00. And I stayed at the office till 8:00 in the evening. Thirteen hours! That was the only way I could **keep up with** all the work. It just never **let up**. I never saw my family very much because when I got home, I usually went straight to bed. Well, I guess I was doing a pretty good job because I kept **moving up the ladder**. I became a manager and got more money, but I also had to work even more hours, and weekends, too. You can imagine that my wife never stopped complaining. She told me I was **getting burned out** and had no time for a life.

Reporter: That must've been really hard to hear.

Homeless Man: Yeah, my marriage was **at stake**, so I went to my boss and asked for a vacation. He told me to wait three more months. He needed me there. So nothing changed. **Day in and day out**, I worked and worked. Eventually my wife left. And guess what? The company **closed down** a year later! The economy was bad and I couldn't find another job. Over time, I lost everything. Hey, how many hours do you work a day?

Reporter: Uh, . . .

Homeless Man: Too many, I'm sure. I just hope you know what you're doing!

Reporter: Things could change for you, you know. You could start over. After all, you're educated.

Homeless Man: **That's wishful thinking**, young man.

*(All Clear 3-Listening and Speaking With Collocations- Fragiadakis,
2006:58-59)*

Comprehension Questions:

Listen to the conversation between a homeless man and a reporter to find the answers to these questions.

1- Has the homeless man always been poor?

2- Why was his wife unhappy?

3- What does he lost?

4- Read the sentences about the conversation. Circle T for true, F for false, or ? If you don't know.

- | | | | |
|--|---|---|---|
| 1. The reporter asks the man many questions. | T | F | ? |
| 2. When the man's parents were alive, he had a job and a family. | T | F | ? |
| 3. The man worked 13 hours a day because he loved what he did. | T | F | ? |
| 4. The man still sees his children. | T | F | ? |
| 5. The man isn't optimistic about starting over. | T | F | ? |

5- Below is a list of paraphrases of five of the idiomatic expressions in the conversation. On your own or with a partner, try to guess the five.

Paraphrase	Idiomatic Expression
1. Absolutely incorrect	_____
2. Went out of business	_____
3. Every day	_____
4. This neighborhood	_____
5. stopped	_____

(All Clear 3- Listening and Speaking With Collocations-Fragiadakis, 2006:58-59)

Appendix D2:

Training Phase Lesson Plans

Appendix D2: Training Phase 'Lesson Plans'**Lesson Plan-Text1****Session1*****Listening Comprehension Training*****Level:** LMD 2 / G8**Date:** 01/03/2016**Group Size:** 26**Hour:** 10.00-11.30**Number of Students Present:** 25**Room:** 13**Listening Material:** A 1:32 min Audio/**Timing:** 45 min

(a Phone Conversation)

Topic: *The Office Photocopier***Overview:** This lesson is in the form of a short dialogue between Vicky and the assistant of a company.**Main Objectives:** By the end of the session students will have learnt:

- Listen for specific information.
- Recognize that the speaker's tone of voice plays a role in building attitudes about him.
- Make some appointments and fix a time.
- Insist on what one want politely but firmly.
- Bargain and negotiate.

Teaching Aids: Laptop, speakers, audio recording, students' attendance sheet (*Appendix D3*), question handouts (*Appendix F2- Question Handout1*), chalkboard.**Phases of the Lesson****Phase 1: Pre-Listening Activity (10 min)****a) Building up the context:**

1. Tell students that they are going to listen to a conversation between Vicky and the assistant.
2. Introduce the topic more.

b) Pre-teaching vocabulary:

1. Ask students if they know the meaning of some words (warranty and jammed).
2. Write and give orally the definition of some words.
3. Give students the question handout.
4. Ask them to read it before listening to the conversation.

Phase 2: During Listening Activity (25 min)

1. Play the tape and ask students to listen in order to answer the questions given (*See Appendix F2- Question Handout1-for more details*).

Here are the questions:

- 1- Listen and answer the following questions:**
 - a-Is the photocopier still under guarantee?
 - b-When did Kelta & Co buy it?
 - c-What exactly is wrong with the photocopier?
 - d-Has Vicky tried to fix it itself?
 - e-When is she told someone can come to fix it?
 - f-What time does she finally agree?
 - 2- Tick ✓ how you would describe the attitude of the assistant Vicky speaks to.**
 - 3- How satisfied is Vicky with the service she receives. Tick ✓ your answer.**
 - 4- Look at these expressions you can use when making an appointment. Listen again to Vicky's conversation. Underline the expression in Exercise 1 you hear.**
 - 5- Look at this extract. What phrase does Vicky use to insist on an earlier time?**
2. Play the tape again (2/3 times) to finish the unanswered questions.
 3. Take oral and written feedback.

Phase 3: Post Listening Activity (10 min)

a) Writing Activity:

1. Ask students to listen carefully to the phone conversation and at the same time write it down.

b) Reading activity

2. Ask them to read what they could write and then compare it with their classmates.

Appendix D2: Training Phase 'Lesson Plans'**Lesson Plan-Text2****Session 2*****Listening Comprehension Training*****Level:** LMD 2 / G8**Date:** 28/02/2016**Group Size:** 26**Hour:** 10.00-11.30**Number of Students Present:** 15**Room:** 7**Listening Material:** A 3:35 min Video/ (a Film)**Timing:** 1h.15 min**Topic:** *Taking Flight*

Overview: This lesson is designed to provide students with some knowledge about man's dream of flying.


Main Objectives: By the end of the session students will be able to:

- Know some new words and expressions related to flight.
- Be aware of the importance of the image and sound for a listening activity.
- Develop the skill of predicting.
- Cope with authentic listening speech.
- Develop listening strategies (predicting, comparing...)
- Listen for the main idea.
- Listen for details.

Teaching Aids: Laptop, data-show, video recording (audio-visual aid), attendance sheet (*Appendix D3*), question handouts.

Phases of the Lesson:**Phase 1: Pre Viewing Activity (15 min)**

1. Tell students that they are going to listen to a video.

2. Introduce the topic by showing the video without sounds (silent viewing), using fast forward technique 
3. Ask students to predict what the recording is all about.
4. Ask them to think of some of the words that they may hear in the video.
5. Write these terms on the board to check their expectations later.
6. Provide students with a list of vocabulary definitions included in the passage. / illustrate the difficult vocabulary items.
7. Distribute the question handout (*See Appendix F2- Question Handout2- for full questions*) including:
 - 1- What is the video about?
 - 2- Which means of transport mentioned in the video is linked to a famous artist?
 - 3- Which of the following machines was invented first? (Circle the correct answer)
 - 4- The speaker considers aeroplanes to be... (Circle the correct answer)
 - 5- In the last paragraph, what is the speaker referring to when he says “**others elsewhere**”? (Circle the correct answer)
 - 6- Finish the proverb: **he who laughs last,**

Phase 2: While Viewing Activity (50 min)

1. Play the video after covering the image and make students listen to the sound only to focus on listening and answer the questions already established above.
2. Ask students at the same time to listen for the words they predicted before.
3. Make students view the whole video.
4. Ask students to compare their answers between listenings.
5. Play the clip again to complete their answers.
6. Take oral and written feedback.

Phase 3: Post Viewing Activity (10 min)

1. Dictate a passage from the video (with punctuation) to students.
2. Ask students to exchange and compare their answers with those of their partners.
3. Show students the whole passage on the lap top screen to correct their answers.

Appendix D2: Training Phase 'Lesson Plans'**Lesson Plan-Text3****Session 3*****Listening Comprehension Training*****Level:** LMD 2 / G8**Date:** 06/03/2016**Group Size:** 26**Hour:** 11.30-13.00**Number of Students Present:** 19**Room:** 4**Listening Material:** A 4:37 min Audio/**Timing:** 45 min

(a Lecture)

Topic: *Global Warming - Humans and the Planet-*

Overview: This lesson is designed to supply students knowledge about the topic of global warming, its consequences and some solutions to reduce it; making them, thus, aware of this environmental phenomenon.

Main Objectives: By the end of the session students will be able to:

- Know some new vocabularies related to global warming.
- Recognize some consequences and solutions to overcome this phenomenon.
- Enhance the capacity of predicting.
- Listen for the main ideas and the themes of a lecture.
- Develop the skill of note taking.
- Summarize the main points of a talk.

Teaching Aids: Laptop, projector, audio recording, attendance sheet (*Appendix D3*), question handouts.

Phases of the Lesson:**Phase 1: Pre-Listening Activity (15 min)****a) Building up the context:**

1. Introduce the topic.
2. Write some topics on the board:

*Education, Transport, Food, Languages, the Internet, Carbon dioxide
Animals, Space, Sport, Crime, the Weather, Recycling*

3. Ask students, then, to pick up the ones they think might be covered in the lecture.

b) Pre-teaching vocabulary:

1. Tell students that they are going to see some key vocabularies
2. Write the words on the board.
3. Ask students to match each word (a-d) with a definition (1-4):
a- Lecture **b- Tutorial** **c- Seminar** **d- Presentation**

1 A meeting where a group of students discuss a topic together with a teacher.

2 A formal talk given to a group of students by a professor or lecturer.

3 A one-to-one meeting between a student and a teacher.

4 A talk given by student to the class.

4. Take students feedback
5. Distribute the question handout.

Phase 2: During Listening Activity (30 min)

*Ask students to listen to the recording and underline the topics that are mentioned. Did they guess correctly?

1. Ask students to pay attention in order to answer the following questions
(See Appendix F2- Question Handout 3):
 - 1- What is the main theme?
 - 2- Which statement best describes the main idea?
 - 3- Look at the headings below. Listen again to the extract and number each heading in the order you hear the topics (1-5).
 - 4- Listen again to the 'What we can do' section only. Write notes under each heading: Recycling, Food, Save energy, Transport.
 - 5- Listen again to the 'What governments should do' section of the talk and find which statements are *True*, *False*, or *Not mentioned*.
2. Play the tape again to finish the answers.
3. Take oral and written feedback.

Phase 3: Post Listening Activity (05 min)

1. Tell students to imagine that a friend asks them about the "Humans and the Planet" lecture. Ask students to give an oral or written summary, using their notes.

Appendix D2: Training Phase 'Lesson Plans'**Lesson Plan-Text4****Session 4*****Listening Comprehension Training*****Level:** LMD 2 / G8**Date:** 06/03/2016**Group Size:** 26**Hour:** 11.30-13.00**Number of Students Present:** 19**Room:** 4**Listening Material:** A 1:13 min audio/**Timing:** 45 min

(a Face to Face Conversation)

Topic: *Homelessness*

Overview: This lesson deals with a conversation between a homeless man and a journalist, giving, thus, an awareness about one of the important social problems (unemployment) faced by members in a community.

Main Objectives: By the end of the lesson students will be able to:

- Learn new words and idioms.
- Listen for details.
- Guess the meaning of some idiomatic expressions.
- Make prediction about what will come next.
- Role play a dialogue in the class.

Teaching Aids: Laptop, audio recording, attendance sheet (*Appendix D3*), question handouts (*Appendix F2- Question Handout 4*).

Phases of the Lesson:**Phase 1: Pre-Listening Activity (10 min)**

1. Tell students that they are going to listen to a conversation between a homeless man and a reporter.
2. Ask them to predict the words that they may hear in this conversation and write them on the board.
3. Give students the question handout.
4. Ask them to read the questions before starting listening.

Phase 2: During Listening Activity (25 min)

1. Play the tape to answer the questions (*See Appendix F2- Question Handout 4*):
 - 1- Has the homeless man always been poor?
 - 2- Why was his wife unhappy?
 - 3- What does he lost?
 - 4- Read the sentences about the conversation. Circle T for true, F for false, or ? If you don't know.
 - 5- Below is a list of paraphrases of five of the idiomatic expressions in the conversation. On your own or with a partner, try to guess the five.
2. Play the recording again, to allow students to guess the meaning of the idiomatic expressions, working in pairs.

Phase 3: Post Listening Activity (10 min)

1. Distribute the conversation handouts.
2. Ask students to act out the dialogue in pairs.
3. As a homework activity instruction, ask students to write or imagine what they think will happen in the future to the homeless man.

Appendix D3:

Students' Attendance Sheet

Date:
Hour:
Room:

2nd Year

G 08

OP

<i>Students' Names</i>						
	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						

Date:
Hour:
Room:

2nd Year

G 08

OP

21						
22						
23						
24						
25						
26						
27						
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32						
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39						
40						
41						
42						

Appendix E

Listening Proficiency Post-test



[Appendix E1](#) *Listening Comprehension Post-test*

[Appendix E2](#) *Post-test Lesson Plan*

[Appendix E3](#) *Students' Sheets of Difficulties*

Appendix E1: Listening Comprehension Post-test**TEXT: “Is The Sun Good or Bad for Us?”**

Interviewer: Well, Mrs Robins, to answer the questions posed in your letter we are lucky to have in the studio today Doctor James Williams. Dr Williams, is the sun good or bad for us?

Dr Williams: Er, yes, Mrs Robins, well, there are two answers to this: the sun can be either good or bad for you. Now, this depends on how much sun you get and at what time of the day.

Interviewer: What about the negative effects of the sun, doctor? We, we hear that it's usually the result of prolonged or repeated exposure.

Dr Williams: Yes, that's right. Now, the negative effects are, of course, it increases the ageing process of the skin. And it also increases your chances of developing skin cancer. But er, the sun in moderate doses has positive effects too.

Interviewer: What are those?

Dr Williams: Well, scientific experiments have shown that, er, well, we feel better; it can help us slim; it can protect us from coughs, colds and other illnesses.

Interviewer: Now, how does it do all those things?

Dr Williams: Well, er, it makes us feel better because we have a gland in the brain which produces a substance called melatonin. Now a lot of melatonin makes us feel sleepy. Now, in the sunlight, ultraviolet rays enter the body through the eyes and make the gland produce less melatonin, so therefore we feel brighter.

Interviewer: Oh, I see. What about keeping slim?

Dr Williams: Ah, yes, well, ultraviolet rays help us to burn up calories. Sunlight makes the body use oxygen more efficiently. So therefore, we process our food better. And therefore we need less.

Interviewer: Now, you ... you mentioned that sunlight can protect us against illnesses. Now, I've not heard of that.

Dr Williams: Indeed, indeed. Experiments show that exposure to sunlight makes us produce more white blood cells, especially the cells responsible for fighting off disease. So, with correct doses of sunlight we increase our chances of not catching coughs, colds or other illnesses.

Interviewer: So, to sum up, Doctor Williams, what is your advice? Go in the sun or not?

Dr Williams: Oh, yes, yes, absolutely, but er, not too often, and not for too long, especially between midday and three pm when the sun is at the highest. If you think er of countries which have a very good climate, places we tend to go to for our holidays, they have a very good tradition, the natives ... of the siesta.

Interviewer: Yes, of course.

Dr Williams: Yes, and especially if you have fair skin, you must be very, very careful not to burn.

Interviewer: Thank you very much, Doctor Williams.

(From: a Textbook)

Comprehension Questions:

- 1- What is the source of the negative effects of the sun?
- 2- Listen and complete the table below:

Positive Effects of the Sun	Negative Effects of the Sun
-	-
-	-
	-

- 3- What do help in burning *Calories*?
- 4- According to Dr Williams, when should not we get exposed to the sun?
- 5- Listen again and fill in the blanks with the appropriate words.

“It makes us feel better, because we have in the brain which produces a substance called Now, a lot of makes us feel sleepy. Now, in the sunlight, enter the body through the eyes and make the produce less melatonin, so therefore we feel brighter”.

Appendix E2: Post-test Lesson Plan***Listening Comprehension Post-test*****Level:** LMD 2 / G8**Date:** 07/03/2016**Group Size:** 26**Hour:** 08.00-10.00**Number of Students Present:** 23**Room:** 34**Listening Material:** A 2:28 min Audio/
(a Dialogue)**Timing:** 45 min**Topic:** *Is the Sun Good or Bad for Us?***Overview:** This session revolves around the role of the sun with its both negative and positive sides.**Main Objectives:** By the end of the session students will be able to:

- Know some new words related to the topic (enrich vocabulary/word attack skills).
- Discuss the topic giving different points of view.
- Listen for specific information (technical vocabulary)
- Revise grammar 'present + present perfect' (scientific truth).

Teaching Aids: Laptop, speakers, audio recording, students' attendance sheet (*Appendix E3*), question handouts.**Phases of the Lesson:****Phase 1: Listening Activity (30 min)**

1. Play the tape to answer the five questions.

1- What is the source of the negative effects of the sun?

2- Listen and complete the table below:

Positive Effects of the Sun	Negative Effects of the Sun
-	-
-	-
	-

3- What do help in burning *Calories*?

4- According to Dr Williams, when should not we get exposed to the sun?

5- Listen again and fill in the blanks with the appropriate words.

“It makes us feel better, because we have in the brain which produces a substance called Now, a lot of makes us feel sleepy. Now, in the sunlight, enter the body through the eyes and make the produce less melatonin, so therefore we feel brighter”.

2. Collect the question handouts.

Appendix E3:

Students' Sheets of Difficulties

Student A:

Difficulties:

- The British accent is very hard to understand easily.
- Scientific words.
- The pronunciation of some words is difficult.

the difficulties: he took quickly, rapidly.
- He uses scientific words.
- British accent.

Student B:

- The accent. The voice of the speaker. The scientific words and how to write them. And I don't know how to answer all of the questions.

Student C:

I found a difficulty to answer his questions because in his conversation there were a scientific expression and native speakers are so quick.

Student D:

The speakers are going too fast and I have problems of catching the words. I couldn't understand some scientific words.

Student E:

- British accent is quite understandable.
- Those scientific words are difficult. But.
- We never heard such words but in general it was good.
- We are not used to recordings.

Student F:

- I didn't well understand his accent.
- He talks really fast.
- Scientific terms.

Student G :

Difficulties :

- * I can't understand the accent which they speak it.
- * We learn the British accent. So, for this ~~is~~ I can't understand the American one or other accents.

Comment :

- * It is good, because it helps us to know other accents and make differences between them.

Student H :

Difficulties :

- the speaker was too fast.
- We still need more scientific terms to learn (because he have used them a lot in this topic and since we didn't ~~has~~ knew them before we can't catch this terms right.)

Comments :

- It was very beneficial, I never knew that sun can help keeping stem.
- It helps us to well expose to the sun.

difficulties: Student I :

- using scientific words.
- it is the British accent and it is a little bit difficult to understand all the items.
- and honest ^{because} we don't have a rich vocabulary

Student J :

The Native speakers are speak in their speaking especially the British ones, that's why ^{and quick} I may not understand some words in their speech.

Student K :

① Scientific words

② British accent

③ They were speaking quickly

Student L :

Difficulties:

The recording in the Dr. William's language was a little bit hard to recognize.

positives:

We need to speak as Dr. William's language considering to be a college student and further researches

Thus except all what I said the lecture was good and do as the teacher; wish you all the best for your ~~pr~~ following research.

Student M :

Difficulties

The audio was a little bit muffled and the voices were speaking somehow fast.

Comments

It's good to concentrate on understanding English native speakers accents and make up what they're saying.

Student N :

I find the reporting somehow difficult since I didn't distinguish some American words especially the scientific ones.

Student O :

Scientific word and they speak fastly

Student P :

Difficulties

- British accent -
(Nodroo speaker)

is more difficult and formal in contrast with American one: Scientific

word we are literarian
- Move a little bit fast.

End

Student Q :

Difficulties:

when we heard a native speakers, we can not

understand some words

Student R

Difficulties

- * The voice was not fully clear.
- * The conversation was too quick

Comment

Well, Thank U!

Student S

- Scientific words.
-

Student T

- The difficulties
- The accent
- The scientific words

Student U

difficulties:

~~the sound is~~

- I can't understand easily what he says, (his accent)

Appendix F

Test Question Handouts



[Appendix F1](#)

Pre-test Question Handout

[Appendix F2](#)

Training Phase Question Handout

[Appendix F3](#)

Post-test Question Handout

Appendix F1:

Pre-test Question Handout

Appendix F1: Pre-test Question Handout

Student's Name:

LMD2/G8

Listening

A Bad Luck Story

Questions:

1- Where did the story take place?

.....

2- List the events that happened to the speaker in the correct order.

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

3- How many times did the speaker's car break down?

.....

4- What is the name of the person whom the storyteller met?

.....

5- Listen and fill in the blanks with the appropriate expressions.

“Yeah, not serious. It was not The car goes back to the garage again. So by this time, I am thinking, I am going to stay at home, I am not going to..... leave the house. The video, the TV broke down and then to”

Appendix F2:

Training Phase Question Handouts

Appendix F2: Training Phase**Question Handout1**

Student's Name:

LMD2/G8

Lesson One (01)**The Office Photocopier**

Vicky works at a small marketing agency in Florida, US. There is a problem with the office photocopier, so she phones a local office supplies company.

Q1- Listen and answer the following questions:

- a- Is the photocopier still under guarantee?
.....
- b- When did Kelta & Co buy it?
.....
- c- What exactly is wrong with the photocopier?
.....
- d- Has Vicky tried to fix it itself?
.....
- e- When is she told someone can come to fix it?
.....
- f- What time does she finally agree?
.....

**Q2- Tick ✓ how you would describe the attitude of the assistant Vicky speaks to.**Helpful Professional Unfriendly Uncooperative

Q3- How satisfied is Vicky with the service she receives. Tick ✓ your answer.

Very satisfied

Quite satisfied

Not very satisfied

Very dissatisfied

Q4- Look at these expressions you can use when making an appointment.

What time	would be most convenient?	
What day	would suit you best?	
What date	is good for you?	
Sometime	this morning	would be great.
Any time	early next week	is OK for me.
	after three	would be fine.
	between 10.30 and 12	
What / How about ...	tomorrow afternoon?	
Shall we say ...	the 24 th ?	

***Listen again to Vicky's conversation. Underline the expression in Exercise 1 you hear.**

Q5- Look at this extract. What phrase does Vicky use to insist on an earlier time?

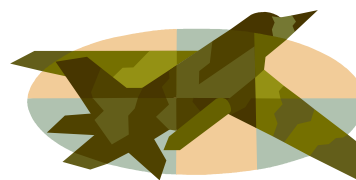
Assistant: We can't get anyone there until late afternoon, I'm afraid.

Vicky: I'm sorry, but that's not good at all. We're very busy here and we need this fixing immediately.

Appendix F2: Training Phase**Question Handout2**

Student's Name:

LMD2/G8

Lesson Two (02)**Taking Flight**

Q1- What is the video about?

.....

Q2- Which means of transport mentioned in the video is linked to a famous artist?

.....

Q3- Which of the following machines was invented first? (Circle the correct answer)

- a- The jet plane
- b- The helicopter
- c- The aeroplane
- d- The airship

Q4- The speaker considers aeroplanes to be

- a- A dangerous means of transport
- b- A widespread, reliable means of transport
- c- A popular, yet unreliable means of transport

Q5- In the last paragraph, what is the speaker referring to when he says “**others elsewhere**”?

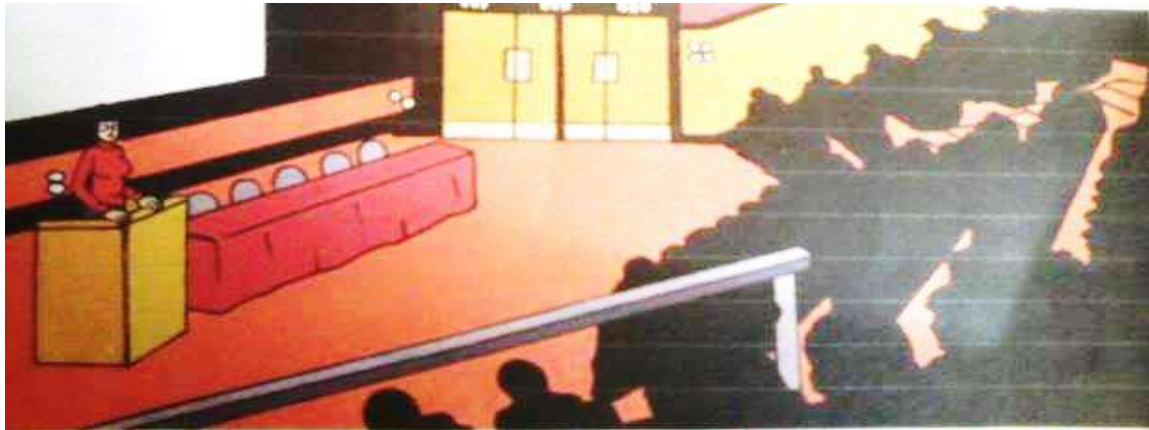
- a- Aliens
- b- Birds
- c- Airships

Q6- Finish the proverb: **he who laughs last,**

Appendix F2: Training Phase**Question Handout3**

Student's Name:

LMD2/G8

Lesson Three (03) The Humans and the Planet Lecture**Q1- What is the main theme?**

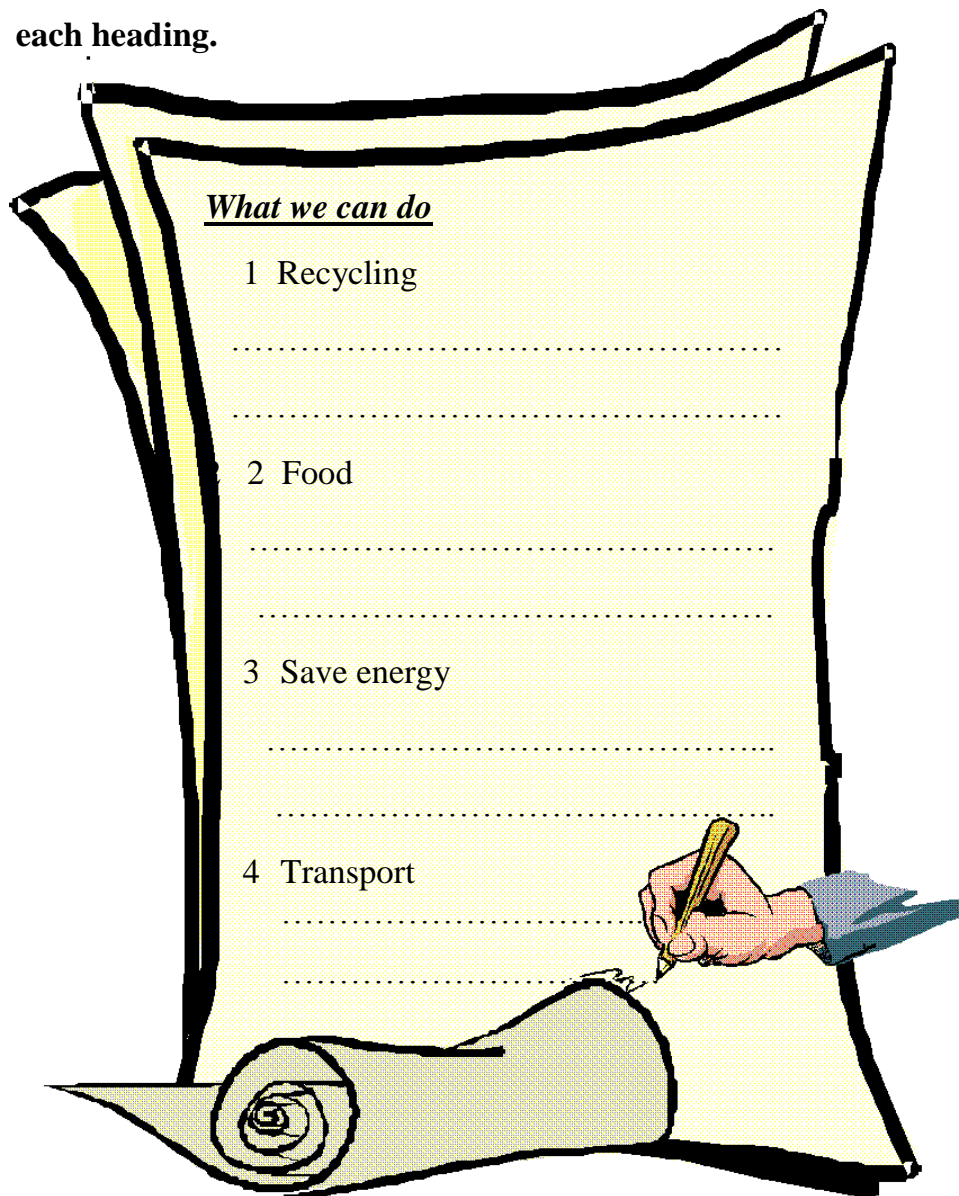
.....

Q2-Which statement best describes the main idea?

- a- Global warming is not as serious as people think.
- b- We can all do something to stop the situation getting worse.
- c- Earth will never be able to recover from the effects of global warming.
- d- All life on earth is at risk because of global warming.

Q3- Look at the headings below. Listen again to the extract and number each heading in the order you hear the topics (1-5).Consequences What governments should do Statistics What we can do Fight for survival

Q4- Listen again to the *'What we can do'* section only. Write notes under each heading.



What we can do

1 Recycling
.....
.....

2 Food
.....
.....

3 Save energy
.....
.....

4 Transport
.....
.....

Q5- Listen again to the *'What governments should do'* section of the talk and find which statements are *True, False, or Not mentioned*.

- 1- Governments should impose some taxes on individuals.
- 2- Governments should establish effective laws to reduce climate change.
- 3- Governments have little things to do for global warming.

Appendix F2: Training Phase**Question Handout4**

Student's Name:

LMD2/G8

Lesson Four (04) The Homeless Man and The Reporter

Listen to the conversation between a homeless man and a reporter to find the answers to these questions.

1- Has the homeless man always been poor?

.....

2- Why was his wife unhappy?

.....

3- What does he lost?

.....

4- Read the sentences about the conversation. Circle T for true, F for false, or ? If you don't know.

- | | | | |
|--|---|---|---|
| 1. The reporter asks the man many questions. | T | F | ? |
| 2. When the man's parents were alive, he had a job and a family. | T | F | ? |
| 3. The man worked 13 hours a day because he loved what he did. | T | F | ? |
| 4. The man still sees his children. | T | F | ? |
| 5. The man isn't optimistic about starting over. | T | F | ? |

5- Below is a list of paraphrases of five of the idiomatic expressions in the conversation. On your own or with a partner, try to guess the five.

Paraphrase	Idiomatic Expression
1. Absolutely incorrect	_____
2. Went out of business	_____
3. Every day	_____
4. This neighborhood	_____
5. stopped	_____

Appendix F3:

Post-test Question Handout

Appendix F3: Post-test Question Handout

Student's Name:

LMD2/G8

Listening **Is the Sun Good or Bad for Us?**

Questions:

1- What is the source of the negative effects of the sun?

.....

2- Listen and complete the table below:

Positive Effects of the Sun	Negative Effects of the Sun
-	-
-	-
	-

3- What do help in burning *Calories*?

.....

4- According to Dr Williams, when should not we get exposed to the sun?

.....

5- Listen again and fill in the blanks with the appropriate words.

“It makes us feel better, because we have in the brain which produces a substance called Now, a lot of makes us feel sleepy. Now, in the sunlight, enter the body through the eyes and make the produce less melatonin, so therefore we feel brighter”.

Appendix G

*Students' Reflections on Test
Sessions*

<i>Reflections on Test Sessions</i>				
06 Sessions (Pre+ 04 Training +Post-tests)				
Difficulties Concerning the Authentic Aural Material			General Comments about the Lectures	
			<i>Negative points</i>	<i>Positive points</i>
<i>Pre- test</i>	<i>Training</i>	<i>Post-test</i>		
- Delivery of speech.	- Speed of delivery.	- Rapid speech.	- Lack of listening skills	- Giving the students the chance of improving their listening skills, by listening to native speakers.
- Unfamiliar vocabulary.	- Inability to understand the video.	- Scientific words and expressions.	- Inability to comprehend the story.	- The opportunity to evaluate their listening abilities.
- Difficult accent (RP).	- Length of the material.	- Students' limited vocabulary.	- The tape was not replayed for many times.	-Being familiar with different native accents.
- Quality (audibility of the recorded material).	- Difficult words.	- The accent (RP).	- Technical problems.	- Authentic material is a good topic.
- Background noise.	- Unknown idioms.		- The researcher's fast speech.	- Acquiring new information about the sun that they did not know before.
- Laughter.			- No pre-teaching of difficult terms.	- Interesting topics.

<i>Difficulties Concerning the Implemented Authentic Listening Recording</i>	<i>General Negative Points about the Lecture</i>	<i>General Positive Points about the Lecture</i>

An Example of Students' Self-Report Sheet

<i>Reflections on Test Sessions</i>				
06 Sessions (Pre+ 04 Training +Post-tests)				
Difficulties Concerning the Authentic Aural Material			General Comments about the Lectures	
<i>Pre- test</i>	<i>Training</i>	<i>Post-test</i>	<i>Negative points</i>	<i>Positive points</i>

Summary:

The present study revolves around the crucial role of using authentic aural materials in enriching the listening comprehension skills of second year LMD students at Abou Bakr Belkaid University of Tlemcen. On the basis of the results obtained, and by means of a mixed method approach, namely, classroom observation, questionnaire, and proficiency tests, the research revealed that students' listening abilities appeared to have improved after being exposed to the authentic language. A fact which really necessitates the implementation of authentic aural materials in the EFL classrooms.

Key Words: Authentic Aural Materials, Listening Skills, comprehension, Students, EFL.

Résumé:

La présente étude tourne autour du rôle crucial des matériaux sonores authentiques dans l'enrichissement des compétences de compréhension orale des étudiants de deuxième année LMD à l'Université d'Abou Bakr Belkaid de Tlemcen. Basée sur des résultats obtenus, et au moyen d'une approche de méthode mixte, à savoir l'observation en classe, l'utilisation de questionnaire, et les tests de compétence, cette recherche a révélé que les capacités d'écoute des élèves semblaient avoir progressé après avoir été exposé à une langue faisant foi d'authenticité. Ceci dit que les matériaux sonores authentiques doivent être appliquée dans les classes du ALE.

Mots Clé : Authentiques Matériaux Sonores, Capacité d'écoute, Compréhension, Etudiants, EFL.

المخلص :

يتمحور موضوع الدراسة الحالية حول استعمال الوسائل السمعية المحضرة (من فيديوهات, انترنت, ...) المبنية على اللغة الإنجليزية الأصلية و دورها الفعال في تنمية المهارات السمعية لطلبة قسم اللغة الإنجليزية (السنة الثانية نظام ل.م.د) بجامعة أبو بكر بلقايد بتلمسان. اعتمادا على النتائج المتحصل عليها من عدة طرق بحثية المتمثلة في ملاحظة قسمية, استبيان, و اختبار تشخيصي, والمتبناة لجمع معطيات هذا المشروع البحثي و كذا تحليلها, تم فعلا, و بصفة عامة, اكتشاف فعالية هذه الوسائل في تطوير قدرات الاستماع لدى هؤلاء الطلبة. بناءا على ذلك, استوجب تعميم و استعمال هذه الأدوات على مستوى جميع أقسام اللغات الأجنبية الإنجليزية.

الكلمات المفتاحية: الوسائل السمعية المبنية على اللغة الإنجليزية الأصلية, تنمية المهارات السمعية, فهم, الطلاب, اللغة الإنجليزية كلغة أجنبية.