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Department of English Language

An Investigation of English as a Foreign Language Learners' Listening

Comprehension Difficulties while Using Authentic Materials.

The Case of Third Year LMD Students at the Department of English,

University of Mohammed Seddik Benyahia/ Jijel

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Dedication

In the Name of Allah, the Most Merciful, the Most Compassionate

This work is dedicated to:

My beloved mother, for no one with the exception of God, is more important

My father, may Allah have mercy on his soul

My lovely sisters, Ghada and Dounya for their unconditional support and encouragement

to pursue my studies

My dear friends with whom I shared the university life with its lights and shadows:

Nor Elhouda, Houda, Selwa, Meryem and Abdullah

All my relatives who prayed for me and were with me in the ups and downs

Nada

To my lovely Grand-Mother

To each member of my family

To my fiancé

To my closest friends: Hinda ,Afaf , Nawal ,Imene

To all my classmates

To all who care about me…

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Abstract

The study attempted to investigate both students' and teachers' perceptions about the use of these materials in the teaching/ learning of listening skills , and to shed light on the listening strategies used by students to overcome those difficulties. In order to achieve these aims, the researchers opted for a quantitative approach in data collection through a questionnaire administered for students and another one submitted to teachers. The study sample consisted of ninety (90) third year students at the same department and six (6) teachers of the oral expression module. The study applied a descriptive method to figure out which listening comprehension difficulties are encountered by English as a foreign language learners while listening to authentic materials. The findings of the study revealed that students are experiencing serious difficulties while listening to authentic materials what hinders their overall listening comprehension. The major causes behind students' listening difficulties were found to be the fast rate of delivery, unfamiliar vocabulary, and the different accents of the speakers of English among others. The research findings also confirmed that the difficulties in listening to authentic materials crop up because students are not exposed to the target language sufficiently, and also due to insufficient practice and limited learning strategies. As a conclusion, the results showed that understanding the difficulties encountered by learners and their sources will provide insights for teachers so to be aware of these difficulties and help them develop effective listening strategies, minimize their listening problems in listening and improve their listening comprehension. Based on the results of the study, some pedagogical recommendations were suggested for further research.

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List of Abbreviations and Symbols

A: Agree

AMs: Authentic Materials

BBC: British Broadcasting Channel

CLT: Communicative Language Teaching

D: Disagree

EFL: English as a Foreign Language

ESL: English as a Second Language

FL: Foreign Language

N: Number of participants

OE: Oral Expression

Q: Question

SA: Strongly Agree

SD: Strongly Disagree

SL: Second Language

TV: Television

VOA: Voice of America

%: Percentage

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General Introduction

1. Background of the Study

Generally, English, as an international language, plays a crucial part in every sphere of life such as business, technology, and education in particular. Therefore, language learners around the world are striving to master the English language and to improve their proficiency. In fact, for a good mastery of language, EFL students need to focus their attention on the four basic skills of communication: listening, speaking, reading, and writing; these four skills are equally important. However, within the teaching-learning process, there is a clear emphasis on the productive skills (speaking and writing) on the expense of the receptive ones (listening and reading), in particular the listening skill.

Listening plays a significant role in the learning process. It is not only the first of the language skills to be developed, it is also the skill most frequently used both in the classroom and daily life. For instance, when students first learn a language, they generally have to listen to the words several times before they are able to recognize and pronounce those words. Listening helps students to develop their vocabulary, language proficiency, and improve language usage.

In Algeria, where English is taught as a foreign language, learners encounter noticeable difficulties that hinder their understanding of the foreign language native speech. They claim that they have serious challenges in comprehending the natives when they speak at a normal speed, but they can understand what their teachers and peers are saying.

In normal circumstances, natives do not speak slowly, or utter each word separately; they rather speak rapidly and connect words together. As a result, EFL learners in academic settings and without having enough exposure to the natural use of the spoken language, find it extremely hard to understand the spontaneous native speech that is

provided by EFL teaching materials especially authentic ones, which frustrate and discourage them . Nevertheless, the more students are exposed to the target language, the more they familiarise themselves to natural English speech, what helps them to enhance their listening comprehension process.

2. Statement of the Problem

Listening plays a vital role in EFL learning process. Without this important skill, learners can neither get any language improvement nor achieve communication. To put the issue into the right perspective, many EFL students at the University of Mohammed Seddik Benyahia-Jijel face difficulties when listening to English. Some of the most noticeable difficulties are related to authentic materials since their use in listening sessions is a real challenge for both teachers and learners at the department of English.

3. Aims of the Study

The current study aims at investigating the EFL students' comprehension difficulties while listening to authentic materials at Mohammed Seddik Benyahia-Jijel. First, it highlights both teachers and students' perceptions of the use of authentic materials in oral expression classes during listening sessions. Second, it shows the obstacles that teachers face while using AMs. Third, it aims to discover the role of AMs in teaching English language and how they can improve students' listening skills inside EFL classrooms. In addition, it attempts to shed light on the different strategies learners use in order to overcome some of the listening difficulties related to the use of AMs as well as the possible solutions teachers resort to in order to help overcoming students' difficulties and ensure the effectiveness of AMs.

4. Research Questions

Recently, teachers and learners of English alike are concerned with developing the quality of listening comprehension. EFL students often face considerable problems in listening to natives; most of which are related to AMs. Therefore, many questions pertaining to the topic of this study could be asked:

1. To what extent is the use of AMs beneficial for learners to enhance their listening skills and improve their listening comprehension?

2. What are the listening comprehension difficulties encountered by third year students while listening to AMs?

3. What are the strategies used by EFL third year English students to overcome listening difficulties while listening to AMs?

4. What are the suitable solutions that facilitate the use of AMs for teachers so to ensure better listening comprehension of English?

5. Hypotheses

In an attempt to answer the above research questions and based on the fact that third year students at the Department of English at the University of Mohammed Seddik Benyahia have been taught listening using authentic materials, the following hypotheses will be tested:

1.   Third year English students face serious difficulties while listening to AMs in OE sessions, and these difficulties would hinder their acquisition of the listening skill.

2.   Third year English students develop their listening abilities and overcome the difficulties while listening to AMs, they need to develop effective strategies and use them consciously.

3. OE teachers do play an important role to help students overcome their listening difficulties when selecting and using AMs for their lessons.

6. Research methodology

In order to achieve the aims of the present study, a questionnaire was administered to third year students at the Department of English at the University of Mohammed Seddik Benyahia in order to inquire into their perception about listening, mainly listening comprehension problems while listening to AMs. Moreover, to validate the findings of the students' questionnaire and to get a comprehensive picture of the sources of difficulties in listening to natives, a teachers' questionnaire was submitted to OE teachers at the same department. Both questionnaires consist of three sections, each of which serves a different purpose.

In the students' questionnaire, the first section aimed to get general information. For section two, the purpose was to find whether or not these students have difficulties to comprehend native speech and what strategies they are using to overcome them. The last section examined students' perceptions on the use of authentic and non-authentic materials as well as their listening difficulties while listening to AMs.

However, in designing the teachers' questionnaire, the teachers' attitudes towards using AMs in teaching listening were sought. The first section is about teachers' background information. The second section is devoted to show the OE teachers' attitudes about the use of AMs, whereas the third section attempts at clarifying the teachers' perceptions about their students' listening difficulties while using AMs.

7. Structure of the Study

The study falls into two main parts. The first part is theoretical while the second is practical. Preceded by an overall introduction, the theoretical part is divided into two chapters. The first chapter is about the foundation of listening. It highlights the nature and types of listening, different stages of listening, the learners' listening strategies, and, finally, the importance of the listening skill in foreign language learning. The

second chapter deals with the use of AMs in EFL listening contexts, its advantages and disadvantages, its types and sources as well as students' listening comprehension difficulties while listening to AMs. The second part (chapter three) of the study is devoted to field investigation. It describes the population and the instruments used in the study. It also displays the findings stored from both teachers' and students' questionnaires. Finally, it ends with the main findings of the research, its limitations, and some pedagogical implications.

Chapter One: Listening Comprehension

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Introduction

Listening is one of the most important skills in English language learning. Although it seems to be natural and spontaneous, **in fact**, it is a complex process by which its development leads to the development of other language skills which are speaking, reading, and writing. This chapter discusses the notion of listening, listening comprehension, its various definitions, the different types of listening as well as the difficulties faced by learners while listening to English. It also tackles the different components of listening, in addition to some listening comprehension activities. Finally, this chapter concludes by highlighting the importance of listening in learning a foreign language and shedding light on some criteria of selecting and using AMs by teachers to improve the listening skill.

1.1. Listening Definition

Listening is a mental process that cannot be observed by people, this criterion made it difficult to find out exactly what it is. There are a lot of definitions to the term "listening" as it has been defined from different perspectives. A simple definition is found in Oxford dictionary; it defines the verb 'to listen' as to give one's attention to a sound, i.e. to pay attention to someone that you can hear. Similarly, Rost (2001, p.12) stated that listening means catching what the speaker says. That is to say, listening involves understanding meaning from the speaker's speech. Jones (1956) goes deeper when he defined listening as "… a selective process by which sounds communicated by some source are received, critically interpreted, and acted upon by a purposeful listener" (p.12). It means that listening is an active process by which the speaker receives the message, understands it, and reacts according to it.

Moreover, listening is an active psychological process where the listener constantly builds meaning from the spoken language. In the words of Tyagi (2013, p. 1) listening

"is the psychological process of receiving, attending to constructing meaning from and responding to spoken and/or non-verbal message". Richards (1983) and Rubin (1994) also confirmed that listening is not a passive skill as it was perceived but it is more likely to be active in which selecting and interpreting information from auditory traces take place. In other words, the listener selects meaning from the speaker's speech and reacts upon it.

Furthermore, listening does not only mean receiving information passively, rather, it requires concentration and ability to process the incoming data to build meaning, as Steinberg (1995, p. 70) argues, "Listening is, thus, a deliberate and active process which requires efforts and concentration."

1.2. Listening: From a Neglected Skill towards Recognition

1.2.1.   The Neglected Skill

Traditionally, many teachers believed that listening is a natural skill that is developed by children on their own and that does not require teaching. This is clearly shown when children acquire their first language; the child only starts to produce language after months of language exposure. For that reason, listening has been the forgotten language skill at the educational level.

In fact, there was a convention in some educational system that the need for developing the listening skill of learners was not a necessity. Even worst, the whole process is often neglected, since it is regarded as effortless and natural. Many researchers confirmed that listening has received little attention in language arts curriculum due to the assumption that skills in listening are developed automatically (e.g., Dirven & Oakeshott-Taylor (1985), Pearson & Fielding (1982), Spearritt (1962), and Wolvin & Coakley (1979) etc).

Unlike the other language skills, the role of listening was generally taken for granted in teaching-learning situations. Listening is often misunderstood as a passive skill, where the listener does not spend efforts to understand the message sent by the speaker and only perceives speech sound and make meaning of what he hears naturally.

> More than any aspect of communication, the skill of listening is the least studied and most taken for granted. No matter how much teachers would like for listening skills to develop naturally, the development of skills in listening is not predictable nor guaranteed even though the spoken language surrounds the listener daily. (Hunt, Wiseman, & Touzel, p.79)

Listening has been neglected not only in the area of instruction in schools, but also has been unattended as an area of research. As indicated by Cayer (1971), Green (1995), and Barker (1971) the first research in listening did appear in 1971, while the awareness of the importance of listening comprehension in second-language instruction emerged during the late 1960s (Morley, 1991).

1.2.2. Towards Recognition

Flowerdew and Lindsay (2005) noted that early language teaching approaches did not emphasize the need for teaching listening skills. However, subsequent approaches provided a range of techniques to enhance specific or general listening skills. Flowerdew and Lindsay (2005) relied on upon the reasons and components given by Field (1998) and continued clarifying that there are three main factors for this move with regard to teaching listening skills. Initially, there has been a change in perspective, prioritising the listening skill over details of language content. Also, there has been a desire to relate the listening practices done in classroom to real life listening. Thirdly, the importance of listening has become increasingly recognised.

In the recent decades listening has received more attention in language teaching and learning. The communicative and proficiency-oriented approaches to language teaching have placed increasing importance on listening comprehension, and in addition to the necessity to emphasise listening comprehension in language instruction, research in second language acquisition (Curtain, 1991; Dulay et al., 1982) suggested the need for language experiences that provide many opportunities for listening comprehension particularly at the early stages of language learning.

The goal of second language and foreign language instruction, according to comprehension-approach methodologists **(e.g., Curtain, 1991; Byrnes, 1984)**, is the development of communicative competence and oral fluency. Dunkel (1986) suggests that this goal can be achieved by "putting the horse (listening comprehension) before the cart (oral production)" (p. 100). Byrnes (1984) also proposes that listening comprehension precedes production in all cases of language learning. Moreover, he asserts that there can be no production unless linguistic input is provided and becomes a comprehensible intake for the listener.

1.3. Kinds of listening

Through the exposure to the target language, students enhance their listening comprehension when listening to native speech, two broad types of listening can be distinguished.

1.3.1. Extensive Listening

Extensive listening can be defined as listening for pleasure. Renandya and Farrell (2011) noted that extensive listening includes all types of listening activities that allow learners to receive a large amount of comprehensible and enjoyable input. Another definition was proposed by Rost (2001) who stated that "extensive listening refers to

listening for several minutes at a time, staying in the target language, usually with a long-term goal of appreciating and learning the content".(p. 194) .

Moreover, Harmer (2001) provided the same definition with an addition which stated that "the motivational power of such activity – extensive listening - increases dramatically when students build their selection regarding their preferences about what they are going to listen to" (p 303) . That is to say, the learner may choose any material they find suitable as long as it is in English and easy enough for them to comprehend like CDs, Mp3 player or on TV. From this, it can be understood that extensive listening can be done both in class and especially out of the class, basically without any instruction.

Furthermore, according to Waring (2003), extensive listening includes anything that involves large amounts of text and materials that learners can understand easily and smoothly, high level of comprehension, listening with no tasks or questions. Vo (2013), on the other hand, noted some features of extensive listening materials as follow:

> In extensive listening, learners may choose any listening sources and materials that they find suitable for their English proficiency, are highly enjoyable for them, and not very difficult for them to understand. Students choosing their favourite program on English radio to listen to every day is an example of extensive listening because students can 9 choose for themselves what they want to listen to and they do so for pleasure and general language improvement. (p. 30).

1.3.2.   Intensive Listening

The other type of listening is the intensive one which is practised in everyday situations. The ability to listen intensively is considered to be an essential part of listening proficiency. It refers to" the process of listening for precise sounds words, phrases, grammatical units and pragmatic units" (Rost, 2002, p 138) .Therefore, it is

about studying small details and trying to focus on every piece of information of a text. Students listen specifically in order to study the way in which English is spoken and practise the listening skill which usually occurs in classrooms or language laboratories with the guidance of the teacher. In other words, the practice of the listening skill typically occurs when teachers are present to direct students during listening and help them if they face any difficulties (Harmer 2001, p. 231)

To sum up, intensive listening offers the students an opportunity "to hear a clear spoken version of written text" .In addition, "the teacher can read /act out dialogues either by playing two parts or by inviting colleagues into the classroom" (Harmer, 231). So the teacher plays an important role in intensive listening because of that Harmer summarised their role in the classroom in the following points:

- Organizer: teachers need to tell students exactly what their listening purpose is, and give them clear instructions about how to achieve it.

- Machine operator: when teachers use tape or disk material they need to be as efficient as possible in the way they use the tape player.

- Feedback organizer: when students have completed the task, they should lead a feedback session to check that the students have completed the task successfully.

- Prompter: when students have listened to a tape or disk for comprehension purposes teachers can listen to it again to notice a variety of language and spoken features. (p.232)

1.4. Stages of the Listening Tasks

In order to help students and facilitate the improvement of their listening abilities in classroom, it is helpful to divide any listening activity into three distinct stages: pre-listening, while listening and post listening.

1.4.1. Pre listening

Pre-listening activities take place before each listening session. Pre-listening tasks should not take much time because the purpose of them is to activate the students' prior knowledge. So, from one hand, listening comprehension becomes easier itself, and on the other hand, students become excited and motivated during the whole session.

Moreover, pre-listening activities play a very important role in helping students to learn how to listen in the foreign language. According to Underwood (1989)these activities help teachers find out about what students already know about the topic, and to prepare for the vocabulary and language structures in the material. Pre-listening activities also help students prepare for what they are going to hear, and help mitigate the anxiety which comes from listening in a foreign language, by providing a clear context.

In addition, pre-listening activities can offer opportunities for class discussion and more interaction among students. Underwood (1989) declares that a pre-listening task can consist of a variety of activities, which can help the teacher to focus the students' minds on the topic by narrowing down the things that the learners anticipate to hear and stimulating relevant previous knowledge and already-known language.

1.4.2. While Listening

While listening stage comes soon after the pre-listening stage .During this stage, students are asked to do tasks or activities while listening to the spoken text . It is the most difficult stage for the teacher because students need clear instruction, pay

more attention and to process information rapidly. However, by providing students

with reasons and goals or simply tasks, they will be encouraged to solve to task.

Rixon (1986, p.70-71) points out that, at the during listening stage, students should

not worry about interpreting long questions or giving full answers, but they should

concentrate on comprehension; whether they have understood important information

from the passage. This means that students can focus their attention on listening

itself, rather than worrying about reading, writing, grammar or spelling. Sahr (2011)

proposed a summary for tasks used in the while-listening stage; she gives three

choices for the while-listening stage, these are:

- Listening to main idea: This listening is for understanding the general picture.

- Listening to specific events: Good for making timelines and categorizing.

- Listening to details: close activity, multiple choice questions (p.4)

1.4.3. Post-listening

Post listening stage follows the while-listening one. There should always be some

follow-up after listening, not necessarily for the purpose of checking comprehension,

because it is not regarded as a test, but to give the students opportunity to apply what

they have just heard in their learning and their life. Post listening activities are often

based on something from pre-listening or while-listening activities. In this respect,

Mendelson (1994) states, "This [post-listening activity] is a good opportunity to

integrate the listening with work in other skills, for example, by having students do a

piece of writing or oral reporting on what they have been listening to" (p. 57), which

means, the skills are interrelated and in order to prepare an appropriate post listening

activity, it should be related to the other skills, speaking, reading, and writing. For

example, the student listens to a native speaker describing an adventure, and then the

teacher may use this topic for writing a composition about the student's personal experience.

All in all, a post-listening activity represents a follow up to the listening activity and aims to utilize the knowledge gained from listening for the development of other skills.

1.5. Listening Comprehension

1.5.1. Definition

Listening comprehension has received numerous definitions and clarifications by researchers from different angles (e.g., Lund, 1990; Vandergrift, 1999) Listening comprehension in second and foreign language can be defined simply as the ability to understand language used by native speakers. This definition has been proposed by Mendelson (1994, p. 64) who stated that listening comprehension is "the ability to understand the spoken language of native speakers". Another definition was proposed by O'Malley *et al* (1989, p. 434) who viewed listening comprehension as "an active and conscious process in which the listener constructs meaning by using cues from contextual information and from existing knowledge, while relying upon multiple strategic resources to fulfil the task requirements."

In addition**,** listeners comprehend the oral input through sound discrimination, previous knowledge, grammatical structures, stress and intonation, and the other linguistic or non-linguistic clues (Gilakjani & Sabouri, 2016). This implies that the process of getting meaning is an active process as well as a conscious one. Background knowledge, and hints from contextual information are also crucial aspects affecting listening comprehension with the use of various strategic resources.

Furthermore, **t**here are different kinds of comprehension. Lund (1990) for instance, classified comprehension into main-idea comprehension, detail comprehension, and full comprehension. Main-idea comprehension depends primarily on recognition of

vocabulary. It involves actual comprehension of the message, i.e. the goal of the listener is catching the central idea of the message by which he can understand the rest of it without paying attention to details. Detail comprehension includes getting particular data; learners know in advance what information they are listening to and which ones they are looking for. Full comprehension, involves understanding the whole message; the main ideas and the details. The goal of listening instruction involves understanding the whole message.

In fact, teachers should help their students understand that it is not necessary to comprehend each word in order to function well in listening comprehension. Ciccone (1995) confirmed that comprehension does not always require understanding every word or structure. Yet, language learners usually believe that effective comprehension occurs only with a total comprehension. This conviction makes some of them frightened when they fail to understand every word they hear. According to Scarcella and Oxford (1992, p.149), students' anxiety about not understanding everything can lead them to "discouragement, fatigue, and a general sense of failure».

1.5.2. Strategies of Listening Comprehension

According to the Oxford dictionary, strategy means "a plan of action designed to achieve a long-term or overall aim". Teaching listening strategies to students is very helpful. But it is not enough unless the teachers increase students' vocabulary, grammar, and phonology knowledge. Vandergrift (1999, p.176) claimed that "strategy development is important for listening training because strategies are conscious means by which learners can guide and evaluate their own comprehension and responses.'' Nunan (1999, p.171) defined learning strategies as:

"The mental and communicative procedures learners use in order to learn and use language. Underlying every learning task is at least one strategy.

However, in most classrooms, learners are unaware of the strategies underlying the learning tasks in which they are engaged."

Most researchers (e.g., Conrad, 1985, O'Mallay & Chamot, 1990) concluded that there are mainly cognitive, metacognitive and socio-affective strategies in listening comprehension. However, strategy may change due to the level of learners, i.e. students' language level is the basic reason that affects the choice of the method.

1.5.2.1. Cognitive Strategy

Cognitive strategies are one type of learning strategies that learners use in order to learn more successfully. According to the British Council (2006), these involve deliberate manipulation of language to improve learning. They can include repetition, organising new language, summarising meaning, piecing together details, and guessing meaning from context. These techniques make it easier and faster to recall vocabulary items. According to Azmi (2014), this is a strategy that is used to understand linguistic input and obtain data. Learners sometimes do not know the meaning of some words and they try to guess the meaning from the context; this is an example of cognitive strategy. Furthermore, cognitive strategies are related to understanding and gathering input in short term memory or long-term memory for later use.

In fact, comprehension begins with the received data that is examined as consecutive levels of formation and a process of decoding. Cognitive strategy is a problem-solving method that learners apply to deal with the learning activity and facilitate the learning of language (Azmi et al., 2014). In other words, it is the use of the mind (cognition) to solve a problem or complete a task and therefore, a useful tool in assisting students with learning problems.

The use of cognitive strategies can increase the efficiency with which the learner approaches a learning task, retain essential information, or perform a skill, i.e., it facilitates the process of learning and makes it easier (Azmi, 2014)

1.5.2.2. Metacognitive Strategy

Metacognition refers to the learners' conscious knowledge and the ability to manipulate the learning process. It plays a very important role in enhancing students' learning. Flavell (1979) and Meichenbaum (1985) stated that metacognition refers to the awareness of the knowledge that an individual has or does not have, and to the ability to monitor and control cognitive activities in learning processes. In other words, metacognition allows the individual to manipulate his/her conscious mental activities such as reading, thinking, remembering, and reasoning. Metacognition can be also defined as "thinking about one's own thinking." This was originally coined in the late 1970s by Flavell (1979, p.906) to mean "cognition about cognitive phenomena," or more simply "thinking about thinking".

   In this strategy learners are conscious when listening to the text cautiously. That is to say, the conscious use of metacognitive strategies helps learners get their attention back when they lose it. This method deals with learning how to plan and how to gather information from listening to a foreign language. It has been claimed that metacognitive strategies lead students to think about their learning process by means of using their knowledge about their cognitive activities (O'Malley &Chamot, 1990). Goh (2000) and Vandergrift &Tafaghodtari (2010) concurred that more proficient listeners use more metacognitive strategies and its use would improve the listening performance of language learners.

    As a result, using metacognitive instruction in teaching listening enhances learners' confidence, motivation and ability to complete the given tasks. Indeed, Vandergrift

(2003) found that advanced listeners used twice as many metacognitive strategies as elementary listeners use. Examples of metacognitive strategies include self-monitoring, selective attention, and planning of cognitive strategies. Wenden (1998) also claimed that students who use metacognitive strategies have much more advantages than others since:

- Learners define themselves as constant receivers and can properly deal with all situations.

- They learn faster and integrate the knowledge remarkably.

- They have self-confident to get help from partners, teachers, or family when needed.

- They observe and evaluate why they are prosperous learners.

- They handle the situation when things go wrong throughout the task.

- They use learning strategies.

1.5.2.3. Socio-affective Strategy

Socio-affective strategies are those which are non-academic in nature and involve stimulating learning through establishing a level of empathy between the instructor and the student. They include considering factors such as emotions and attitudes (Oxford, 1990). They refer to the ways in which learners may interact with their peers and teachers. Furthermore, this strategy ensures and promotes positive emotional reactions and perspectives of language learning. Socio-affective strategies strongly consider the student's relation to society as a whole ranging from family to the global community.

Vandergrift (2003) defined socio-affective strategies as the techniques listeners employ to collaborate with others, to verify understanding, or to lower anxiety. It is concerned with the learners' interaction with other speakers and their attitude towards learning. For example, learners may choose to rehearse a telephone conversation in the

foreign language with another student in order to develop confidence, or reward themselves when they successfully complete a task. It is necessary for learner to know how to reduce the anxiety, feel confident during listening tasks, and raise personal motivation in enhancing listening ability.

Hence, cognitive strategies are behaviours, techniques, or actions used by learners to facilitate the acquisition of knowledge or a skill. They are directly related to the performance of certain learning tasks e.g., elaboration, inferencing, and translation. Metacognitive learning strategies are those which involve knowing about learning and controlling learning through planning, monitoring and evaluating the learning activity. The social-affective strategies are a collection of strategies that involve the control of resources, time, effort and support (O'Malley & Chamot, 1990).

1.6.   Purpose of Language Learner Strategies

When the learner consciously chooses strategies that fit his or her learning style and the second or the foreign task at hand, these strategies become a useful toolkit for active, conscious, and purposeful self-regulation of learning. It is important to highlight that the effectiveness of learner strategies depends on the learner himself or herself. There are different purposes for language learner strategies which were described by Aguilera et al. (2016) and are summerised as the following:

-   To make learning easier, faster, and more enjoyable; when the learner relies on a strategy, it will help him adjust and organize his learning process. As a result, learning becomes much more easy, fast, and enjoyable.

-   To compensate for a deficit in learning;

-   To solve specific problems; Learner strategies are used in order to solve specific problems faced by learners when performing tasks. A learner can try

different strategies if the first strategy does not help him/her to achieve the task
goals.

- To perform specified tasks; the selection of the strategies is based on the nature
of the activity. In other words, some strategies would be more appropriate than
others depending on the task.

- To enhance learning; the aim of learning strategies is the enhancement of
learning.

1.7.   The Importance of Listening

Listening is a skill of critical significance in all aspects of life. Most EFL students
encounter the foreign speech extensively in their learning process whether inside or
outside the classroom. Listening is considered an important skill and primary mean in
learning a foreign language. It is the most significant part of communication as it is
pivotal in providing a substantial and meaningful response. Especially in learning a
language for communicative purposes, listening plays a vital role, as it helps the
language learner to acquire pronunciation, word stress, vocabulary, and syntax. For
instance, the comprehension of messages conveyed can be based solely on tone of
voice, pitch and accent; and it is only possible when we listen. Without understanding
input appropriately, learning simply cannot get any improvement. In addition, without
listening skill, no communication can be achieved (Renukadevi, 2014)

Moreover, listening is the most widely used language skill in normal daily life and
that is why its importance extends far beyond academic and professional settings. It is
important for a number of reasons: a) fostering good self-esteem b) maximizing
productivity c) improving relationships and d) becoming a better speaker. Mendelson
(1994) stated that listening has an important role in communication; listening takes 40-
50% of communication; speaking, 25-30%; reading, 11-16%; and writing, about 9%.

Also, when language learners communicate, they gain 45% of language competence from listening, 30% from speaking, 15% from reading and 10% from writing. In the same vein, Wallace (1998) stressed that listening is not an isolated skill, and « … usually occurs with speaking » (p. 244).

Listening is widely acknowledged to improve speaking and serves as a perfect tool through which students learn the correct pronunciation of words. It also gives the learner the opportunity to examine and recognize the changes of sounds' features in naturally occurring speech. Therefore, it has become clear that effective listening skills will upgrade the learners' communication competence and provide a better interaction with native speakers.

Conclusion

To sum up, this chapter discussed the listening skill and its importance in second and foreign learning. It has shown that listening was neglected in the past; however, today researchers and textbook designers (e.g., Renukadevi, 2014) emphasise its importance in second and foreign language learning and recommend a wider and more efficient use of it. Researchers stressed the importance of this complex mental process by which human beings understand and communicate with each other. The neglect of developing this skill reflects negatively the EFL students' performance, and hinders their learning process. The chapter also highlights the main obstacles that hinder comprehension of listening in second and foreign language. Besides, learning strategies have been discussed in order to get a better understanding on how second and foreign language learners develop their language listening skills.

Chapter Two: Authenticity in English as a Foreign language Classrooms

Introduction

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Chapter Two: Authenticity in EFL Classrooms

Introduction

Authentic materials are those materials which are prepared for native speakers and not designed to be used for teaching purposes. The use of these materials in EFL classes is not new, teachers started using them in the 1970s as a result of the spread of the communicative language teaching approach (CLT). This chapter discusses the notion of authenticity, the difference between pedagogical and authentic materials as well as the different sources and types of authentic materials. It also sheds light on the use of these materials in EFL classrooms, its advantages and disadvantages, some potential listening comprehension problems faced by EFL learners while listening to authentic materials. Finally, it suggests some solutions to overcome these difficulties.

2.1. Listening Materials Used in EFL Contexts

Listening materials are the basic element for acquiring and developing the listening skill. They are prominent due to their importance in both teaching and learning processes. **In fact**, listening materials can take different forms and types. Yet, two major types can be distinguished across the literature of teaching materials; these are: authentic and non-authentic listening materials. Non-authentic materials are also said to be "pedagogical" materials since the purpose of their use is solely "pedagogical", i.e. for educational purposes. A mixture between the two types of listening materials is not impossible at all and, hence, another type can emerge from this mixture; semi-authentic materials which, if well-used, are good tools in the hands of good EFL teachers.

2.1.1. Authentic Materials

The definitions of authentic materials (AMs) are slightly different in the literature written by different language researchers. One shared element among all such definitions is given by Kilickaya (2004) as the "exposure to the real usage of the everyday life language"

(p.1), that is, how native speakers use language for their daily life purposes. Therefore, authentic materials are designed for real-life goals and native speakers' communication; they are not created for educational language purposes. In the same vein, Harmer (1991) confirmed that authentic texts are designed for native speakers as they are real texts for the speakers of the language and not for language students. In short, authentic materials are materials that can be used "with the students in the classroom and that have not been changed in any way for ESL students. A classic example would be a newspaper article that's written for a native-English-speaking audience" (Sanderson, 1999).

Authentic materials are print, video, and audio materials students encounter in their daily lives, such as menus, voice mail messages, radio programs, and videos. They are not created specifically to be used in the classroom, but they make good learning tools for students precisely because they are authentic. Bringing authentic materials into the classroom can be motivating for the students, as they add a real-life element to the students' learning experience.

2.1. 2. Non- authentic (Pedagogical) Materials

Non authentic materials are tools used by teachers in order to facilitate the learning of a second or foreign language. This sort of materials is proposed, revised and modified, either by teachers or material designers to serve pedagogical purposes. They include cassettes, videos, work books, photocopies, etc.

Non authentic materials are easier to use and more understandable than AMs. They are adapted for a particular aspect as they focus on what students are learning at that point, and get clear objective to develop.

Usually a non-authentic material does not have the characteristics of real-life language. It typically consists of the linguistic items that aim to teach or advance learners' knowledge

about the language. An example of a non-authentic text is passages from textbooks that were created by the authors to illustrate or practice new linguistic items.

2.1. 3. Semi-authentic Materials

The semi-authentic material tries to include the characteristics of real-life language, but at the same time still focus mainly on teaching and reinforcing the language goals. Also, they are used as models for student tasks, as a source of new language and to develop a variety of listening skills.

For instance, when recording one or more people talking in an unprepared, unscripted way, the result will be a semi-authentic material that can be used for in-class activities since those people may have thought about the topic before, and they would be aware of the level of English of their audience. Yet, they are still speaking in a natural and unforced way, without a script. Their awareness of their audience means that they are speaking at an appropriate speed and volume, they will try to make their point in a logical fashion or tell their story chronologically and they will tend to select vocabulary that is more likely to be understood.

2.2. The Role of AMs in EFL Teaching and Learning

In order to help learners learn better, researchers suggest using authentic materials. The use of the latter in teaching has come under discussion since the 1970s. Many researchers shed more light on the usefulness of authentic materials to support foreign and second language learning and teaching (e.g., Guariento and Morley, 2001; Paltridge, 2001; Shrum and Glisan, 2000). For instance, Rost (1990) stated that the main aim of teaching listening comprehension is to help learners of English develop skills to cope with listening to speech in real-life. Thus, one of the main reasons of using authentic materials in the classroom is to expose the learner to as much real language as possible. Even if the

classroom is not a real-life situation, authentic materials do have a significant place within it.

Moreover, Guariento and Morley (2001) indicated that authentic texts increase students' motivation by giving them the feeling that they are learning the "real language" and that they are in touch with the language as it is used by the community. In other words, by using such materials, the learners are given the chance to develop the skills needed to comprehend and to use language that is commonly found in real world situations. Authentic listening materials are, therefore helpful to create a more realistic listening environment and aid students by exposing to valuable new language, contexts and types of spoken English more similar to what they will encounter in the world outside the classroom.

Furthermore, Hyland (2003, p. 94) claimed that authentic materials increase learners' motivation and reflects positively on the learning process. That is to say, students learn the language better when the teachers use authentic materials as teaching aids. By listening to videos, radio broadcasts, podcasts, talks and announcements, or to an interlocutor, learners expose themselves to the spoken word and enrich their spoken competence with new syntactic, lexical, phonological and pragmatic information.

In sum, the use of authentic listening materials is an important factor to be taken into consideration when designing listening comprehension materials for EFL learners.

2. 2.1 Arguments for Using AMs

Without any doubt, teachers and researchers around the world agree that AMs are beneficial to second and foreign language learning and teaching (e.g., Hyland, 2003; Guariento and Morley, 2001). Richards (2001) claimed that AMs are preferable over contrived materials. They argue that authentic materials have a positive effect on the learners' motivation and that they provide learners with cultural information about the

target culture. In relation to culture, Kilickaya (2004) believed that cultural content is an effective key in teaching and learning a language if problems arising from introducing culture into EFL classroom are dealt with effectively and teaching materials are chosen appropriately. Furthermore, they argued that AMs provide exposure to real language and are related more closely to learners needs and interests as they provide learners with a wide variety of text types and language styles that are not easily found in conventional teaching materials.

In addition, Harmer (1994) summarised the advantages of AMs in three main points: first, they help learners to produce better language. In other words, when students listen to language that is used in conversation in relation to different register, they find it easy to produce an appropriate language when encountering similar situations. Second, AMs help learners to acquire the language faster, because of motivation that they present. Third, AMs make learners more confident to deal with real life situations. That is to say, they help learners realise the relationship between the language presented in the classroom and the language used in real world situations. In fact, by using such materials, the learner is given more chance to develop the skills needed to comprehend and to use language that is commonly found in real situations

Similarly, Underwood (1989) argued that AMs allow students to hear much more real acts of communication with all the interactional features which are normally not found in scripted materials. She stated that listening to AMs gives students a true representation of real, spontaneous speech with all its hesitations, false starts and mistakes which will make them more able to cope with in real life speech when they meet it outside the learning situation.

Although AMs play a significant role in supporting students' learning of a foreign or second language, there are many difficulties that hinder their use in the classroom.

2. 2.2 Arguments against Using AMs

Some other scholars and researchers argued that the use of AMs in foreign and second language teaching and learning contexts is not beneficial (e.g., Miller, 2005; Kilickaya, 2004). For instance, Kienbaum et al. (1986) stated that there are no significant differences in learners' performance; between learners using AMs and others who use traditional materials. Also, Miller (2005) said that "instructors may find authentic materials too difficult and/or time consuming to select, edit and prepare" (p.3). That is to say, it is a challenging issue for teachers to search for suitable AMs to design tasks for their learners. In the same vein, Kilickaya (2004) claimed that AMs add a burden on teachers, as they may contain difficult vocabulary and structures which need more effort to be simplified and explained, in order to make them appropriate for their learners.

As far as the learners level is concerned, Guariento and Morley (2001, p. 347) asserted that "at lower levels… the use of authentic texts may not only prevent learners from responding in meaningful ways, but can also lead them to feel frustrated, confused and… de-motivated.", Similarly, Kilickaya (2004) argued that using AMs with weak learners frustrate and de-motivate them, because they lack the required skills and vocabulary to deal with the presented texts successfully. In addition, AMs are also cultural biased, as Martinez (2002) believed. He claimed that AMs are regarded too culturally biased and difficult to comprehend by learners in the classroom.

To conclude, using AMs in teaching and learning a foreign or second language has been a controversial issue. However, the benefits that those materials achieve may be said to be more important than the difficulties they might create. Therefore, it is possible to overcome such difficulties through task design. In this regard, Guariento and Morley (2001) indicated that such challenges can be overcome by designing tasks that do not

require total comprehension. Therefore, teachers should consider them seriously as a successful aid in teaching a foreign and second language classrooms.

2.3. Sources of AMs Used for Teaching Listening

The sources of authentic listening materials are infinite. Lindsay and Knight (2006) suggested that the input, which is all the target language data that a learner is exposed to both spoken and written inside or outside the classroom, comes from different sources. These sources can be: the teacher, friends, newspapers, TV programs, the internet, films, course books, novels, dictionaries. Therefore, when teachers rely on these sources in language teaching means that the material is frequently authentic, topical, with real-world information. Flowerdew & Miller (2005) also suggested that with the help of technological developments which range from low-tech (radio, audiocassette and language laboratories) to high-tech (computer and web site), teachers have access easily to many sources of language teaching materials. From what was stated, one can understand that there are almost limitless supplies of authentic listening materials available for language teachers that are produced for real need communication purposes. A detailed review has been made on some sources of authentic listening materials below.

2.3.1. The Radio

The radio is a powerful mass medium used for disseminating information, imparting instruction and giving entertainment. It is served with equal ease in both developed and developing countries. Radio can be used as an effective and interesting tool in education.

Using radio in EFL classrooms during listening sessions is one of the most easily accessible forms of authentic listening practice that teachers can give to their learners. In line with this, Tomalin (1986) stated that listening to radio is a marvelous way for developing listening ability. Also, according to Flowerdew and Miller, the radio is one of the most accessible ways a learner has for developing listening skills. They wrote:

"perhaps because of the real-time listening aspect of the radio, one of the most important dimensions it has to offer learners is the experience of listening to nonstop language so to develop an "ear" for the language and tune in and out whenever they wish." (2005, p.165)

From the above mentioned view points, there are a range of topics and areas discussed on the radio, which have the effect of bringing the outside world into the classroom. Therefore, by listening to radio, the learners' ear can be attuned to the sounds of English. Thus, this will improve their overall proficiency in understanding the language.

In addition, some benefits that radio gives for the learners in practicing the listening skills, as pointed out by Flowerdew and Miller (2005) are as follow:

- **Extensive listening practice** learners are able to develop an ear " listening to nonstop language tuning in and out whenever they wish".

- **Access to native speaker models** allows learners to listen to native speakers in variety of contexts from the news read in simple English (e.g. VOA, BBC, etc) and expose to different speakers of English.

- **Accessibility** listening to second or foreign language over a radio is perhaps the most accessible form of listening practice most language students can have**.**

- **Opportunity to listen creatively** "listening to radio can create worlds that are much more entertaining than the real world (Tomalin, 1986)

2.3.2. Television

Television seems the most widely used listening tool outside the classroom. It provides students with individual listening to authentic text possibilities. Moreover, using television in teaching the listening skill in EFL classrooms allows students to get access to more information when watching TV than they do while listening to radio, because students can see what is happening as well as listening. In other words, non-verbal behaviours or paralinguistic features of the spoken text are available to the students such as facial

expression and gesture. Tomalin (1986) pointed out to what students can learn from television while using it in the English language classroom:

- TV in English classes offers visual and audio clues to meaning. In other words, a learner does not just hear the language but sees the context in which it is used.

- The learner can see in what kind of situation a person is addressed formally or informally and why.

- TV brings the outside world into the classroom. This means that it gives the class and the teacher something to talk about beyond the confines of the classroom. As a result, it gives a powerful stimulus for communication in class.

- TV can introduce the culture of the target language into the classroom. In other words, the learner can see what life among users of a foreign language is like.

- TV is a powerful motivator. This means that it makes learning a new language look attractive. Also, using TV in English class can develop students" listening skills in a richer context by presenting authentic language in the classroom.

2.3.3. Audio Tapes

Audio cassette players are the simplest and cheapest way to provide listening practice opportunities for students in a classroom as stated by Flowerdew and Miller (2005). In addition, Harmer (1998) pointed out that the main method of exposing students to spoken English through the use of taped material is to exemplify with a range of topics, such as advertisements, news broadcasts, and poetry reading plays, (pop) songs with lyrics, speeches, telephone conversations and manner of spoken exchanges. In other words, the best method to benefit from the use of audio tapes in classrooms is to provide varied types of topics. Hadfield and Hadfield (2008) also indicated that taped materials will give learners exposure to a wide range of accents and speakers. Thus, taped listening materials are very essential to reflect many varieties of accents and dialects in the classroom.

As a matter of fact, Flowerdew and Miller (2005) give the following reasons for using audiotapes listening in classes:

- **Extensive listening practice** helps students to listen to extended stretches of discourse in a directed fashion as opposed to out-of-class extensive listening. This will enable students to acquire overall comprehension skills of guessing the general meaning from spoken text, listening for pleasure, attending to fast speech and distinguishing among a variety of voices or accents.

- **Intensive listening practice s**tudents can develop their listening skills by replaying a tape for several times. This allows students the opportunity to focus on the discrete points of the language via listening to key words, pronunciation and intonation patterns, contracted forms, etc.

2.3.4. Videos

Teachers use videos to provide students with a rich content in the EFL listening classrooms. Those videos can be films, cartoons, documentaries news, weather, interviews, games shows, advertisements or commercials. Usually, videos are produced in the form of tapes either for classroom instructions, or to teach specific features of authentic language. Flowerdew and Miller (2005) indicated that the use of videos in helping students to develop listening skills has received much attention since it began to appear regularly in language classes in the mid 1970s. Thus, using videos in teaching listening skills helps students to develop themselves.

As far as the types of video materials are concerned, Lonergan (1984) mentioned five different types to promote students listening skills as cited in (Field, 2008). These are as follow:

- **Video for language learning:** This type of videos has many advantages. For instance;

- They can be fully exploited through teacher control.

- New videos have high quality of visuals and sound.

- Language in the video can be graded.

- Videos have accompanying written materials.

▪ **Videos from domestic broadcasts:** This type of videos has its own advantages in language learning;

- Learners are expected to listen to authentic language.

- The speakers in the video may be from the learners" own country so learners may tune into the accent easily.

- Learners can use this medium outside the classroom.

▪ **Documentary videos:** Documentary videos are helpful in higher level contexts because learners can get extra information by seeing the pictures. In fact, researchers have pointed out to many facets that make the video useful to language learners. Some of these are:

- It provides a rich content for authenticity of language use.

- It promotes students' motivation to listen.

- It provides students with paralinguistic features of spoken text compared with radio.

- It aides learners understanding of the cultural contexts in which the language is used.

2.3.5. The Internet

Nowadays, the Internet has an important role and great potential in teaching foreign and second languages. Through the internet use in teaching, some advantages as well as some disadvantages maybe noticed.

Using World Wide Web has many advantages. Firstly, teachers have at their disposal large amounts of texts, visual stimuli, and newspapers, live radio and TV, video clips and much more (Martinez 2002). Secondly, Wilson (2008) added that English language learning websites contain listening texts, questions, answers and even explanations. Thirdly, these sources can present teachers and learners with good sample of materials which have connection to the real world (AMs). In other words, the internet motivates learners to use English in their daily lives and provides functional communicative experiences (LeLoup and Ponterio, 1997). That is to say, communication with native speakers allows learners to practice specific skills such as negotiating, persuading, clarifying meaning, requesting information, and engaging in true-life, authentic discussion.

Disadvantages of the internet use in second or foreign language teaching can be summarized in three main points. First, communication with native speakers affects reading skills defectively (Kern, 1995). This is also valid for listening, speaking and writing skills. Although, it is a fact that the internet improves communicational and language skills, but it affects the listening ability if it is not used correctly. Second, though a mass of materials in the internet can be found, integration of the materials into language curriculum is a potential difficulty. Third, internet use in language learning and teaching may be a waste of time if it does not depend on a language curriculum.

2.4. Potential Listening Problems while Listening to Authentic Materials

Listening is a complex and active mental process that involves perception, attention, cognition, and memory. During the process of listening comprehension, various factors may affect learner listening ability. Buck (2001) identified numerous difficulties which can be confronted in listening tasks such as unknown vocabularies, unfamiliar topics, fast speech rate, and unfamiliar accents. The level of students also plays a great role when listening long parts and keeping all the information in mind. It is not easy for a lower level

student to listen more to than three minutes then completing the desired activities. Short listening texts facilitate listening comprehension, diminish boredom and keep learners concentration alive (Atkin et al 2000).

2.4.1. Speed of Delivery

Listeners cannot control the speed of delivery and that what makes listening difficult for them. Underwood (1989, p. 16) said, ''many English language learners believe that the greatest difficulty with listening comprehension is that the listener cannot control how quickly a speaker speaks". If the speakers speak faster than normal, listener may have difficulties to catch target words. It is clear for most language learners and teachers that a slower speech speed would facilitate beginner learners' listening comprehension (Flaherty, 1979; Griffiths, 1990, 1992; Zhao, 1997).

2.4.2. Unfamiliar vocabulary

EFL learners have limited vocabulary as far as the target language listening is involved. When the listener listen to a recording, sometimes they encounter an unknown word, and this may cause the listener to stop listening and think about the meaning of that word and thus cause them to miss next part of the speech. Azmi (2014) informed that listening passages with known words are easier for learners to understand, even if the theme is unknown to them. His research concluded that knowing the meaning of the words might arouse students' learning interest and lead to a positive effect in listening ability. Another problem is that, many words have more than one meaning, and as a result the students get confused whenever the new usage of word is changed.

2.4.3. Accent

There is an endless debate about Standard English. It has become known that British English is the standard one. But English is spoken all over the world by Indian, Australian, Chinese, Turkish, etc. Munro and Derwing (1999) expressed that too many accented

speech can lead to an important reduction in comprehension. In the same vein, Yagnang (1994) pointed out that usually ESL/EFL listeners are used to "their teacher's accent or to the standard variety of British or American English". However, whenever they are exposed to an unfamiliar accent they get confused and encounter difficulties in comprehension.

Buck (2001) added that when listeners hear an unfamiliar accent such as Indian English for the first time after studying only American English will encounter critical difficulties in listening. This will certainly interrupt the whole listening comprehension process, and at the same time the unfamiliar accent makes comprehension impossible for the listeners.

2.4.4. Cultural Differences

Being unfamiliar with cultural knowledge of language plays a great role in understanding the context. Learners should be familiar with the cultural knowledge of language because culture and language are indivisible. Brown (1994) confirmed that the marriage between language and cultural is indivisible. If the listening task involves completely different cultural materials, then the learners may have critical problems in their comprehension. . It is the responsibility of teachers to give background knowledge about the listening activities in advance (Azmi, Celik, Yidliz, & Tugrul, 2014).

2.4.5. Quality of Recorded Materials

The quality of sound system can impact the comprehending of learners' listening (Azmi, Celik, Yidliz, & Tugrul , 2014). In some classes, teachers use some recorded materials that do not have high quality and, hence, language learners think the difficulties they encounter in listening comprehension are due to the bad recording quality of tapes. For example, a tape may be recorded while there are noises around or it was used for such a long time so the quality is worn out. Unclear sounds resulting from poor-quality equipment can, consequently, interfere with the listener's comprehension.

2.5. Criteria for Selecting AMs

The widespread availability of the Internet allows EFL teachers and learners in virtually every part of the world access to an almost limitless supply of AMs. Without any doubt, these materials are valuable sources of information to arise learners' interest and motivation if they are applied appropriately during class or even outside. Thus, teachers need to take certain criteria when selecting the authentic listening materials because it is not enough to bring AMs to classroom context; it is important also how to select these materials for teaching listening skills from what are available. According to Field (2008) the purpose of selecting authentic listening materials is to ensure that the learner is exposed to real speech and guarantee that the input is understood in real life situations.

As far as the criteria of selecting AMs are concerned, Spelleri (2002) considered the following two factors as important ones during material selection: "novelty of information and its suitability" (p.10). Not all AMs but the ones which present new information to learners should be brought into classroom; they help to elevate learners' motivation and grab attention of audience with ease. Under the term of suitability, careful consideration of the degree of source difficulty is implied. In other words, the presented data needs to be free from complicated words that do not match a target level at all.

Moreover, McGrath (2002, p.6) pointed out to some major aspects of material selection including its relevance to learners' needs, cultural appropriateness, linguistic demands, cognitive demands and exploitability. According to him, any authentic listening source should correspond with learning needs and avoid context that is "too specific to a certain culture". Furthermore, it is supposed to encompass vocabulary that is known to learners to some extent. In turn, the term "cognitive demands" refers to presence of complicated ideas in a source and their density (whether ideas can easily be perceived by learners or not).

This criterion obviously contains the most essential aspects of selection process, but there are some other factors to take into consideration such as learners' level and interest.

In addition to McGrath's (2002) set of guiding principles for choosing authentic materials, which apply as much as to the teaching of listening skills as to other areas, Field (2008) lists these guiding principles adding his own comments with connection to listening 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/theme: 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?

- 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 the overall argument structure?

- Logistical considerations (length, audibility): How long is the material used?

- Quality: How good is the quality? How clearly the 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?

Conclusion

In this second chapter, AMs and their use in EFL contexts have been discussed. It has been shown which sources of AMs are used inside classrooms and their role in enhancing teaching and learning. This chapter also stressed the importance of these materials by mentioning their advantages in teaching second and foreign language learners. Finally, it concluded by some criteria which teachers should take into consideration when using these materials, such as the level of learners, need, interest, novelty of information and its suitability among others.

Chapter Three: Field Work

Introduction

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Introduction

While the first two chapters presented the theoretical foundation which highlighted learners' comprehension difficulties when listening to AMs, this upcoming chapter is devoted to the practical part of this study. The chapter begins with a brief account of the motives behind the selection of the population and a detailed description and administration of the instruments used in this study. Then, it presents a display and interpretation of the findings sorted out from both students and teachers' questionnaires. Finally, it provides some pedagogical implication, recommendations and impetus for further research.

3.1. Research Methodology

3.1.1. Population and Sampling

Within a population of Two-hundred and eighty nine (289) third year students of English at the Department of English, University of Mohammed Seddik Ben Yahia/ Jijel during the academic year 2017-2018, ninety (90) subjects have been randomly selected. The choice of this population is because those students studied listening in OE during their first and second year by having two sessions a week and each session lasted ninety minutes.

Consequently, this opportunity to practice listening has normally helped those learners to attain a certain level of mastery in English listening skills.

3.1.2. Research Instruments

Generally speaking, questionnaires are effective instruments for gathering data and are acknowledged as the most important source of information in any research work. Also, they enable the researcher to collect a large amount of data in a short time and illustrate freely the participants' views, thoughts, and perceptions.

For those reasons and after having identified the purpose of the study (see research questions), two questionnaires were used as means of data collection: 1) a students' questionnaire was designed in order to figure out which comprehension difficulties students encounter while listening to AMs and 2) a teachers' questionnaire was distributed to have some insights into teachers attitudes toward the use of these materials in teaching listening skills.

3.2. Data Display and Analysis

3.2.1. The Students' Questionnaire

The students' questionnaire aims at eliciting the students' listening comprehension difficulties while listening to AMs, and investigating their awareness of the importance of listening as well as the use of AMs in classrooms. Besides, it seeks to find out which strategies are used by the students to improve their listening and overcome their listening comprehension difficulties.

3.2.1.1. Description of the Students' Questionnaire

The students' questionnaire was introduced by a short text explaining the purpose of the study and giving some instructions on how to fill in the questionnaire. It consists of fifteen questions which are divided into: 1) closed questions that require the participants to respond by "yes" or "no" or to pick up the appropriate answer(s) from a number of choices, and 2) open-ended questions through which the researchers intended to elicit information from the participants about the issue of research.

The questionnaire is divided into three sections. The first section is entitled "General Information" and consists of two questions. It is primarily concerned with obtaining some personal information about the respondents. Such information will help in gaining insights into the respondents' gender and their reasons for choosing to study English. Section two is entitled "Students Listening Comprehension Difficulties" and it contains four questions

that inquire about the students' perceptions about listening, its difficulties, and how to overcome these difficulties. The third section is entitled "Authenticity in Listening Classrooms". It comprises seven questions that aim at investigating the students' views about the use of AMs and their importance, as well as to gain some insights into the students' perceptions of the main causes of their listening comprehension difficulties while listening to AMs.

3.2.1.2.Administration of the Students' Questionnaire

The students' questionnaire was handed by the researchers to 90 third year students of English. The researchers were present during the administration of the questionnaires in order to provide students with any necessary explanations so as to avoid misunderstanding that could lead to invalid responses.

At first, students were provided with appropriate instructions before the ongoing work of answering the questions. The instructions were about how to fill in the questionnaire and for which purpose it was designed. Then, the students were informed that their answers would be anonymous and would be used only for the sake of this study. In the end, all the questionnaires were returned back.

3.2.1.3.Analysis of the Students' Questionnaire

- **Response Rate**

The questionnaire was distributed to 90 third year students at the University of Mohammed Seddik Ben Yahia in Jijel. There response rate is displayed in *figure 1* below.

Table 1

Students' Response Rate

Response Rate	Number of the Participants(N)	Percentage %
Responses	83	92, 22
Non-responses	7	7, 78
Total	100	100

Of the 90 students (i.e., 100%), 83 (or 92, 22%) responded the questionnaire while there were seven non-responses, or 7, 78%. With too much missing data, those seven questionnaires were excluded from data analysis in order to avoid bias in the results.

- **Section One: General information**

  Q1: Indicate the gender

Table2

Students' Gender

Gender	N	%
Male	5	6,02
Female	78	93,98
Total	83	100

The obtained results show that the majority of the participants are females with a percentage of 93, 98% (78 students), while males are only 6, 02% (five students). Generally speaking, the number of females is higher than that of males in EFL classrooms at the department of English at the University of Mohammed Seddik Benyahia-Jijel.

Q2: Why did you choose to study English?

Table3

Reasons for Choosing English

Reason	N	%
- Future career	45	54,22
- Travel and leisure	10	12,05
- Being fluent and accurate in communicating with others.	30	36,14
Total	83	100

The great majority of the surveyed students (45 or 54, 22%) as shown in *table 3*

reported that they chose to study English to get a job, ten students (or 12, 05%) said that

their choice is based on their desire for travelling and leisure, while 30 students (or 36,

14%) chose it with a goal in mind; being fluent and accurate in communicating with others.

- **Section Two: Students' Listening Comprehension Difficulties**

   Q3: How do you evaluate your listening ability?

The target behind addressing this question is to assess students' listening performance.

Table 4

Students' Self Evaluation of Their Listening Ability

Options	N	%
Perfect	0	0
Good	30	36, 14
Average	52	62, 65
Poor	1	1, 2

According to the results shown above, no one (0%) considered his/her listening ability

to be perfect, thirty students (36, 14%) assumed to have a good level, 52 (45,78%)

students thought that their level is average, and , only one student (1, 11%) believed that

his/her level in listening is poor. This implies that most of the surveyed students are facing

some problems that prevent them from mastering their listening skills.

Q4: To what extent is the listening skill important in your English language learning

process?

Table5

Students' Perception of the Importance of Listening in the English

Perceptions	N	%
Not important	2	2,41
Important	30	36,14
Very important	51	61,45
Total	83	100

This question aims to show whether, or not, learners are conscious about the

importance of the listening skill in the learning process. According to students' responses,

30 (or 36, 14%) and 51 (or 61, 45%) of the participants said that listening is important and

very important respectively, while two (or 2, 41%) of them thought that listening is not

important. The obtained results clearly indicate that the majority of students involved in

this study are well informed about the significance of listening in EFL classrooms which

encourages them to improve their listening abilities.

Q5: After a listening task, how often do you succeed at comprehending the message?

Table 6

Students' Frequency of Comprehending the Message after a Listening Task

Frequency	N	%
Often	22	26, 51

Sometimes	58	69, 88
Rarely	3	3, 61

As indicated in *table 6*, slightly more than half of the participants (69, 88%) said they sometimes succeed at comprehending the message, while 26, 51% of them replied that they often succeed at comprehending the message, and only a low percentage of participants (3, 61%) indicated that they rarely comprehend the message.

Q6: What do you do if you cannot understand words or phrases while listening?

Table 7

Students' Responses when Facing Difficulty to Understand Words or Phrases while

Listening

Responses	**N**	**%**
-Ignore them and keep on listening.	60	72,29
-Try to guess their meaning.	15	18,07
-Feel depressed and cannot listen any more.	8	9,64
Total	83	100

As can be noticed from *Table 7*, the highest percentage of the participants (72, 29%) said that they ignore the words and phrases they cannot understand and keep on listening while (18, 07%) of them replied that they try to guess their meaning. Another group of the participants (9, 64%) reported that they feel depressed and cannot listen any more.

As far as the second part of this question is concerned, the students were asked to mention other strategies they follow when they cannot understand words or phrases while listening. In fact, the participants provided other different answers from the given choices. They are summarized as follow:

- Some students said that whenever they have difficulties in understanding at the end
  of the listening task, they resort to their teachers for clarification.

- Other participants reported that they ask their classmates about the meaning of
  unclear words and phrases.

- While the rest resort to the dictionary to check the meaning of ambiguous words.

Q7: These are some strategies to overcome listening difficulties (put a tick in the appropriate column)

The aim of this question, which comprises 6 items, was to identify the students'

reactions whenever they encounter a problem while listening to the target language. Also,

it aims at figuring out whether or not that they are using particular learning strategies.

Table 8

Students' Strategies to Overcome Common Listening Difficulties

Statements	SD N (%)	D N (%)	A N (%)	SA N (%)
1.I use the words I understand to help me guess the meaning of words I don't understand	3(3, 61%)	4(4, 82%)	**65(78, 31%)**	11(13, 25%)
2.As I listen, I compare what I understand with what I already know about the topic.	1(1, 20%)	10(12, 05%)	**54(65, 06%)**	18(12, 69%)
3.Before I start listening, I need to plan in my head for how I am going to listen.	7(8, 43%)	**37(44, 58%)**	31(37, 35%)	8(9, 64%)
4.When I guess the meaning of a word, I think back to everything else that I have heard, to see if my guess makes sense.	3(3, 61%)	5(6, 02%)	**42(50, 60%)**	33(39, 76%)
5.When I don't understand something, I ask my teacher or my peers for clarification.	7(8, 43%)	7(8, 43%)	**43(51, 81%)**	26(31, 33%)
6.I try not to feel nervous as I listen to English and I always try to enjoy listening.	5(6, 02%)	5(6, 02%)	**40(48, 19%)**	32(38, 55%)

Table 8 shows that, the majority of students use the words they understand to help them guess the meaning of words they do not understand (*A: 78, 31% and SA: 13, 25%*) while only few said that they do not (*D: 4, 82% and SD: 3, 61%). As for the strategy of comparing what they understand with what they already know about the topic, the majority of respondents said that they do that (*A: 65, 06% and SA: 12, 69%*) while the rest of them disagree *(D: 12, 05% and SD: 1, 20%).* From these two items, it is clear that the majority of the participants use cognitive strategies to overcome some comprehension difficulties while listening to the foreign language.

Concerning *item 3* of *Q7,* some respondents (47, 19%) agreed that before they start to listen, they need to plan in their head how they are going to do that, whereas 53, 01% of them did not agree. It is not the same case with the *item 4* since the majority of the respondents (90, 36%) agreed that when they guess the meaning of a word, they think back to everything else they have heard to see if their guesses make sense. Yet, about 9, 63% disagreed with this statement. From these two items, it can be said that a considerable number of the participants use meta-cognitive strategies to overcome their comprehension problems.

The majority of the respondents also agreed with *item 5* and *6* respectively (83, 14% and 86, 74%), that is when they do not understand something, they ask their teachers or peers for clarification and also try to enjoy listening and not feel nervous. The rest of the respondents (16, 86% and 12, 04%) either disagreed or strongly disagreed. It can be noticed that students use the social affective strategies in their oral expression session to overcome the difficulties they encounter.

- **Section Two: Authenticity in Listening Classrooms**

Q8: Sources of Teaching Materials Used by Teachers

Table 9

Sources of Materials Used in Listening Sessions

Sources	N	%
Radio	2	2, 4
Audio tape	40	33, 2
Video	72	86, 74
Television	0	0
Internet	3	3, 61

From *table 9 above*, it can be noticed that students (86,74%) consider that videos are the most used source, however, Internet (3,61%), radio (2,40%)and audio tapes (4, 81%) are used less frequently than videos. Meanwhile, it is manifested in the graph above that all English students of the target population claim that no teacher of oral expression used TV in teaching listening skill in the department of English at Mohammed Seddik Benyahia University.

Q9: Do you find these materials useful to enhance your listening skill?

Table 10

Student's Perceptions on the Effectiveness of the Listening Materials

Options	N	%
Yes	72	85, 54
No	11	14, 45

No one can denied the effectiveness of using teaching materials in listening sessions except 14,45% as it has been showed by third year students *(table 10)* .That is to say, 71 students stated that the medium used by their teachers of oral expression enhanced their listening skills. Since the majority had selected "video", it can be concluded that videos

enhanced students listening skills in the department of English at Mohammed Seddik

Benyahia.

Q10. Which type(s) of materials do you prefer?

Table 11

Student's preference of Listening Materials

Type of Materials	N	%	Rate
Authentic material	65	78, 31	1
Semi -authentic	54	65,06	3
Non- authentic material	58	69 ,87	2

As it was indicated in *table 11*, and according to the results obtained, participants

stated that they prefer listening to authentic materials, but with different rates. For instance,

the highest rate goes to "authentic materials" with a percentage of 78, 31 %, so the great

majority of third year students at the department of English said they prefer listening to

authentic materials during their oral expression sessions. However, pedagogical listening

materials "non-authentic materials" came under the authentic one with a percentage of 65,

06 % that is; students prefer the use of materials that is designed specially to fit their

educational needs and listening purposes. Semi-authentic materials were bottom ranked by

54 students (65, 06%).

Q11. How can you consider the difference between listening to authentic and non-authentic materials?

Table 12

Student's Perceptions of the Differences between authentic and non-authentic materials

Perceptions	N	%
Quite different	43	51,80

Little bit different	40	48,19
No difference at	0	0

In this question, students were asked about the difference between listening to authentic and non-authentic materials (pedagogical materials). As it is represented in *table 12,* students admitted that authentic and non-authentic materials are quite different (51, 80%). Also, it has been showed that the other half of the selected sample affirmed that there a slight difference between authentic materials and non authentic material (pedagogical) .It can be seen on the representation that no student said that there is no difference between the two. It can be concluded that third year students of English at the department of English are aware of the concept of authenticity.

Q12. In your opinion, are authentic materials necessary in learning the listening skill?

Table 13

Student's Perception of Authentic Material Necessity.

Options	**N**	**%**
Yes	59	69, 87
No	24	28, 91

Student's answers to this question did not varied a lot, because the majority of them (58 or 69, 87%) as shown in *table 13* affirmed that listening to authentic materials is necessary. In other words, students have positive attitudes towards the use of such materials in their oral expression sessions. However, 24 students (29%) indicated that it is not necessary for listening materials to be authentic.

Q13. If your answer is "yes", please justify

In this question, students were invited to provide a justification if their answer on *question 12* was yes. The students' main reasons can be summarised as follow:

- AMs provide a great opportunity to learn new vocabulary because they contain, not only new vocabulary, but also the mostly frequent ones used by natives in their daily life.

- Improving pronunciation is the students' purpose for using AMs in their oral expression sessions since they provide the opportunity to listen to the natural pronunciation.

- Listening to AMs helps them to be familiar with different accents due to the fact that there are many accents within English language. English by nature have many accents, so students need to be exposed to authentic listening materials which provide a variety of accents.

- To be familiar with the normal speed, because AMs presented normal speech.

- The important role of motivation in learning in general and in listening for EFL learner in specific made students insisted on the use of AMs. They stated that authentic listening materials motivate them to enjoy listening, and thus, to learn effectively.

- Culture and language are interrelated, so students need to know more about the natives' culture while listening to authentic materials.

Q14. How often do you encounter the following problems while listening to AMs?

Table 14

Rating Difficulties while Listening to Authentic Materials

Rating ⟍ Difficulties	1	2	3	4	5	6	7	8
Unfamiliar vocabulary	**20**	**23**	5	9	7	3	10	6
Fast rate of delivery	**24**	7	20	8	12	4	7	1

Incomplete sentences	1	10	9	14	**<u>18</u>**	18	5	4
Unstructured language	2	7	12	11	**<u>19</u>**	17	7	8
Different accents	19	10	**<u>21</u>**	10	7	8	4	4
Colloquial words	4	12	6	17	8	12	**17**	7
Background voices	5	12	7	10	6	10	**17**	16
Poor quality of materials	13	4	4	3	7	9	10	**33**

The aim of *Q14* is to identify the frequency of facing some common difficulties by EFL learners while listening to AMs. The respondents were asked to rank the problems they encountered while listening in oral expression session from the most frequent to the least frequent one. According to an eight –point scale; 1 is the most frequently faced listening problem and 8 is the least frequently faced listening problem.

It can be noticed from *table 14* that students' difficulties that are frequently faced during their listening to AMs are: the fast rate of delivery (24 students), unfamiliar vocabulary (23 students) and different accents (21 students). Other less frequent problems as students affirmed are unstructured language (19students), incomplete sentences (18students) and colloquial words (17students) .However, the problem of poor quality of materials was mostly ranked as the least frequent problem they encountered while listening to authentic materials.

Q15. In your opinion, what can the teacher do to help you overcome these difficulties?

Table 15

Solutions to Overcome Listening Difficulties

Proposed solutions	**N**	**%**	**Rate**
-Provide a variety of exercises, tasks, and activities appropriate to different stages of a listening lesson.	25	30,12	2

-Expose students to materials which deal with different native-speakers accents.	45	54,11	1
-Find visual aids associated with the listening topics to help students guess or imagine actively.	13	12,04	3

Regarding *Q15,* students were requested to rate some solutions from the proposed one, from the most effective (workable) to their problems to the least effective ones. *Table 15* above demonstrated the ranking of solutions for listening difficulties students encountered while listening to AMs. Forty five third year students of English at the department of English (54, 11%) affirmed that the exposure to different accents during their listening is the most workable solution for them to enhance their listening difficulties. That is to say, training their ears on perceiving and encoding message so to become better listener and faster in processing information quickly. The second solution that was chosen by students as an effective one is to "provide a variety of exercises, tasks, and activities appropriate to different stages of a listening task" with a percentage of 30, 12%. Those 25 students agreed that listening to AMs through following different stages and activities will solve their problems and better their understanding and therefore, learning effectively from AMs. The solution that was bottom ranked by 13 students (12, 04%) as the least workable solution was "exposing students to associated visual aids with listening topics to help them in guessing meaning".

3.2.2. The Teachers' Questionnaire

Teachers' questionnaires aim at investigating the teachers' perception about their students' listening comprehension difficulties when using AMs.

3.2.2.1. Description of the Teachers' Questionnaire

Teachers' questionnaire comprises twenty questions in the form of either closed questions, where teachers are invited to pick up appropriate answer(s), or open ended questions in which teachers are required to justify, explain, give suggestions or simply answer the question.

Teachers' questionnaire is made up of three sections. The first section seeks to gather general information about the participants. The second section inquires about teachers' perceptions about the use of AMs. The last section was designed to spot light on teachers' view of their students' comprehension difficulties while listening to AMs and the appropriate solutions they think are best to overcome or minimize them.

3.2.2.2. Administration of the Teachers' Questionnaire

Teachers' questionnaires were handed to eight teachers who have taught or are teaching OE module at the department of English, University of Mohammed Seddik Ben Yahia/ Jijel. The administration of the teacher questionnaire was during the examination and the correction period of the second semester of the current academic year (2016/2017), what made it difficult to look for teachers and resulted in returning back six questionnaires instead of eight. Thus, only six teachers were involved in this study.

3.2.2.3. Analysis of the Teachers' Questionnaire

- **Section One: Background Information**

Q1. What is your professional degree?

Table 16

Degree(s) Held by Teachers

Degree	N	%
Master	2	33,33

Magister	4	66,66
PhD	0	0

Regarding the professional degree of the OE teachers, *table 17* shows that the majority

of teachers in the selected sample held a Magister degree (67%). The other 33% teachers

said they held a Master degree (two teachers). Surprisingly, no teacher of OE held a PhD in

this sample. In the department of t English at Mohammed Seddik Ben Yahia University,

PHD teachers do not teach the module of OE.

Q2. Years of Experience in EFL Teaching

This question aims at getting information about the teachers' experience in the field

teaching listening skills at Mohammed Seddik Benyahia University. So, it has been noticed

that almost all teachers have an experience of teaching listening skills ranged from 2 years

to 18 years.

- **Section two: Use of Authentic Materials**

 Q3. What type(s) of materials do you use in your classrooms?

Table 17

Type of Materials Used by Teachers

Types	N	%
-Authentic materials	5	83,33
-Non –Authentic materials	4	66,66
-Semi-authentic materials	2	33,33

In this question, the teachers were asked about the type (s) of materials they used in

teaching listening skills in the department of English. Interestingly, the majority of them

83, 33%, or five teachers are using AMs in their oral expression classrooms .The other type

of materials which was used by four teachers, or 66, 66% of the selected sample is

pedagogical materials (Non- authentic) in teaching listening skills. However, only two teachers 33, 33% at the department of English at Mohammed Seddik Benyahia , declared that they used semi –authentic materials in their classes.

Q5. Do you prefer to use authentic materials in your EFL classes rather than the other types?

Table 18

Teachers' Perception about Authentic Materials

Responses	N	%
Yes	6	100
No	0	0

This question aims at showing OE teachers' attitudes towards the use of AMs. *Table 18* demonstrated the teachers' answers on whether or not they prefer to use AMs rather than other types .It was noticed that all teachers of oral expression (100% or six) of the selected sample prefer to use AMs for teaching listening to third year students at the department of English.

Q6. If your answer is yes, is it?

Table 19

Teacher's Justification for Choosing AMs

Reasons	N	%
-In order to expose students to everyday life language	6	100%
- In order to develop their language skills	3	50%
-In order to develop their learning motivation	5	83,33%

Those teachers, who answered on **Q5** by "*yes*", were asked to indicate the reason why they prefer authentic materials rather than the others. From *table 19*, it can be noticed that all teachers or 100% indicated that they prefer AMs rather than the other types because at first place, they provide an opportunity for students to be exposed to everyday life language in its own nature, which will help students later to deal with real life context and communicate effectively. According to *table 19*, a considerable percentage was detected for the third reason "to develop the students' motivation"; 83, 33 % from the selected sample of OE teachers argued that they are using AMs to make their students more motivated and to enjoy a healthy environment which in return will increase the students' attention to the subject matter, and therefore getting as much as they can benefit from AMs. However, half of the teachers 50 % (three OE teachers) affirmed that they prefer to use AMs in their classrooms in order to develop the students' language skills; for instance, listening to AMs enhances the speaking skill by acquiring correct pronunciation.

Q7. If your answer on *question 5* is 'No', why?

Interestingly, no teacher (0 %) said he does not prefer the use of AMs. In other words, no OE teacher at the department of English, in Mohammed Seddik Benyahia University, stated that he preferred other materials to be used in their listening classrooms.

Q7. Do you use AM regardless of your student's level?

Table 20

Teachers' Use of AMs in Accordance with the Students' level

Option	N	%
Yes	2	33, 33
No	4	66, 66

Teachers' answer to this question did not vary. The majority of OE teachers at the department of English affirmed that they do use AMs with regards to the students' level with a percentage of 66, 66%. Remarkably, as it can be seen in *table 20*, only two teachers (33, 33%) indicated that they use them regardless of their students' level.

Q8. If not, at which level do you use AMs in Listening Sessions?

Table 21

Level of Using Authentic Materials

Level	N	%
First year	0	0%
Second year	2	50 %
Third year	2	50%

Out of the number of teachers who said they use it with regards to student's level, two teachers indicated that they use them with second year students (50%), the other half affirmed that they use AMs with third year students. However, it can be noticed from *table 21* above that all teachers do not use authentic in teaching listening skill for first year students.

Q9. In selecting authentic materials, what criteria would you follow?

Table 22

Criteria of the selection of authentic materials

Criteria	N	%	Rate
-Course objectives	3	50	3
-Students' needs and interests	6	66,66	2
-Students' language level	4	83,33	1

Concerning the criteria of the selection of AMs, the majority of OE teachers at the department of English (83, 33 %) asserted that the first criterion that they took into consideration while selecting AMs is the students' level, because no matter how the materials are rich of new vocabulary, they will not be useful if the level of students is very law. 66, 66% of the teachers rank the students' need and interests as the second criterion for the selection of AMs. However, half of the teachers (50%) affirmed that course objectives are the third criterion on which they base their selection of AMs. Interestingly, if the selected materials are at the student's level and are interesting, this will not be enough since it should fit the course objectives, too.

Q10: What sources of authentic materials are available for you to teach the listening skill in classrooms?

Table 23

Available Sources for Teachers to Teach the Listening Skill

Sources of AMs	N	%
Internet	1	16,67
Radio	0	0
Television programs	3	50
Audio tapes	4	66,67
Video	5	83,33
A variety of all sources	1	16,67

As shown in *table 23*, the highest percentage of the participants (five or 83, 33%) said that they rely on videos in their oral expression sessions, while four of them (or 66, 67%)

resort to use audio tapes. Three other participants (50%) replied that they use television

programmes during listening sessions. One participant (or16, 67%) reported that he used

the internet and another participant opted for using a variety of all the mentioned sources.

However, no one of the participants reported that he used the radio in the OE sessions.

Q11: What types of materials do you use for your OE classes?

Table 24

Materials Used by Teachers in OE module class

Materials	N	%
English songs	3	50
Non-interpreted English movies	2	33,33
News in English	4	66,67
Video lectures	3	50
Conversations	6	100
Extensive listening activities	2	33,33

A quick glance at the table above will reveal that all the participants (100%) stated that

they rely on conversation in OE sessions, 50% of them said that they use both video

lectures and English songs, four participants (66,67%) preferred to use news in English

while two teachers responded by non-interpreted movies and extensive listening activities.

This reveals that teachers at the University of Mohammed Seddik Benyahia use almost all

types of materials during OE classrooms.

Q12: Do you think the use of authentic materials needs specific training?

The aim of this question was to figure out whether training was a factor that

determined the teachers' reliance on AMs. The results are represented in the graph below.

Table 25

Teachers Training as a Factor that Determines AMs Use

Options	N	%
Yes	5	83
No	1	17

As shown in *table 25,* the majority of the target teachers (5, or 83%) were convinced that the use of AMs needs specific training, but one of them; one teacher, or 17% held a different point of view.

Q13: What kind of training is needed to use authentic materials in EFL classrooms?

Table 26

Training Needed to Use Authentic Materials

Kinds of training	N	%
-Selection of AMs	4	66,67
-Design of activities	3	50
-Curriculum adjustments	1	16,67

As it can be noticed from *table 26,* the highest percentage of participants (four or 66, 67%) reported that the best kind of training needed is on the selection of AMs, while (three or 50%) said that it is the design of activities. Another participant (16, 67%) replied that teachers need training on how to make curriculum adjustments for a better use AMs in EFL classroom.

As far as the second part of this question is concerned, the surveyed teachers were asked to add any kind of training they think is needed to help them use AMs. Only one

participant added that arranging a kind of training and colloquium about the use of AMs is

highly needed to develop and well train teachers to use AMs appropriately.

Q14: Do you find teaching the listening skill a difficult task?

Table 27

Teachers' Perception about Teaching the Listening Skill

Options	N	%
Yes	4	67
No	2	33

When the target teachers were asked whether or not they find teaching the listening

skill a difficult task, the majority of them 67% confirmed they did have difficulties in

teaching the listening skill. While 33% of them reported that they did not face such

problems.

**Q15: Do you notice that your students face comprehension problems while listening
to authentic materials?**

Table 28

Teachers' Responses on whether they Noticed Comprehension Problems while Listening to

Authentic Materials

Options	N	%
Yes	6	100
No	0	0

Teachers' answers to this question did not vary at all, because all the participants (6 or 100%) affirmed they noticed that their students face comprehension problems while listening to AMs.

Q16: In your opinion, what are the causes of these problems?

Table 29

Reasons Attributed to the Students' Listening Problems

Causes	N	%
-Cultural differences	1	16,67
-Speed of speech of the FL speakers	6	100
-Quality of AM	3	50
-Unfamiliar vocabulary	3	50
-Different accents	4	66,67
-Background noise	1	16,67

As far as this question is concerned, the results seem to be varied. As it is displayed in the table above, the first main cause of the students' listening comprehension difficulties was that the foreign language speakers' speech is very fast for English students as stated by all the participants (100%). The fact that English language is full of different accents seemed to be the second main cause of students' listening comprehension problems with a percentage of (66, 67%). The third main cause as reported by three participants (50%) is the unfamiliar vocabulary that students encountered while listening to English. The same number of participants (three or 50%) replied that the quality of authentic materials is a significant cause behind those difficulties. However, the fourth main cause that contributes to students' listening comprehension difficulties was believed by 16, 67% of the participants to be the cultural differences and background noise.

As far as the second part of this question is concerned, the participants were asked to give other causes that contribute in the listening comprehension problems. In fact, each teacher provided different causes as follow:

- Students do not concentrate all the time during a listening task especially if it is not interesting enough for them.

- Because of the lack of practice, the students do not have a lot of opportunities to listen to the native speakers.

- Length of the listening materials makes students lose a lot of information and even feel bored.

Q17: In your opinion, what is the best teaching listening strategy that you use in your EFL listening classrooms?

In this question the teachers were invited to share their opinions about the teaching strategy they believe to be the best to use in EFL listening classrooms. There answers varied considerably according to their beliefs and philosophy of teaching, their degree of expertise and/or other considerations. The most prominent and repeated answers can be summarized as follow:

- Teachers should activate their students' background knowledge. They believed that the most important stage in teaching the listening skill is the warm-up.

- Filling the gaps strategy, direct questions about the topic and summarizing the listening tasks are also considered to be very important in teaching listening.

- Whereas, another teacher believes that what defines the use of a strategy is the level of students and the objectives behind setting learners to listen.

Q18: What are the best solutions to overcome or to minimize the listening difficulties while using authentic materials?

Table 30

Best Solutions to Overcome or Minimize Difficulties while Using to Authentic Materials

Ranking scale / Solutions	1	2	3	4
-Grading authentic listening materials	1	0	**2**	**2**
-Design task-oriented exercises	1	1	**2**	1
-Providing different kinds of input	1	0	**2**	2
-Using visual aids	**2**	**2**	1	0

Since the participants were given a number of items to choose from, their answers were ranked according to the frequency of occurrence. According to a four-point scale; 1 is the most frequently chosen solution and 4 is the least chosen one.

It was noticed from *table 30* that the best solution (top and second ranked) is using visual aids (four teachers) to overcome or at least to minimize the different problems their learners face while listening to AMs. Three other solutions were equally third ranked (two teachers chose each of the given solutions), these are: designing task-oriented exercises, grading authentic materials and providing different kinds of input respectively. It seems that all solutions are important, and at the top of them a good use of supplementing visual aids may be beneficial when using AMs in listening.

Q19: If you have any comments you would like to add about the listening comprehension difficulties encountered by students while listening to authentic materials, please feel free to mention them below.

Concerning this part, the respondents were asked to give any comments they think they would help in this research, they came up with the following worth mentioning comments:

- The first semester should be dedicated for oral expression while the second one should be entirely for listening.

- Setting a purpose for listening will help students and motivate them to listen.

- Teaching EFL learners the listening skill via the use of AMs is a very intricate process, that is why the teacher should choose, adopt and adjust materials that go hand in hand with their learners need, interest, and level , and of course taking into consideration the length of the material.

3.3.Discussion of the Results

Results of the students' questionnaire analysis can be categorized into three main aspects: 1) Students' attitudes toward listening skills and their listening strategies in the class, 2) their awareness about AMs used in listening and 3) the difficulties they encounter while listening to AMs.

Regardless of their gender, all the participants are exposed daily to English. The reason of studying English can be streamed into: Travel and leisure, to be fluent and accurate in communicating with others, and for future career.

The analysis of the students' questionnaires revealed that most students have an average level in listening, although they are about to graduate and start a carrier. Furthermore, they are quite aware about the importance of listening in their learning process.

Due to the students' level and the nature of the listening skill, the majority of students have problems in developing listening. For instance, whenever they encountered a difficult word, they ignore it and keep on listening which may affect their listening comprehension.

In addition, students resorted to interaction between the student –teacher or student-student to ask about clarification but in a few cases they insisted on using the dictionary. As result, students use different strategies to overcome their listening comprehension difficulties.

From the analysis of the questionnaire, students revealed that the most frequency sources of materials used by their teachers of OE are "videos and Audio tapes". The former exceed the latter in terms of the number of participants. Students are comfortable with this use since the involvement of technology motivated their learning.

The findings show that almost all of the learners are interested in introducing AMs in OE module. Measuring the learners' awareness about the difference between authentic and non-authentic materials showed that all students are aware that there is a difference between both authentic and non-authentic materials .As far as AMs are concerned , they are necessary in developing students listening .Students stated that they prefer AMs for listening because they provide new vocabulary , present a wide verity of accents characterised by natural speed of speech, motivate them, and enriches their cultural knowledge .

However, the learners claimed that they face problems while listening to AMs which may influence their understanding. Although, these problems are not faced with in the same frequency, they are listed from the most frequently encountered to the least encountered ones as follow:

- Fast rate of delivery
- Unfamiliar vocabulary
- Different accents
- Colloquial words
- Unstructured language
- Incomplete   sentences

- Background voices
- Poor quality of material

In order to help them to overcome these difficulties and enhanced their listening comprehension, students proposed on teachers to use materials which deal with different native-speakers accents, and provide a variety of exercises, tasks, and activities appropriate to different stages of a listening task.

In addition to the causes of the learners' listening comprehension difficulties when listening to AMs that have been discussed in the students' questionnaires, the teachers' questionnaires also revealed their perceptions about the causes of these problems. According to them, these difficulties can be attributed to the quality of AMs, speed of the FL speakers, cultural differences, unfamiliar vocabulary, different accents and the background noise. (*Table 14*)

It is worth noticing that via the analysis of the data gathered from the teachers' questionnaires, there were further causes that were not highlighted in the theoretical part. They may be attributed to the occurrence of some of the listening comprehension difficulties while using AMs. First, students do not concentrate all the time during a listening task, especially if it is not interesting enough for them. Also, because of the lack of practice, the students do not have a lot of opportunities to listen to the native speakers. Finally, the length of the listening materials makes students lose a lot of information and even feel bored.

With regard to the best teaching listening strategy, the participants' answers showed that there is a variety of useful strategies. The most commonly used strategy is activating students' background knowledge. Another important one is by paying more attention to "the warm-up" which must be regarded as the most important stage in teaching the

listening skill. Also, filling the gaps strategy, direct questions about the topic and summarising the listening tasks are considered to be very important in teaching listening. In addition, it is believed that what really defines the use of a strategy is the level of students and the objectives behind setting learners to listen.

Concerning the use of AMs, the teachers' questionnaire revealed that all the participants use them in the OE classroom and prefer using them on the expense of other types (non-authentic and semi-authentic), and this in order to expose students to everyday language, develop their language skills, and develop their learning motivation. In comparison between the students' answers obtained from the questionnaire, it revealed that the students as well prefer the exposure of AMs (*Table 17)*

As far as the need for specific training on the use of AMs is concerned, the participants' answers showed that the majority are convinced with the necessity of such training. The most commonly kinds of training they think are the best are: the selection of AMs and the design of authentic activities.

However, what was really surprising is when comparing students' answers with those of teachers on the use of TV in OE sessions. The data obtained from the teachers questionnaire shows that the majority of teachers use TV. Whereas, students' questionnaire showed the contrary. (*Table 9*)

To sum up, the analyses of the data obtained significantly divulged that third year students are experiencing serious listening comprehension problems when using AMs. Their listening comprehension problems can be due to different causes. Some of which are related to the use of AMs, their quality background noise. Others are related to the nature of English speech; the speed of delivery, uncompleted and ungrammatical sentences, different accents and unfamiliar vocabulary. Last and not least, teachers related these

problems to other factors such as students' neglect of listening and they assumed that providing students with some knowledge about the importance of listening would make students more interested in learning listening. Also, it is due to the lack of sufficient practice which is needed to familiarise them with the different accents of English.

3.4. Implications and Recommendations

The results of the present study show that third year students at the department of English at Mohamed Seddik Ben Yahia face many problems in listening comprehension when listening to AMs. These problems need to be taken into consideration and need to be dealt with seriously. Thus, on the basis of the results obtained from the present study, the researchers would like to suggest some recommendations that can improve the students' listening performance:

3.4.1. To the Students

Since students declared that learning of listening is of paramount importance, they should make more efforts to improve themselves. They are recommended to:

- Follow the instructions the teacher suggests in the classroom and ask for clarification whenever they encounter a difficulty. Additionally, they may use their own suitable strategy to face listening problems so; they need to be aware of the listening strategies.

- Listen extensively to improve their listening comprehension to natural spoken language since sources of AMs for listening are available for them through smart phones.

- Take their learning of listening seriously and be aware of the fact that they cannot master English without acquiring a good performance in listening.

3.4.2. To the Teachers

Teachers are also to be blamed since they admitted they provide their students neither with sufficient practice nor with enough exposure to the different accents of English. Therefore, it is recommended that:

- Teachers of OE module devote some time for presenting different English accents besides using strategies for teaching listening which help students to overcame their difficulties.

- Teachers are asked to activate prior knowledge of the learners which enhances the listening comprehension; listeners construct meaning according to their prior knowledge as well as their own purposes for listening rather than processing and receiving meaning.

- Teachers adopt task-based approach when teaching listening (pre-listening, during listening, and post listening) or by setting various listening activities in teaching the listening skill in order to enhance learner's abilities to receive the listening task with no difficulties.

- Teachers provide suitable listening AMs to supplement the process of teaching such as internet, radio, etc, and not only relying on videos.

- Teachers need to take the level of their students into consideration when teaching the listening skill and follow certain criteria in selecting listening AMs such as course objectives and students' needs and interests.

3.4.3. To Decision Makers

Decision makers assume a part of responsibility regarding the way teachers teach the listening skill and use suitable listening materials for their learners. Therefore, it is recommended that:

- They provide some training for OE teachers on the use of technological tools by which they can use different AMs.

- They must provide better equipments and tools for teaching listening in OE classrooms.

- More than two sessions a weak for the OE module are needed because it is not enough for learners to develop their ability both to speak and to listen.

3.5. Limitations of the Study

When carrying out the present study, the researchers faced a number of difficulties in an attempt to achieve its aims. Firstly, due to the limited period of time given for the study, especially when it comes to the practical part, the variables were treated following the descriptive method rather than the experimental one. Secondly, the lack of a sufficient number of laboratories, equipments, and internet access at the English Department at the University of Mohammed Seddik Benyahia also led to the application of such method. Thirdly, Because of time constraints and the fear of not delivering the work on its schedule, the number of the teachers and students involved in the study was restricted and therefore, the findings cannot be generalised to other universities and the benefits might be limited. Fourthly, some of OE teachers were not cooperative although their experience in teaching listening which may help to provide better insights. Fifthly, the study focused on the listening skill and the students' difficulties while listening to AMs. Consequently, the results cannot be generalised to the other three language skills.

3.6. Suggestions for Future Research

Further research on the subject would have to:

- Extend the scope of the subject to include other variables such as the degree of exposure.

- Deal with some connected speech aspects such as assimilations, illusions etc.

- Use other research tools and, possibly, an experiment that seeks to examine accurately the

causes behind the learners' listening comprehension difficulties with the use of different

AMs in addition to interviewing teachers rather than administering a questionnaire.

- Use a cross-sectional study to compare the listening difficulties in the three years and see

how the listening skill is developed by the end of each year.

Conclusion

This chapter described the research instruments used for conducting this study. The

information was gathered through submitting two questionnaires one for teachers and

another for students at the University of Mohammed Seddik Benyahia. Also, it provided an

analysis together with the discussion of the obtained results which comfort and prove the

previous set of hypotheses about the students' listening difficulties while listening to AMs.

The findings clearly indicated that students are facing many problems when it comes to

their listening comprehension which prevent them from developing their skills and

improve them as well especially when it comes to listening to AMs. No secret formula was

revealed but different activities and techniques would solve these problems and make the

listening more successful and enjoyable**.**

General conclusion

Recently, the interest in the listening skill has increased remarkably by the growing number of studies related to listening in second language and foreign language contexts. English as a foreign language learners are surrounded by the target language whether inside or outside the classrooms. Many of the students, however, encounter difficulty in comprehending the listening tasks. The study in hand has started from the point that learners' listening comprehension when using authentic materials is affected by different causes which hampered their listening performance and thus, their mastery of language.

The current research is made up of three chapters. The first chapter presented a theoretical background about the most important issues that concern listening in general and the listening comprehension difficulties in particular with an emphasis on the learners' listening strategies to overcome these problems. The second chapter discussed these difficulties while using authentic materials and the need to use these materials. The last chapter provided a description of the research instruments used in this study; students' and teachers' questionnaires. The results have been analysed and discussed to end up with some conclusive points.

The finding of the study revealed that EFL third year students at the University of Mohammed Seddik Benyahia/Jijel are facing serious problems when it comes to their listening to AMs. It also revealed that the main causes of these problems are the speed of delivery of the FL speakers and the different accents of English. Other causes of the students' listening comprehension difficulties while using AMs can be addressed to students' lack of English vocabulary, background noise and the lack of interest and concentration.

As far as the use of AMs is concerned, the findings of the study revealed that their use motivates students to listen more than pedagogical materials do since: they are exposed

to the real language, they have a great opportunity to learn new vocabularies in different context, can improve their pronunciation and to be familiar with different accents as well as with the normal speed of the foreign language speakers.

Concerning the use of listening strategies among students, the obtained results clearly indicated that students rely on cognitive, meta-cognitive, and socio-affective strategies to overcome some listening comprehension difficulties they encounter when listening to authentic materials. As it is mentioned in the theoretical framework, this supports what other researchers have found when they acknowledged that good listeners rely on such strategies. That is, learners who use strategies to help them overcome their listening comprehension difficulties have much more advantages than others.

To conclude, the findings of the presents study was compatible with the findings of other studies that have dealt with English as a foreign language learners' listening comprehension difficulties when using authentic materials (e.g., Thanajaro, 2000; Akbari and Razavi, 2015). In fact, there was an agreement among researchers that listening to English arises a lot of difficulties for English as a foreign language learners which implies that learning listening is not an easy task; it requires time, a lot of exposure to the target language, and a lot of practice to master the most frequent accents and words in English language, and of course it requires English as a foreign language teachers to encourage their students to listen as much as they can to improve their listening performance.

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Appendix A

Student's Questionnaire

The purpose of this questionnaire is to gather data about the use of authentic materials in teaching listening skills in EFL classes. Your participation is very important and has a great contribution to achieve the intended objective of this study. Please, read the questionnaire carefully and respond to the items honestly. Your answers will be used for only the purpose of this study and remain confidential.

N.B., Authentic materials are those materials which are designed by native speakers to native speakers and are not created for educational language purposes (e.g., TV programs and news, songs, radio talk…)

General Information

1. Gender:

   Male ☐   Female ☐

2. Studying English was

   a. A personal choice ☐

   b. Imposed by parents ☐

   c. Do not have any other choices ☐

3. Why did you choose to study English?

   a. Future career ☐

   b. Travel and leisure ☐

   c. Being fluent and accurate in communicating with others ☐

Listening Comprehension Difficulties

4. How do you evaluate your listening ability?

   a. Perfect ☐

   b. Good ☐

   c. Average ☐

   d. Poor ☐

5. To what extent is the listening skill important in your English language learning process?

   a. Not important ☐

   b. Important ☐

c. Very important ☐

6. After a listening task, how often do you succeed at comprehending the message?

    a. Often ☐

    b. Sometimes ☐

    c. Rarely ☐

7. What do you do if you cannot understand words or phrases while listening?

    a. Ignore them and keep on listening ☐

    b. Try to guess their meaning ☐

    c. Feel depressed and cannot listen anymore ☐

    - Others

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

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

8. These are some strategies to overcome common listening difficulties. ? (put a tick in the appropriate column)

Items	Strongly disagree	Disagree	agree	Strongly Agree
For example : I feel that listening in English is a challenge for me.				
1.I use the words I understand to help me guess the meaning of the words I don't understand.				
2.As I listen, I compare what I understand with what I already know about the topic.				
3.Before I start listening, I need to plan in my head for how I am going to listen.				
4.When I guess the meaning of a word, I think back to everything else that I have heard, to see if my guess makes sense.				
5.When I don't understand something, I ask my teacher or my peers for clarification.				
6.I try not to feel nervous as I listen to English and I always try to enjoy listening.				

9. What is the medium that your teacher of oral expression uses during a listening session?

    a. Radio ☐

    b. Audio tape ☐

    c. Video ☐

    d. Television ☐

    e. Internet ☐

    - Others …………………………………………………………………………..

10. Do you find these materials useful to enhance your listening skill?

    Yes ☐   No ☐

    -If yes, how?

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

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

11. Which type(s) of materials do you prefer?

    a. Authentic materials ☐

    b. Non-authentic materials ☐

    c. Semi-authentic materials ☐

12. How can you consider the difference between listening to authentic and non-authentic materials?

    a. Quite different ☐

    b. Little bit different ☐

    c. No difference at all ☐

13. In your opinion, are authentic materials necessary in learning listening skill?

    Yes ☐   No ☐

    If yes, please justify

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

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

14. Do you find difficulties in comprehension while listening to authentic materials?

    Yes ☐   No ☐

15. How often do you encounter the following problems while listening to authentic materials? (put a tick in the appropriate column)

Problems	Always	Sometimes	Rarely	Never
Unfamiliar vocabulary				
Fast rate of delivery				
Incomplete sentences				
Unstructured language				
Different accents				
Colloquial words				
Background noise/background voices				
Poor quality of materials				

16. In your opinion, what can the teacher do to help you overcome these difficulties? (Indicate by numbering from 1-4 in order where 1 is the most important)

a. Provide a variety of exercises, tasks, and activities appropriate to different stages of a listening lesson. ☐

b. Expose students to materials which deal with different native-speakers accents. ☐

c. Give extra practice in phonetics (assimilation and elisions) to help students get used to the acoustic forms of rapid natural speech. ☐

d. Find visual aids associated with the listening topics to help students guess or imagine actively. ☐

- Others…………………………………………………………………………………
………………………………………………………………………………………….
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Thank you for your cooperation

Appendix B

Teachers' Questionnaire

The purpose of this questionnaire is to gather data about the use of authentic materials in teaching listening skills in EFL classes at the University of Mohammed Seddik Ben Yahia. We appreciate your participation which has a great contribution to achieve the intended objective of this study and we promise you that your answers would be anonymous. You are, therefore, kindly requested to answer the questions bellow.

Thank you for your cooperation in advance.

Background Information

1. What is your professional degree?

   Master ☐   Magister ☐   PHD ☐

2. Years of experience in EFL teaching ……………………………………………

Use of Authentic Materials

3. What type(s) of materials do you use in classrooms?

   a. Authentic materials   ☐

   b. Pedagogical materials   ☐

   c. Semi-authentic materials   ☐

4. Do you prefer to use authentic materials in your EFL classes rather than the other types?

   Yes ☐   No ☐

5. If your answer is yes, is it?

   a. In order to expose students to everyday life language   ☐

   b. In order to develop their language skills   ☐

   c. In order to develop their learning motivation   ☐

   d. For other reasons, please specify

   ………………………………………………………………………………………

   ………………………………………………………………………………………

6. If your answer on question 5 is 'No', why?

    a.   Do not see it as relevant ☐

    b.   Difficult to be used   ☐

    c.   Time consuming   ☐

    d.   Syllabus constraints   ☐

-   Other reasons, please mention

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

………………………………………………………………………………………………

7. Do you use authentic materials regardless of your student's level?

    Yes ☐   No ☐

8. If not, at which level do you use authentic materials in listening sessions?

a. First year   ☐

b. Second year ☐

c. Third year   ☐

9. In selecting authentic materials, what criteria would you follow?

  a. Course objectives   ☐

  b. Students' needs and interests   ☐

  d. Students' language level   ☐

-   Others:

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

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

10. What sources of authentic materials are available for you to teach in listening classrooms?

a. Internet   ☐

b.   Radio   ☐

c. Television programs   ☐

d. Audio tapes   ☐

e. Video   ☐

f. A variety of all sources ☐

-   Others, please specify

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

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

11. What types of materials do you use in your listening OE module class?

a. English songs   ☐

b. Non-interpreted English movies ☐

c. news in English ☐

d. Video lectures ☐

e. Conversations ☐

f. Extensive listening activities ☐

12. Do you think the use of authentic materials needs specific training?

Yes ☐   No ☐

- If your answer to question '**13**' is yes**,** please proceed to question '**14**' below:

13. What kind of training is needed to use authentic materials appropriately in EFL classroom?

a. Selection of authentic materials ☐

b. Design of activities ☐

c. Curriculum adjustments ☐

-   Others, please specify:

………………………………………………………………………………………..

………………………………………………………………………………………..

Listening Comprehension difficulties

14. Do you find teaching the listening skill a difficult task?

Yes ☐   No ☐

15. Do you notice that your students face comprehension problems while listening to authentic materials?

Yes ☐   No ☐

16. In your opinion, what are the causes of these problems? (Indicate by numbering from 1-8 in order where 1 is the most important)

a. Cultural differences ☐

b. Speed of speech of the foreign language speakers ☐

c. Quality of authentic materials ☐

d. Unfamiliar vocabulary ☐

e. Use of body language ☐

f. Different accents ☐

g. Lack of concentration ☐

h. Background noise ☐

- Others:

   …………………………………………………………………………………………

   …………………………………………………………………………………………

17. In your opinion, what is the best teaching listening strategy that you use in your EFL listening classrooms?

   ....

   ....

18. What are the best solutions to overcome or to minimize the listening difficulties while using authentic materials? (Indicate by numbering from the most important to the least one)

   a. Grading authentic listening materials ☐

   b. Design task-oriented exercises ☐

   c. Providing different kinds of input (films, radio news, songs) ☐

   d. Using visual aids ☐

- Others:

   …...

   ....

19. If you have any comments you would like to add about the listening comprehension difficulties encountered by students while listening to AMs, please feel free to mention them below

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   …………………………………………………………………………………………

   …………………………………………………………………………………………

   …………………………………………………………………………………………

Thank you very much for your cooperation.

ملخص الدراسة

نظرا للاهتمام المتزايد بدراسة صعوبات الاستيعاب عند الاستماع للغة الانجليزية كلغة أجنبية, خصصت الدراسة الحالية إلى تقصي صعوبات الفهم التي يواجهها طلبة السنة الثالثة بقسم اللغة الانجليزية على مستوى جامعة جيجل أثناء الاستماع للوسائل التعليمية الأصلية, كما تهدف إلى التحري عن وجهات نظر كل من الطلبة والأساتذة حول فعالية استعمال هذه الأخيرة في التعليم والتعلم. من اجل تحقيق الأهداف المسطرة لهذه الدراسة, تم الاعتماد على الاستبيان كوسيلة لجمع المعلومات احدهما للطلبة والآخر للأساتذة وعليه, فان الدراسة اتبعت المنهج الوصفي في تحليل النتائج المتوصل إليها. وقد أظهرت نتائج الدراسة بان الطلبة يواجهون صعوبات عديدة في الفهم عند الاستماع لهذه الوسائل والتي تؤثر سلبا على قدراتهم الاستيعابية بشكل خاص و تعلمهم للغة بشكل عام. ومن الأسباب الرئيسية وراء ذلك, سرعة الخطاب, المصطلحات غير المألوفة و اختلاف لهجات اللغة الانجليزية. بعض هذه الصعوبات أيضا تعود إلى عدم استعمال الوسائل التعليمية الأصلية في التعليم بالقدر الكافي ,الممارسة غير الكافية وأيضا استعمال استراتيجيات التعلم بصورة محدودة. ومن هذا المنطلق, خلصت الدراسة إلى إن إدراك هذه الصعوبات قد يمكن من إيجاد حلول بغية مساعدة المتعلمين من اجل تطوير طرق فعالة للتعلم بالإضافة إلى تطوير قدرات السمع للغة و مساعدتهم في تطوير استراتيجيات التعلم.