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**The Effects of Using Authentic Materials in  
Developing Listening Comprehension**

A case study of second year English students of Biskra  
University

A dissertation submitted to the department of foreign languages for fulfillment or  
requirement to get of Master degree in science of language in applied linguistics

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*Dedication*

*To my parents with great love and respect.*

*To my dear sister and sweet brothers.*

*To my wonderful friends.*

*To Liyla, Sara, Rayan and Riadh*

## ***Acknowledgement***

***I am grateful to Allah the almighty, who has led me to the completion of this research.***

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## **Abstract**

The present study aims at finding out that authentic material have great role in improving the listening comprehension in general for language learners and specific for English language learners. Authentic speech is considered as an effective tool in learning foreign language since this later is too different from the mother tongue. For that many researchers had searched about solutions and materials which can help improving the listening comprehension such as using authentic materials.

In this study, I use tow main questionnaire, the first one designed to teachers of oral expression and English in general in order to give opinion about using authentic materials in listening and how they enhance students in improving their comprehension and the second one is for second year LMD students department of English to know their attitudes about using authentic materials in learning.

The analysis of the questionnaire had shown that both teachers and students consider authentic materials as a very beneficial tool in bringing the real discourse of the target language and more than that helping to develop listening comprehension as an important element in learning.

## ملخص

تهدف الدراسة إلى تبين أن الوسائل الطبيعية لها أهمية كبيرة في تحسين الفهم السمعي لدى طلبة اللغات بصفة عامة وطلبة اللغة الانجليزية بصفة خاصة . يعتبر الكلام الطبيعي وسيلة فعالة في تعلم اللغة الأجنبية وذلك لما تتميز به من اختلافات عن اللغة الأم لهذا مختلف الباحثين بحثوا عن حلول ووسائل تساعد على تحسين الفهم السمعي كاستخدام الوسائل الطبيعية مثلاً.

اعتمدت في دراستي على استعمال استبيا بين , الأول موجه إلى أساتذة التعبير الشفهي بصفة خاصة وأساتذة اللغة الانجليزية لصبر آرائهم حول أهمية استعمال الوسائل الطبيعية كأداة فعالة في تعلم اللغة من جهة وتحسين المستوى السمعي من جهة أخرى . و الثاني إلى طلبة السنة الثانية من نظام آل, أم , دي اختصاص لغة انجليزية . من خلال تحليل الاستبيا بين , أظهرت النتائج أن الطلبة و الأساتذة يعتبرون حول أن الوسائل الطبيعية وسائل مساعدة في جلب الكلام الطبيعي للغة الأصلية و أكثر من هذا تطوير الفهم السمعي كا عنصر أساسي في التعلم .

# **Introduction**

## **1- General back grounds**

Learning English as a second or foreign language means mastering the four main skills: Listening, speaking, reading and writing. One of the most useful skills used by second language learners is listening because the evident shows that we acquire language through our listening to the interactional conversations. Listening plays a great role in our daily communication. You listen to develop relationships, gather and interrupt information, and deliver messages. Listening in deep detail means paying attention not only to the words, but how the use of language and voice, pronunciation, rate of speech which means to understand what speaker means by his /her messages. Listening is more important in language classroom where learners can develop other skills and also help them to build vocabulary and develop language proficiency. Hence, listening is not just perception of sounds it requires an act of attending to the speech sounds and trying to understand the message. That's why listening become an active process rather than passive. In order to attract the attention of student in learning English many materials have been used to improve the comprehension of learners to the real – situations of the second and foreign languages as native speakers.

One of the most useful materials is known as authentic materials. Those materials are any materials whether spoken or written have the same nature as native speakers or that give a real discourse like videos, internet , text books ,.....etc . Authentic materials are very benefit in second language classroom that can keep students informed about what is happening in the world , they also exposed students to real discourse which help them to understand what native speakers correct language as pronunciations , stress , rate of speech .....etc . You can motivate your learners to learn more and

raise their level of proficiency to know about the world. Authentic materials give opportunities to learners to comprehend more and achieve the highest levels.

## **2- Literature review**

Listening has many definitions, it considered as one of the major areas of communication that we used in both academic and situational setting whether in classroom or in our daily life. It is evident that children listen to words and speech and respond to language before they learn to speak. It is a process in which we mastered all the other skills. Rost (1994) had defined "listening as a word that we use every day without giving it much thought. Yet listening is a vital mental capacity. One of the principal means by which we understand and take part in the world around us. "(P.01). Also he claims that "listening is a process that is triggered by our attention." (P. 02). In other words listening has regarded by attention as a psychological term which means that our attention helps us to attract the most attractive words we focus on when listening. We focus on the information we interest in and attract us. He also give another definition to listening as a part of oracy - a capacity to formulate thought verbally and to communicate with others. Listening is a skill that underlies all verbal communication: (P. 07). We listen according to specific objectives and purposes.

J. Wallace (1998) has defined listening as "is a fundamental language skill that typically develops faster than speaking and what often influenced the development of reading and writing ability in the new language. Quoted by: Scorcella and oxford (1992), (P. 243). He claimed that listening is the process of receiving, attending to, and assigning meaning to aural stimuli. (Quoted by wolvin and coahley, 1985: P. 74) He also defined listening in other term "listening is more than just perception of sounds, although perception is the foundation. Listening also includes comprehension of

meaning .Bearing words, phrases, clauses, sentences, and connected discourse. (P: 244). But some researchers and scholars have defined the term listening as an active process and interactional one which a listener receives speech sounds and tries to attach meaning to the spoken words in attempt to understand the intended message of a speaker or the oral text so that she / he can respond effectively to oral communication.

In conclusion, listening is a complex process in which the listener not just receives messages or speech but also tries to understand this message in effective way in order to respond the speaker. Because of the difficulty of this process, many teachers used several ways and materials to help students understand more what the native speakers mean by their speech. Authentic materials are very useful with second / foreign learners in the classroom. Many researchers suggest that we remember between 25 percent and 50 percent of what we hear.

For Field, J (2008) authentic materials are: represent a form of speech that is markedly different, both phonological and syntactically, form purpose – designed materials; provide the learner with a listening experience that approximates to read –life one in that part of the input (some times large parts) will not be understood. (P.284).

Furthermore, he claims that "authentic usually refers to listening items originally intended for the ears of a native listener rather than specially prepared for language learners. (P. 23). L2 listening is a complex skill that deserves the attention of learners and teachers alike (ibid, p. 249). So that teachers need to provide various types of support to their learners to help them develop listening skill as well as other skills. The teacher of the language has to focus on principles of good teaching to involve learners in the education process and develop sensitivity to the personal and social issues that surround the learner's language development. Several studies have examined the

benefits of the authentic materials as guides for successful learning and teaching processes to facilitate the comprehension of L2 language and raise the level of proficiency .

### **3- Statement of the problem**

Many students of foreign / second language have difficulties in recognizing and understanding what native speakers meant by their speech. Listening as one of the most difficult skills which makes obstacles in the process of comprehension needs a lot of support to study it. Since comprehension is one of listening' component is a very difficult task that may face in learning any foreign language. The lack of using authentic materials causes problems in students' building vocabulary and the language proficiency.

### **4 -Significance of the study**

Since comprehension is the most important element in studying language, it can differ from mother tongue (L1) to the foreign (FL) or second (L2) language. Listening skill is a very significant and it is the key skill in which develops the other skills like speaking.

My research consists on investigating and observing how the process of listening comprehension is taught to foreign learners by using different materials to develop it. L2 listening is difficult for many learners because problems of motivation , transfer that 's why make the study very important to find out how this materials can develop the listening comprehension in language learning classroom , of course by maintaining its benefits .

## **5-Aims of the study**

The fundamental objective of the present study is to:

- 1) Find out the teachers' attitudes towards about using authentic materials as an aid to develop listening comprehension.
- 2) Investigate the learners' attitudes to these materials in helping them learning and developing comprehension in listening task.

## **6- Research questions**

The study attempts to answer the following questions:

- 1) What are the teachers 'attitudes in using authentic materials in improving listening comprehension?
- 2) What are the learners ' attitudes on these materials in learning and developing comprehension in listening?

## **7- Research hypotheses**

If teachers used the authentic materials in classroom, students will increase their level of comprehension in listening skill which make students interest (motivate) in practices certain activities concerning the listening skill.

## **8- Research methodology**

The fundamental objectives of the study were to investigate and to find out the benefits of the authentic materials on listening comprehension in students of English language so the descriptive method or study will be used because the nature of questions were aimed to find the benefits of these materials .

Participants are about 40 because the second goal of my research questions is to find out the attitudes of foreign learners on these materials in developing listening comprehension; they are randomly selected from second year of Biskra University and Ten teachers of oral expressions and teachers of English language in general.

Survey questionnaire are used in order to answer the questions of the study for both students and teachers, of course questionnaires are divided into sections, (quantitative).

### **9-Structure of the dissertation:**

My research is dividing to three main chapters. The first chapter, is a back ground about listening and its stages, types , it's importance in foreign or second language. Listening comprehension is also mentioned in the work, its nature, and importance. The second chapter, it's about authentic materials. What is it? , its historical back ground, types, and also factors of selecting authentic materials and finally the benefits of these materials.

The third chapter, is my case study, it is into two main sections. In the first section, it contains the analysis of the teachers 'survey questionnaire, and in the second section, it contains the analysis of the students 'survey questionnaire then, a final conclusion of my work.

## **Chapter one: An over view on listening & listening comprehension**

### **Introduction**

Listening plays a great role in peoples' daily life communication. It is more than hearing in which the listener is not just hearing sounds or words but more than that she/he should have the ability to respond to the messages which speaker attempts to say. For doing that listening become an active skill rather than passive one. Moreover, for other researchers' listening is a Cinderella skill, it helps to develop the other skills. It is evident that the child learn to listen before learn to speak. Moreover, some kind of people listen to get information and others listen to entertain or for other purposes. So listening has many purposes and according to peoples' purposes.

Like any other process, listening has three main stages should be followed: Before listening task or in other term pre-listening stage, during or while listening stage, and finally post listening stage. In these three stages, students/ learners would be able to participate the listening task in effective way. I mention previously that listening has several purposes; one of these purposes is mostly faced with foreign language ' learners are comprehension. Comprehension is a key of of learning foreign languages or second ones in which make the listening skill more comprehensible and practical. In this chapter, I will firstly define the following: what is listening, listening comprehension? .Then, I will give a brief look at most related terms to listening like stages , processes , purposes. Finally, give some ideas for improving listening skill.

### **1- Definition of listening:**

I mention previously that listening is an important skill in people's daily life communication and has a significant role in learning a second or foreign language. For that many researchers and scholars define it in different ways. For example, Rost (2002)

defined "listening is a process involving a continuum of active processes, which are under the control of the listener, and passive processes. (P: 07).Also for him "listening is viewed as part of transactional process in which all participants are simultaneously "sending" and "receiving "messages. (P: 54) .In addition to that listening as quoted in J.Wallace (1998) "listening is a fundamental language skill that typically develops faster than speaking and what often influences the development of reading and writing ability in the language (Scourcella and Oxford , 1992) . (P: 243). Field (2008) considered listening as a skill which impacts in specific ways upon the classroom context in general and upon the individual learner in particular. (P: 56).He also claimed that “Listening is the process of receiving, attending to and assigning meaning to aural stimuli “. (Quoted by wolvin and coakley, 1988, P: 74), Moreover, listening is a complex, problem solving skill (Wipf, 1984).

Above all the definitions we can summarize that listening is an active, intergrated skill in which listeners not only receive sounds , words and speech but also listening includes comprehension of meaning , phrases ,clauses, sentences and connected discourse in which he/she has the ability to communicate with others . listening as any process follows three main steps : pre-listening , during-listening , post-listening which help students and learners of foreign language and understand more the listening task .

## **1-2- Stages of listening process**

In listening process there are three main stages and they are essential in doing any listening task.

### **1-2-1- The pre-listening stage:**

Also called before, usually teachers before start any step of teaching should make a general over view as a kind of preparation or plan about what they are going to listen to, of course teachers should select the appropriate text or passage which they are going to listen to their levels and understanding. Through this stage the teacher may:

- Set a purpose or decide in advance what to listen for.
- Make students aware of the type of text they will listen to.

The pre- listening activities are very short phase as a quick look at the listening exercise which helps learners to understand the context and he/she has to listen for.

### **1-2-2- During-listening stage**

While students listening to a text, they will do several activities such as asking questions, exchange information and ideas with classmates or with pairs. Another examples; filling up a table , making true or false activities or even match items from list A to list B . These all activities students can do in while listening stage which can help them understand the task and share ideas with others to interact. They make several discussions and also they can ask a teacher about difficult words , activities to help them gain time for understanding ,of course these activities have been selected according to students ' abilities and levels .

### **1-2-3- The post-listening stage: Or follow up stage.**

This stage is a kind of memorizing and summarizing of what have been dealt with in previous stages. As a practical stage, students had understood the text / passage so they will be able to evaluate by teachers to observe their understanding. Teachers will ask students several questions to investigate if they really catch the general idea about the text/ passage or not. For that self –evaluation task will be used, and then they will make

a final conclusion and summary about what have been understood. After all this, teachers will give their concluding ideas about the topic as a recommendation. This phase is considered a primary introduction to the lesson.

### **1-3- “Bottom-up” and “Top-down” strategies:**

Listening as a process has two main strategies which are:

Bottom-up strategies are text based in which the listener relies on the language in the message that is the combination of sounds, words, and grammar that creates meaning.

Bottom-up strategies include:

- Listening for specific details.
- Recognizing word-order patterns.

According to Nunan (1989, P: 25) bottom-up processes includes the following:

- Scanning the input to identify familiar lexical items;
- Segmenting the stream of speech into constituents, for example, in order to recognize that "abookofmine" consists of four words;
- Using phonological cues to identify the information focus in an utterance;
- Using grammatical cues to organize the input into constituents, for example, in order to recognize that in "the book which I lent you" [the book] and [which I lent you] are major constituents, rather than [the book which I] and [lent you].

Top –down strategies are listener based; the listener tapes into back ground knowledge of the topic, the situation or context, the type of text, and the language. This

Back ground knowledge activities are set of expectations that help the listener to interpret what is heard and anticipate what will come next.

Top-down strategies include:

- Listening for the main idea.

- Predicting and summarizing.

For Nunan (1989) Top-down processes use back ground knowledge to assist in comprehending the message. In addition to that Richards provides the following examples:

-Assigning an interaction to part of a particular event, such as, storytelling, joking, praying, complaining;

-assigning places, persons or things to categories;

- inferring cause and effect relationships;

-anticipating out comes;

- inferring the topic of a discourse;

- inferring the sequence between events;

- inferring missing details. (As quoted in Nunan, 2008, P: 26).

#### **1-4 Extensive listening and intensive listening:**

Both are types of listening, but they are different in sense. For extensive listening is usually take place outside the classroom, for example, in students' home, car, or on personal stereos as they travel from one place to another. Students have their own choices about what they are going to listen to; this kind of listening is for entertainment and for paying attention to every detail such listening to radio and TV programmes , the lyrics of popular music . Intensive listening is so different from the former one. Intensive listening means listen carefully and paying attention to every detail. For Rost (2002) "Intensive listening refers to listening for precise sounds, words, phrases, grammatical units and pragmatic units. (P: 138). Listen intensively is more used in classes when listen to teachers. The most intensive listening activity is dictation.

### 1-5 Purposes of listening :

In our daily lives we are faced with different situations which require different types of listening. We listen in different way in order to obtain information, improve a relationship, and gain appreciation for something. Make discriminations, or engage in a critical evaluation. In the light of that, listening has different types classified as follow:

**-Appreciative listening:** is a type of listening where one accepts and appreciates the other person though what they say. It seeks to praise, also it means listening to something for pleasure such as music.

**-Casual listening:** the term explain it .Listen casually without showing much attention to what is saying.

- **Comprehension listening:** the listener s' primary concern is to understand the message which is being conveyed by the speaker. This type of listening is the main concern of learners in trying to comprehend the lectures by following the teachers' instructions.

- **Critical listening:** This kind of listening is listening performed to evaluate, judge, give opinion about what is being said which requires critical thinking.

**-Global listening:** the listener' objective is understand the whole message not a particular information.

**-The detailed listening:** the listener listens to the whole discourse several times for specific information.

### 1-6- Definition of listening comprehension:

Listening comprehension is a very important skill for a number of reasons such as, being able to recall and understand information. Moreover, the word comprehension has

two main common senses. In its narrow sense it denotes the mental processes by which listeners take in the sounds uttered by a speaker and use them to construct an interpretation of what they think the speaker intended to convey ,while comprehension in its broader sense , rarely; for listeners normally put the interpretation they have built to work. Listening comprehension have been neglected in recent years. It is the ability to recall and understand information which is presented orally. This information might be presented through a book, video, film strip. Moreover, other researchers considered listening comprehension as the understanding of the implications and explicit meanings of words and sentences of spoken language .

More than that listening comprehension can be also defined broadly as human processing which indicates between sound and the construction of meaning (Morely, 1991). That is after people receive sounds from the environment, they try to get the meaning out of the sounds they hear. According to Vandergrift (1999) "Listening comprehension as a complex , active process in which the listener must discriminate between sounds , understand vocabulary and grammatical structures , interpret stress and intonation .Also he claims that listening comprehension as a separate and important component of language learning.(P:168).listening comprehension is a highly integrative skill . It plays an important role in the process of language learning /acquisition, facilitating the emergence of other language skills. (ibid .P: 170).

In other words, for Buck (2001) listening comprehension is a process, a very complex process, and if we want to measure it, we must first understand how that process works. (P: 01).

### **1-7-The role of comprehension in language learning**

Comprehension as I mention previously has a significant role in listening process. For Rost (2002) comprehension is considered to be the first –order goal of listening, the highest priority of the listener, and sometimes the sole purpose of listening. (P: 59). Also he states that comprehension involves the mapping and up-dating of references that the speaker uses, the process of comprehending occurs in an going cycle, as the listener is attending to speech .In other words, comprehension is the main sense of listening because without understanding you cannot learn anything.

### **1-8- The role of listening**

Listening is one of the main four skills which enable complete communication. In fact it is the first essential language skill because learning a language usually begins when we learn to listen first, then to speak, then to read, and finally to write .Besides that, includes paying attention to the person who speaks, so you pick up on body listening Language, gestures, expressions and other non-verbal Cues to help you understand what they are saying. Listening is a virtue, something that not everyone has. It gives you an insight of other person's thoughts and their behaviors, and which in turn makes dealing easy with them.

Facts show that adults spend an average of 70% of their time engaged in some sort of communication, of this an average of 45% is spent listening compared to 30% speaking , 16% reading and 9% writing .

### **1-9- Rate of speech**

It is a big problem. Studies have shown that the ideal rate of speech is 90-140 words per minute. The speaker either may have to repeat him self or some information gets ignored. The term given to the speed at which you speak. Studies had shown that speech

rate depending on the speaker s' culture, geographical location, subject matter, gender, emotional state, fluency.

### **1-10- How to improve listening skill**

In developing listening skill, there are some useful principles suggested by Rost (1991):

-Listening develops by focusing on the main meaning rather than single words; learners can cultivate both their linguistic and non-linguistic skills to understand what s' heard.

-By focusing on specific purposes for listening tasks, learners can assess their efforts and abilities.

- By learning to hear sounds and words more accurately, learners can make study progress and gain confidence in listening for meaning.

For explaining that, many researchers and educators support the use of authentic materials as an original source of the target language such as, songs, videos, maps and diagrams which contains correct pronunciation, vocabulary, accent, and other aspects of language.

- Students should interest of what they hear in order to practice the listening task in good way .For that teachers should select the appropriate discourse for his/her students to be familiar with the topic and according to their level.

- Applying such kinds of authentic materials in classroom listening allow students to develop their language proficiency and be able to direct contact with native speakers.

According to Nunan (2005: 26) successful listening involves:

- Skills in segmenting the stream of speech into meaningful words and phrases;

-Recognising word classes;

- Relating the incoming messages to one's own back ground knowledge;
- Identifying the rhetorical and functional intent of an utterance or parts of an aural text;
- Interpreting rhythm, stress and intonation to identify information focus and emotional / Attitudinal tone;
- Extracting gist / essential information from longer aural texts without necessarily understanding every word.

Furthermore, in developing listening skill authentic materials are important because learners should learn every day English for daily communication in real life, and most of the teachers and students do not have enough chances to communicate in English with native speakers .As a listening course teacher, dictation is a very effective way to improve student's listening skill and the speed of note- taking. -

English songs and films are interesting material for students to listen and appreciate. Interest is a very effective pull for students to spend time practicing English listening.

### **Conclusion**

After explaining different elements and aspects areas related to listening, we can conclude that listening is an active process and very effective skill in which help us develop the other skills and comprehension as a very important component of listening. Of course, by following several steps and stages during the listening task. Each one has a purpose for listening whether for general information or for deep details and other purposes. Besides all of that, listening plays a great role in our lives as a part of our daily communication and in our daily activities. In improving listening skill, teachers attempt to use different and beneficial strategies and materials. One of the most useful strategies is authentic materials.

## **Chapter two:** Authenticity & authentic materials in language learning.

### **Introduction**

As I mention in the previous chapter that listening comprehension has a great role in our lives which several strategies and materials are used to improve it. One of the most useful materials used by ESL or FL learners is authentic materials. Authentic materials as a general definition are materials designed by native speakers to native speakers. Moreover, these materials are very beneficial in helping students learn English language in better ways like pronunciation, speed of speech, vocabulary and other aspects of language. Learners of foreign languages and second ones can also used these materials as an aid to comprehend in effective way especially in dealing with skills .However, listening skill as a key of developing the other skills as speaking can also improved by those materials. Examples of these materials are : TV , radio and video(s), news papers ,magazines , internet as most used by students .This chapter consists on defining what's authentic materials , the history of the notion or the term authenticity . Of course, identifying some sources of authentic materials and finally gives the benefits of these materials in bringing the reality of communication .

#### **1- The definition of authenticity and authentic materials**

The notion of authenticity has been emerged in 1970's with the development of new method "Communicative language teaching" as a rejection of previous methods and approaches of teaching and learning. It focus on real world communication with it need to equip students with skills required for real performance. So, authenticity has come to life to provide students with materials as available in the real world without making any change.

Moreover, authentic brings all what is new and origin source of materials such as newspapers, video, radio and internet as a natural language. Authentic materials / Texts found as a window of new techniques in learning specially the target language. The notion of authenticity has been much discussed and defined with many researchers and scholars .Morrow as one of those who discussed the term gives a definition to it as follow: is" a stretch of real language, produced by a real speaker or writer for a real audience and designed to carry a real message of some sort ". (Quoted in Field 2008, p: 270). Also Widdowson (1983) gave another definition to the term as" Authenticity...is a term which creates confusion because of a basic ambiguity ". (P: 30).

Therefore the term authentic materials has been defined in different ways throughout the literature. What is common to these definitions is "Exposure to real language and origin one ".Little et al (1988, as cited in Guariento & Morley, 2001) defined authentic materials as" an authentic text ...created to fulfill some social purposes in the language community in which it was produced ". (p.347).Bacon and Finne mann (1990) define authentic materials as texts "produced by and for native speakers of the target language". (p. 469).Moreover, authentic texts have been defined as" ...real –life texts, not written for pedagogic purpose "(Wallace 1992: 145).Lee (1995 p. 324) states that

*"A text is usually regarded as authentic if it is not written for teaching purposes but for a real- life communicative purpose , where the writer has a certain message to pass on to the reader. As such, an authentic text is one that possesses an intrinsically communicative quality ". (Quoted in Mishan 2005 p12).*

Authentic materials are generally for real-life communication purpose not for teaching purpose in which the writer has a certain messages to pass on .

According to Harmer ( 1991 p.204) Authentic material is language where no concessions are made to foreign speakers .It is normal, natural language used by native

or competent –speakers of a language. Furthermore, Mishan (2005) prefer to set some criteria for authenticity rather than defining the term .According to her "Authenticity is a factor of the:

- Provenance and authorship of the text.
- Original communicative and socio-cultural purpose of the text.
- Original context (e.g., its source, socio-cultural context) of the text.
- Learning activity engendered by the text.
- Learners ' perceptions of and attitudes to, the text and the activity pertaining to it. (p 18).

To sum up to all previous definitions Rogers& Medley (1988. P: 149) define authentic materials as "Both oral and written that reflect the naturalness of forms, and appropriateness of cultural and situational context ". In other words, we can say that authentic materials are materials created and designed by native speakers to native ones not for pedagogical teaching purposes but for communicative purposes. These materials can be written or oral such as articles, news papers, magazines, videos and internet, books. Because they are real and original, they considered as best way in bringing correct forms of target language.

## **2-2- Types of authentic materials**

Nowadays, with the advance of technology and new approach of communicative language teaching several sources of authentic materials have increased such as, TV and radio commercials , interview , poems and films ...etc

According to Maroko (2010.P: 7) authentic materials can be broadly classified into audio, visual, and printed materials.

The first type is audio materials which involve those that learners can listen. These can be television programming including commercials, quiz shows, interactive talk

shows, cartoons, news, and weather forecast reports and radio programming including interviews , radio advertisements .Another materials involves taped conversations including meetings , short stories , poems and novels ,telephone conversations . The second type is Visual materials which learners can see. These include photographs, paintings and drawings, children s' art work, pictures from magazines. The third type is printed materials which includes news papers (articles, advertisements, sports' reports, movie review, TV guides, recipes, notices, etc), restaurant menus, travel guides, Greeting cards , letters , and bus schedules .

Examples of authentic materials:

**2-2-1- Radio and television:** are a powerful medium in which learners can practices several skills as listening. They provide naturally the effective factor so crucial to language acquisition.

**2-2-2- News papers:** are printed materials, they can be daily, weekly or monthly. They are the most easily, available and accessible of the new media. News papers are probably the best single source of information about the contemporary culture of a country.

**2-2-3- Music and song:**

Music is an essential part of the human experience; it is part of the most important public events in life. It represents ones feelings, emotions and may be problems while songs are a powerful means of conveying messages about social issues.

**2-2-4-Map:** is an essential part of basic literacy. Knowing the key cities in a country and being familiar with its important geographical features is an integral part of knowing about the target culture.

**2-2-5- Comics:** are great ways to introduce students to the real target language; including idioms, double intenders, and etc. They are an excellent to reinforce grammar and vocabulary.

**2-2-6 - Menus:** provide an easily accessible source of authentic materials that can be used to teach a wide variety of skills. They also provide a point of departure for talking about target language cuisine and lead to experiential learning; with students either sampling local cuisine or following recipes to make dishes themselves.

**2-2-7- Recipes:** are great authentic materials because they tend to be written with a limited set of vocabulary and grammatical forms, they are also an integral part of the target culture with different languages and culture-related learning opportunities

**2-2-8- Folk or popular songs:** easy to understand lyrics are a rich resource for learning target language classroom. They consider as symbols of country s ' culture. Songs provide an excellent means of reinforcing vocabulary and grammar.

**2-2-9-Post card and greeting cards:** are available and low cast source of authentic materials, they are also particularly adaptable for a wide variety of teaching purposes. They can be used to develop student s 'literacy skills.

**2-2-10- Transportation schedules (bus, train, airline, boat):** they offer a wide variety of language teaching possibilities including teaching students how to tell time, knowing the geography of the country, and asking for giving directions.

**2-2-11- Weather reports:** are popular sources of authentic language in teaching vocabulary and culture.

**2-2-12- Film:** is the most difficult source of authentic materials, political films are good examples in teaching country s ' history and political issues like wars.

### **2-3- Criteria of selecting authentic materials**

User of authentic materials should bear in mind that these materials should be carefully selected whether in classroom or outside it. For example teachers of foreign language should use and choose the appropriate material for his/her students. Berardo is one who suggests some factors in selecting authentic materials. He provides three main criteria for choosing authentic texts (2006:62): Suitability of content, exploitability, and readability .First of all, suitability of content considered to be the most important of the three which indicates that the text should interest and motivate the learners and to be relevant to their needs. Then, exploitability refers to how the text can be used to develop the students ' competence. Readability is used to describe the combination of structural and lexical difficulty of a text, if the text easy or difficult /is it structurally too complex. Variety and presentation also affect the choice of authentic materials; usually students find it very boring when dealing with one subject area because it contains the same vocabulary, nothing new in which they will lose their interest in learning. In listening course teachers need to add a variety of the text .

Well presented text is by using authentic materials, through the use pictures, diagrams and maps will attract the learner and motivate him/her. The learner not only will understand the meaning of the text but also how it would be used.

Other important factor influences the choice of authentic materials is the learner' level. It is so important to consider the level and the ability of learners while choosing authentic materials with advanced and intermediate levels there is no problem but with beginning level may cause obstacles and difficulties. With low level students is too difficult to use authentic materials since they contains complex structural of language. Of course, as a teacher you should know if these materials help your students to develop their intelligence. Students' needs is also necessarily to count, you can help in dealing with certain materials.

#### **2 -4-Advantages of authentic materials**

Empirical studies have confirmed positive results in using authentic materials but what is common about them is the word "exposure" to real language. Nunan(1999: 212) as one of those who supports the use of authentic materials agreed that the use of authentic sources lead to greater interest and variety in the material that learners deal with in the classroom . This authentic materials bring the contact to life, and ultimately make learning and using language more meaningful, and ultimately easily for students. Authentic materials will add variety to classroom activities and support a more creative approach to teaching. Thus, the learners will have a chance to practice the skills learned in the classroom in real life situations.

Kilickaya (2004) indicates that the use of authentic texts is now considered to be one way for increasing students ' motivation for learning since they give the learner the feeling that he or she is learning the real language on in other words learning the target language as it is used by the community that speaks it . Authentic materials such as books, articles, news papers, and so on contain a wide variety of text types, and language styles not easily found in conventional teaching materials. Thus, it can help students extend their vocabulary and help memorize them in a number of meaningful

recycling .Moreover, authentic materials can encourage reading for pleasure because they are likely to contain topics of interest to learners.

- Authentic materials promote a more creative approach to teaching.
- Video materials contain various pronunciations, accents, speech speeds, which are more or less controlled in standard teaching materials.
- Students are exposed to real language in natural context and real discourse, as in videos of interview with famous people where intermediate students listen for general idea (Martinez).In addition to that authentic materials keep students informed about what is happening in the world
- Authentic materials motivate learners in practicing some of the micro- skills of listening .Peacock (1997) study show that authentic materials increase learners ' level of our task behavior, concentration, and involvement in the target activity more than artificial materials .In this sense, Guariento and Morley support the use of authentic materials since they exposing students to the real language of the real world will help them acquire an effective receptive competence in the target language. In other words, the use of authentic texts embracing both the written and spoken word, is helping them to bridge the gap between classroom knowledge and student's capacity to participate in real world events (Wilkins 1976, quoted in Guariento & Morley 2001: 347).In another way , Berardo (2006 : 64) lists the advantage of using authentic materials as follows :
  - Having a positive effect on student motivation;
  - Giving authentic cultural information;
  - Exposing students to real language;
  - Relating more closely to students ' needs;
  - Supporting a more creative approach to teaching.

While for others using authentic materials in language in language learning environments have lots of advantages. Firstly, they engage both the learners' and teacher's attention in the language being taught. They have a high interest value because their relevance to the real world in keeping students informed about what is happening in the world they live. Then, they increase students' motivation and curiosity for learning and teaching. Finally, they help students to become the thinkers and problem – solvers of today and the future.

### **2-5- Levels of selecting authentic materials**

In selecting authentic materials student's level is so important to be considered. Students can be lower- level, intermediate- level or advanced – level, with intermediate and advanced level there are no problems but with lower or in other term beginning level may be difficult to use the authentic materials unless they simplified or well selected. According to Guariento and Morely (2001) "A lower levels, however, even with quite simple tasks ...the use of authentic texts may not only prevent the learners from responding in meaningful ways but also can lead them to feel frustrated, confused, and more importantly, demotivated" (p. 347). Kim (2000) suggested that authentic materials are very beneficial if used by intermediate and advanced levels while with lower levels cause problems since these levels lack many lexical items and structures used in the target language.

### **2 - 6-Problems face in using authentic materials**

Through several studies, authentic materials are very beneficial strategies and materials can be used in both learning and teaching processes in which students learn the real and correct target language by practicing as much as can skills. But some potential problems have faced in dealing with these materials and especially with lower

levels as claimed by most of the researchers that authentic materials are too difficult because they are unsimplified, with more complex syntactic patterns and vocabulary. Moreover, they may be too culturally biased and difficult to understand outside the community (Martinez, 2002). Also speed of delivery may cause problem with lower levels, for teachers they get a long time to prepare (time consuming), too many different accents can be heard which can cause some confusion. Of course, these problems can be dealt with by choosing the appropriate materials and tasks for each level and try to simplify them according to students' needs and interests.

## **Conclusion**

Using authentic materials can be an effective tool in learning and teaching processes. These types of materials can be highly motivating for students in learning situation since they contain correct forms of the target language. Learning with authentic materials help students engaged to real-life communication and practice some micro skills as listening. Moreover, they can enhance students reading because of their interesting topics to the learners.

## **Chapter three: Analysis of teachers' and students ' questionnaires**

### **Introduction**

After finishing with the theoretical part and dealing with its different elements, this chapter is an important part of my study entitled "The Effect of Using Authentic Materials in Developing Listening Comprehension ". It is the practical part in which I investigated and analyzed the students' and teachers ' questionnaires. In general, the students' questionnaire aims at finding out their attitude about using authentic materials as an aid to help them improve their listening comprehension while, the teachers ' questionnaire aims at finding out their opinions about listening comprehension and mainly the problems that may face them when dealing with such a topic. Also, we wanted them to provide us with their opinions about the use of authentic materials and what are the most important types they prefer to use regarding the students ' level and needs.

### **Section one: Analysis of the teachers ' questionnaire.**

3-1- The teachers 'questionnaire

#### 3-1- The sample

Ten teachers who participated in this study, most of them were females (06 out of 10) and the others were males. They teach different modules of English language such as: oral expression, grammar and others. They are teaching at Biskra University holding different degrees.

#### 3-1-2- Description of the questionnaire:

The teachers ' questionnaire is divided into two main sections. In the first section, the participants are going to state their gender (male or female) and state their length of

experience in teaching English language. Also, they are asked to give their point of view about teaching English in the Algerian universities nowadays. Section two consists of thirteen items, some of them are multiple choice questions and others need clarification and expressing opinions by teachers.

### 3-1-3- Analysis of the results and comment on:

Section one: The results were as follows:

1) Concerning the first question about gender of the participants, I mentioned previously that six females (06) and four males (04) who participated in the study.

2) Teachers' experience in teaching English language

This question aims at finding out teachers' the length of experience in teaching English. Most of the participants have been teaching English for more than five years and others less than five years. In other words, the teachers who taught English language for a longer period had more experience in teaching English than those who taught English less than five years. Teachers' experience is very important, because they are able, to some extent, to solve most of the problems that most of the learners are facing during the lectures of English.

3) Teacher' opinion about teaching English nowadays

Most of the respondents answered that teaching English nowadays is better than it was in the past since modern technologies were developed and methods of teaching are different from one teacher to another. The implementation of new techniques have played an important role in changing the matter of teaching, as a result of that change the value of learning has become more interesting. In the previous years, English language was taught with simple materials whereas now new materials were introduced and are playing a great role in teaching this foreign language.

Section two: Teachers' opinion about listening comprehension and authentic materials

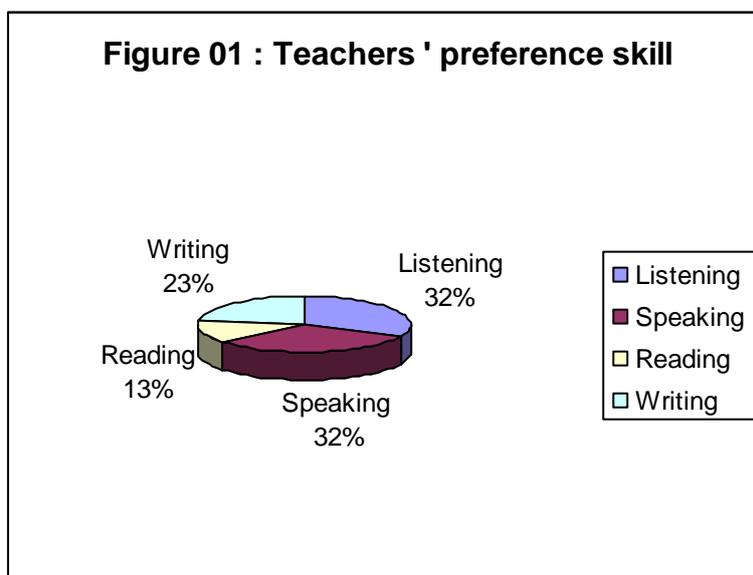
1) Teachers' preferred skill to focus on almost.

- Listening
- Speaking
- Reading
- Writing

The results of the question summarized in the table below

Option	Nimbera of teachers	Percentage (%)
Listening	10	32%
Speaking	10	32 %
Reading	04	13%
Writing	07	23%
total	31	%100

Table 01: Teachers ' preference skill



The analysis shows that the teachers preferred to focus on listening and speaking skills as the main sources of communication in English language, about 23% for writing

and 13% for reading. Because listening and speaking are related to each other because if you are a good listener, you would be a good speaker and in the same time you are learning to listen, you are learning to speak.

## 2) Teachers' problems during the listening task

The majority of teachers considered listening as an important skill but in the same time the difficult one, most of the problems they face in listening are the students' attention and interest in the subject. They lost the time in attracting the students' attention to the lectures. Also not enough time to teach listening since you should divide the lectures in doing certain activities.

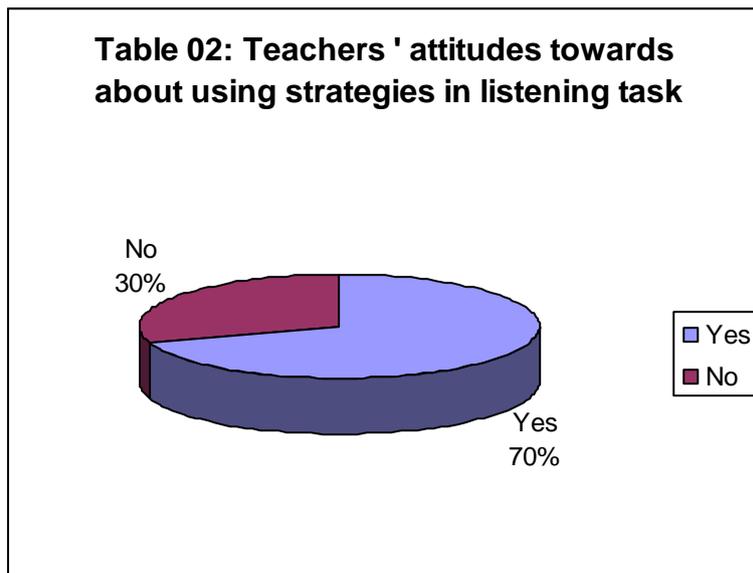
## 3) Teachers 'appropriate strategies in dealing with listening task

Yes

No

Option	Number of teachers	Percentage (%)
Yes	7	70 %
No	3	30 %

Table 2: Teachers' attitudes towards about using strategies in listening task



The analysis of the participants' responses about strategies followed during listening task showed in the table below that 70% were positive that indicates that the teachers care in using listening task and apply the significant steps or strategies in dealing with listening skill. In other words, it reflects that listening has a significant role in the teachers teaching process. They agreed that pre-listening and while-listening are very important stages in listening task which can prepare students what they are going to study while post-listening is a summary of what has been done in previous stage with discussions with teachers and doing certain activities. On the other hand, those who responded 30% indicated that they don't apply a regular strategy in listening tasks, for them pre-listening is usually important to introduce the topic they are going to deal with. For them time is very short to deal with all stages and especially for those who lack experience in teaching.

4) Who had answered with "Yes" in the previous question about the use of strategies during listening task had given different steps in listening. (See the analysis of item 4).

5) Teachers' most useful type of listening

- 1) Extensive Listening
-

2) Intensive Listening

3) Other types:



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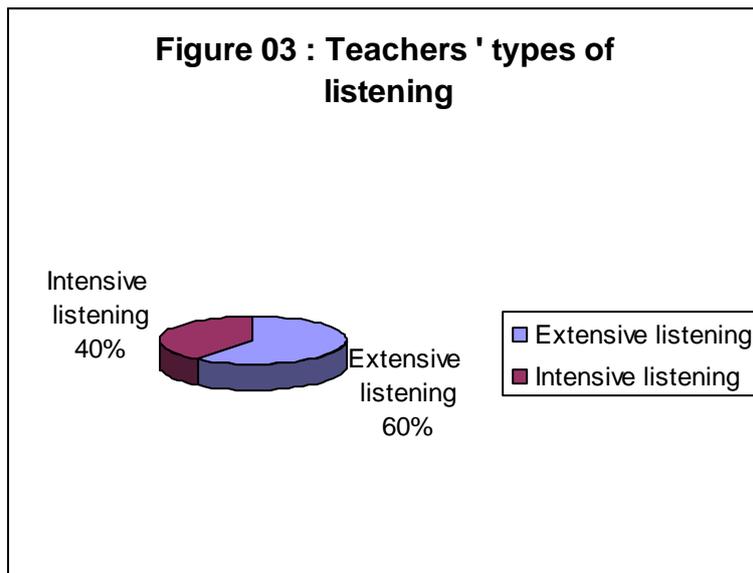
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The analysis of this question is as follow:

Option	Number of teachers	Percentage (%)
Extensive listening	6	60%
Intensive listening	4	40 %
<b>Total</b>	<b>10</b>	<b>100 %</b>

Table 3: Teachers' types of listening



The analysis of item five about the types of listening they preferred to use, is about 60% of the respondents who prefer to use extensive listening while 40% who prefer to use intensive listening which indicates that the majority of teachers are focusing on general and comprehensible main ideas rather than detailed ones while others 40% preferred to use intensive listening that indicates that teachers' attention to every detail and structure or lexical pattern of words.

6) Teachers' back ground knowledge about using authentic materials in their classes

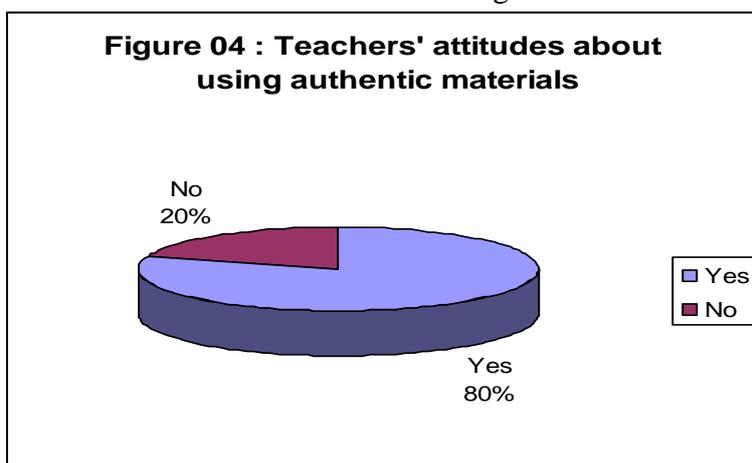
Yes

No

The analysis of the item 6 can be summarized in the table below:

Option	Number of teachers	Percentage (%)
Yes	08	80 %
No	02	20 %

Table 4: Teachers' attitude about using authentic materials



As shown in Table 4, the analysis of the data indicated a general view among English teachers at Mohamed Kheider University concerning the beneficial effect of authentic materials in teaching EFL. In their answers to this item, eight teachers indicated that they prefer to use authentic materials in their language classes while three of them answered negatively because authentic materials for them are too difficult to

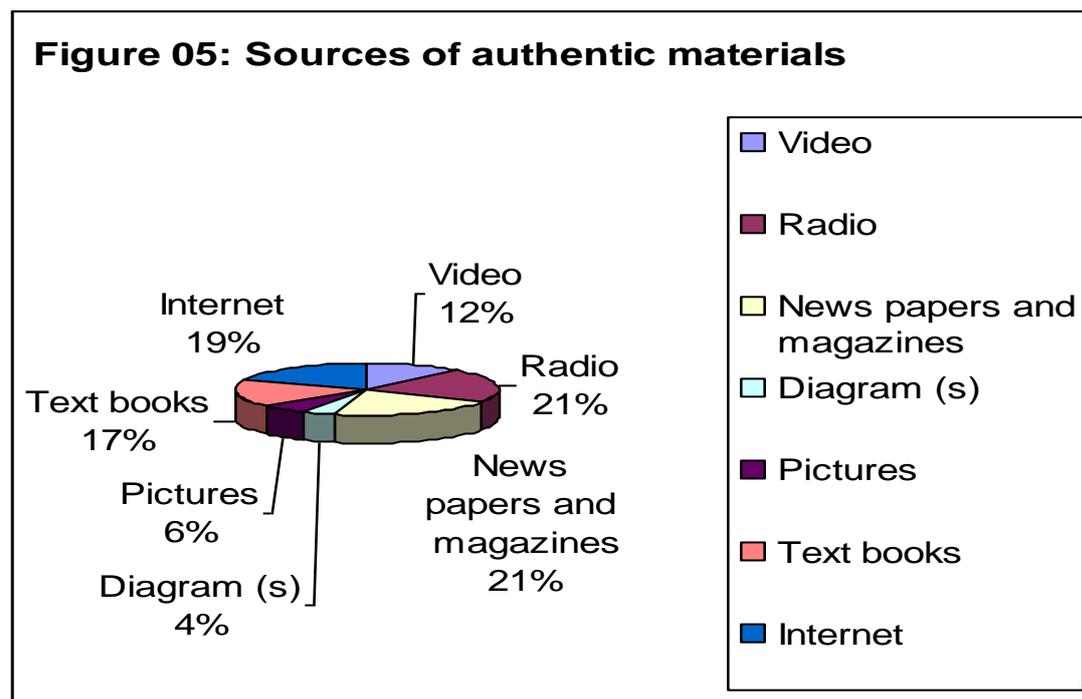
apply in classroom because of time consuming and difficulty to acquire a foreign culture.

7) Teachers' most useful sources of authentic materials

Concerning this question, the analysis is in the table below:

Options	Number of teachers	Percentage (%)
Video	6	12 %
Radio	10	21 %
News papers and magazines	10	21 %
Diagram (s)	2	4 %
Pictures	3	6 %
Text books	8	17 %
Internet	9	19 %
The total	48	100%

Table 5: sources of authentic materials.



Item six asking about the sources of authentic materials that teachers prefer to use; all of the participants indicated that they would use Radio and news papers as a primary source for authentic materials. In addition, 19% of them would use the Internet, approximately, 17% would use textbooks, 12% with video and only 6% would use pictures and few 4% may use diagram. An analysis of these results reveals that the radio, news papers and magazines is the most commonly potential and useful sources for authentic materials. The internet comes second, text books third, video are fourth and pictures and videos are the last.

8) Concerning who don't prefer to use authentic materials in classes, who are 2 participants only, they think that authentic materials are difficult and take too much time to facilitate them to students because they contain different lexical and structural components of language that may be difficult to understand outside the community that speaks it.

9) Teachers' opinion about the benefits of authentic materials in improving the students' listening comprehension

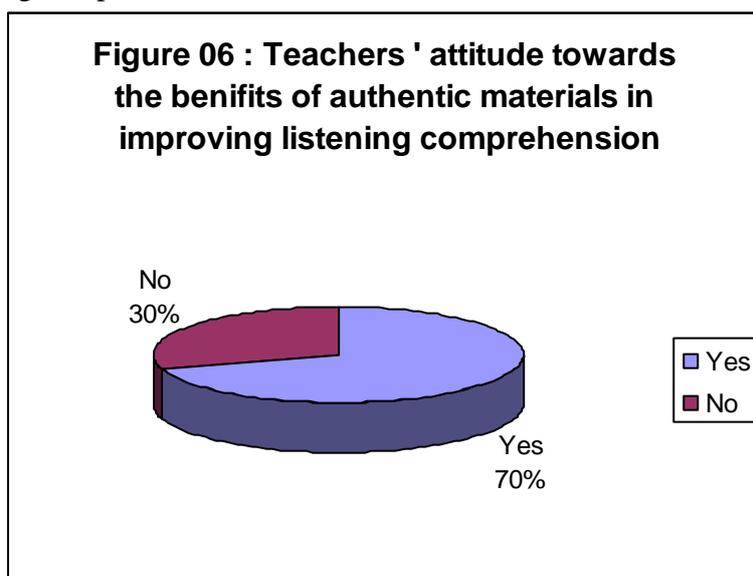
Yes

No

The analysis is as follow:

Option	Number of teachers	Percentage (%)
Yes	07	70 %
No	03	30 %

Table 6: Teachers' attitudes towards the benefits of authentic materials in improving listening comprehension



10) Teachers' preferred level (s) in using authentic materials

Beginning levels

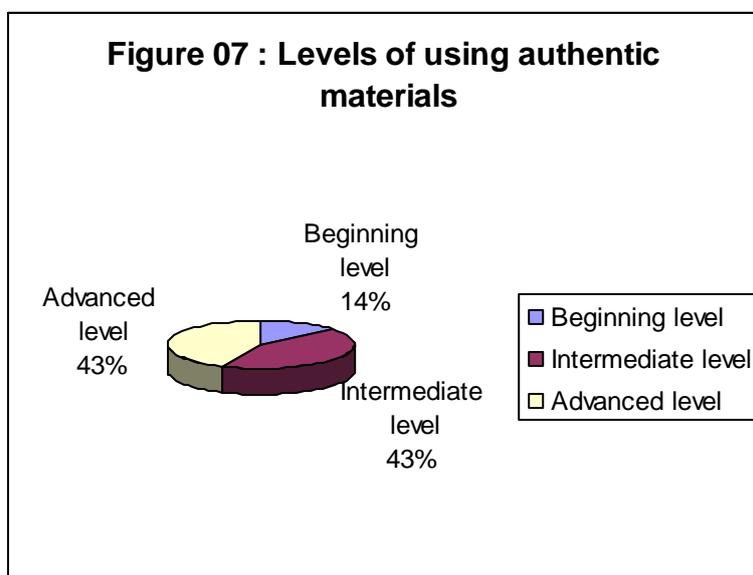
Intermediate levels

Advanced levels

The analysis is as follow:

Options	Number of teachers	Percentage (%)
Beginning level	3	14 %
Intermediate level	9	43 %
Advanced level	9	43 %
<b>Total</b>	21	100%

Table 7: Levels of using authentic materials



In regards to when to introduce authentic materials into the classroom, almost all of the participants believe that authentic materials can be used at the intermediate and advanced levels, while a minority has suggested using these materials with beginners only. One of the teachers stated that “Beginners can not handle such materials because they lack many lexical items and structures of the FL”. This finding is consistent with the literature which shows that the suitable level for presenting authentic materials is according to Guariento & Morley ' studies (2001) in that advanced and post-intermediate levels are the most available levels we can introduce authentic materials. In the beginning level, teachers claimed that it is too difficult to use authentic materials

with beginners since it may be too difficult to them to deal with. As a low level learners may make them frustrated and demotivated or even confused unless the teacher carefully selects the materials and simplifies the text to them.

11) Teachers 'opinion about the benefits of authentic materials for lower level students

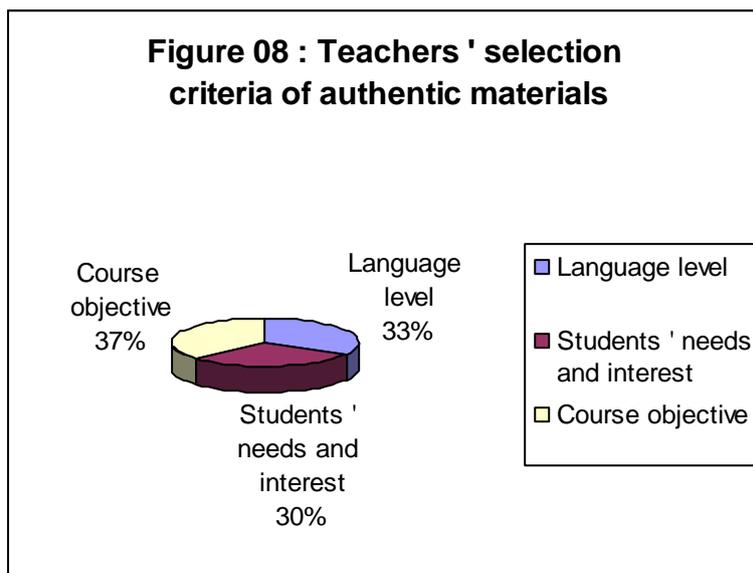
According to the participants ' answers, they agreed that authentic materials can be introduced only if simplified in order to motivate the learners which indicate that teachers should select the materials according to the students' levels and needs.

12) Criteria of selection authentic materials

- Language level
- Student s ' needs and interests
- Course objective

Options	Number of teachers	Percentage (%)
Language level	9	33%
Students ' needs and interest	8	30 %
Course objective	10	37 %
<b>Total</b>	<b>27</b>	<b>100%</b>

Table 8: Teachers ' selection criteria of authentic materials



Regarding the selection criteria participants ' answers as follow:

Thirty seven per cent of the teachers indicated that the objectives of the course would be the primary guidelines for material selection. Further, 33% of the participants consider the language level, whereas only 29% think about the students ' needs and interest. Another teacher added that she “would expose students to different varieties and styles of the language as well as different types of texts”. These findings are consistent with Berardo’s (2006) and Lee’s (1995) who proposed the criteria for selecting authentic materials. That means that the course objective and language level are important criteria in selecting authentic materials, whereas students' needs and interests are less important for them.

### 13) Teachers’ reasons of using authentic materials

Expose students to real language.

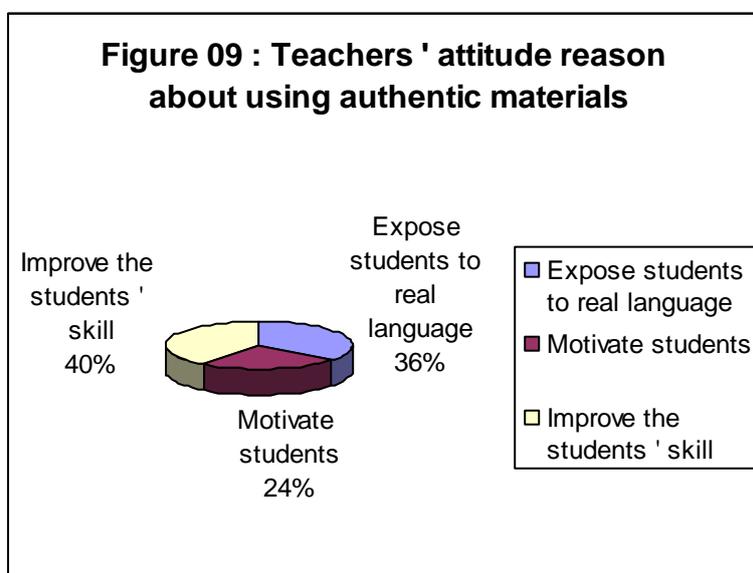
Motivate students.

Improve the students' skill.

The analysis of this question is as follow:

Options	Number of teachers	Percentage (%)
Expose students to real language	9	36 %
Motivate students	6	24 %
Improve the students ' skill	10	40 %
<b>Total</b>	<b>25</b>	<b>100%</b>

Table 9: Teachers ' attitude reason about using authentic materials.



#### 14) Teachers' suggestions in improving the students' listening comprehension?

Regarding this question about the teachers' opinion of how to improve students' listening comprehension, most of the teachers suggest that listening comprehension can be improved students follow the following points:

- listening develops through focusing on meaning and trying to learn new and important content in the target language.

- Practicing listening by listening several times to native speakers as listening to videos, radio, watching movies, this can help you in correcting your spelling mistakes and pronounce the words correctly.

- Practice listening inside the classroom and outside it as using face to face conversations.

### **Section one: Analysis of students' questionnaires**

3-2- The students 'questionnaire

#### 3-2-1- The sample:

Forty (40) students of second year students in the department of English at Biskra University who participated in this study have been chosen randomly to answer the questionnaire and gave quite different answers. They studied English as foreign language. Also, their gender was not well-balanced because the number of females exceeds the number of males. This can lead to disequilibrium when learning, especially when anxiety is concerned.

#### 3-2-2- Description of the questionnaire:

The students 'questionnaire was divided into two main sections. The first section is concerned about general information about the participants, his/her gender, age and the preferred skill. Whereas the second section, is about the students opinions about listening comprehension and the use of authentic materials with examples.

#### 3-2-3- Analysis of the results and comment on :

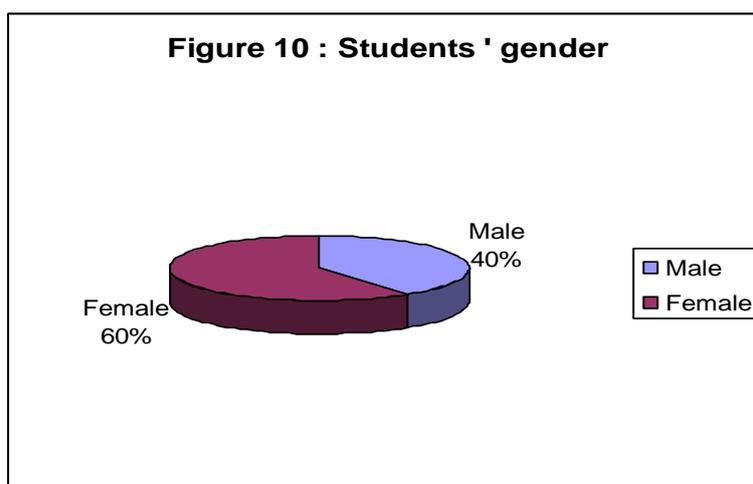
Section one: General information

1) Students' gender

The analysis of question shown in the table

Gender	Number of students	Percentage (%)
Male	16	40%
Female	24	60 %
<b>Total</b>	<b>40</b>	<b>100%</b>

Table 10: Students ' gender



The table shows that about 60% of the participants were females and 40% were males.

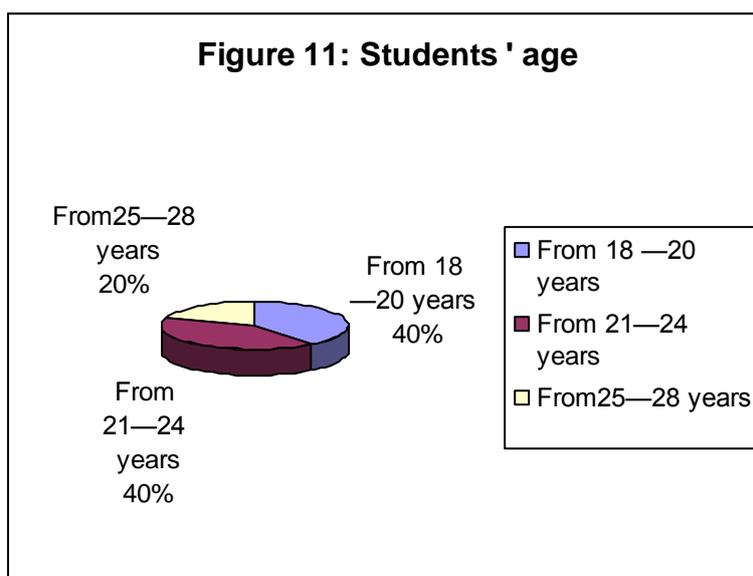
This indicates that females were agreed to participate more than males.

## 2) Students ' Age

The analysis of the item two about students ' age was as follow:

Age	Number of students	Percentage (%)
From 18 —20 years	16	40%
From 21—24 years	16	40%
From 25—28 years	8	20%
<b>Total</b>	<b>40</b>	<b>100%</b>

Table 11: Students ' age



The table shows that the participants ' aged between 18 and 24 were about 80 % (32 students) while 40% of the participants were between 24 and 28 (8 students).This indicates that majority of the participants who agreed to participate in this study were around 18 —24 with total of 80%.

### 3) Students' desired skill

Listening skill

Speaking skill

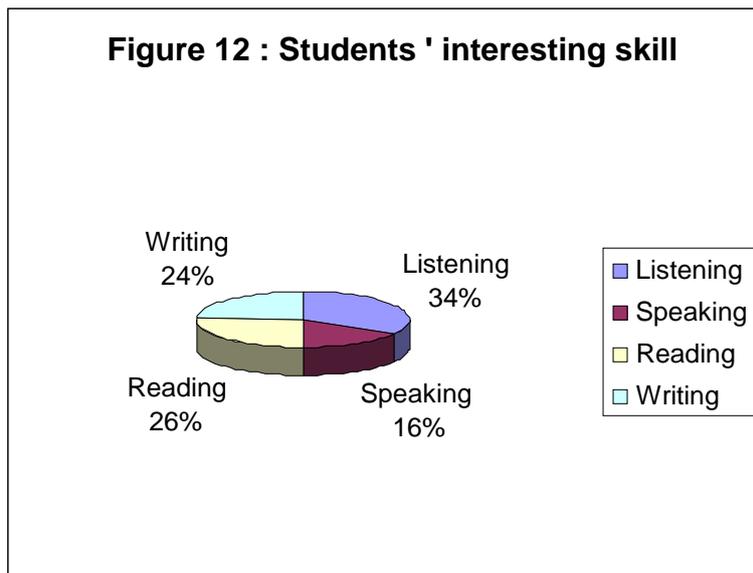
Reading skill

Writing skill

The analysis of this question is as follow:

Option	Number of students	Percentage (%)
Listening	20	34 %
Speaking	09	16 %
Reading	15	26 %
Writing	14	24 %
Total	58	%100

Table12: Students ' interesting skill



The analysis of item three indicates that the majority of the participants are good and interested in listening skill because they practice it although the time is limited, and 26 % for reading skill and 24 % for writing whereas only 16 % for speaking. Thus speaking another language which is different to their mother tongue is so difficult and less of practice it is more difficult.

Section two: students' attitudes towards authentic materials in listening comprehension

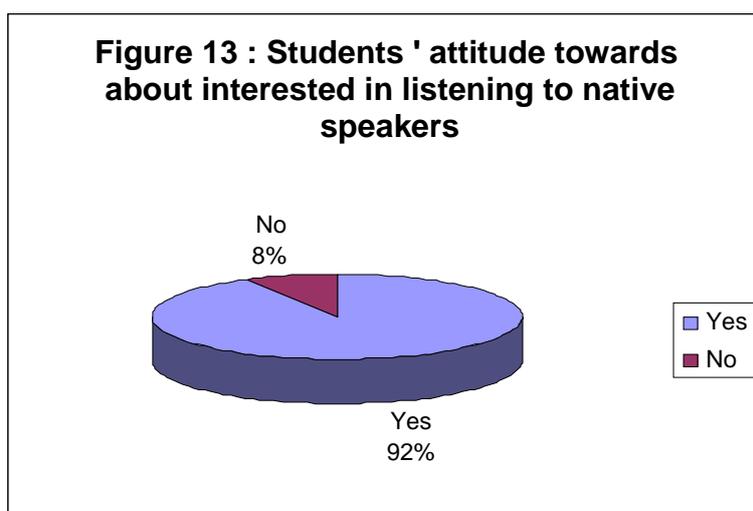
1) Students' attitude towards listening to native speakers

- Yes
- No

The analysis is bellow:

Option	Number of students	Percentage (%)
Yes	37	92 %
No	03	08 %

Table 13: Students ' attitude towards about interested in listening to native speakers



The analysis of the item one in section two indicates that the majority of the participants (92 %) are interested in listening to native speakers which means that they are interested in learning the English language in order to improve their levels and improve their listening comprehension since native speakers speech is the main source of English language. Whereas only about 8 % of the participants are interested in listening to native speakers.

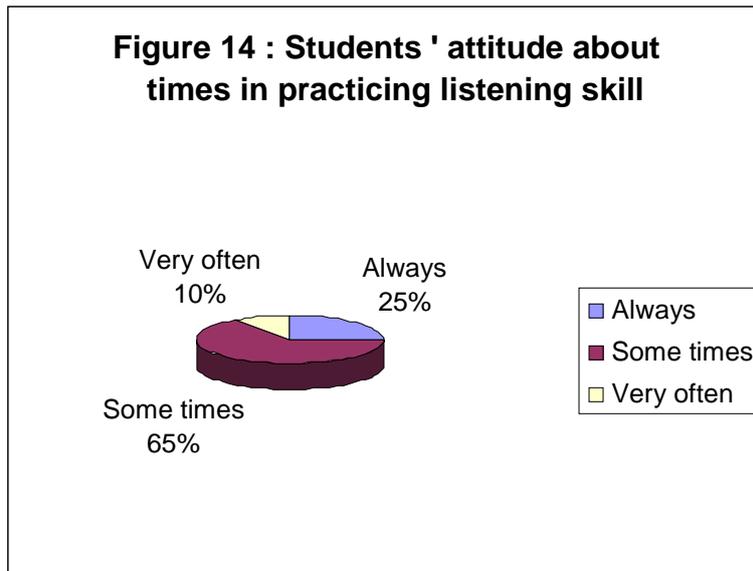
2) Students 'frequency practicing the listening skill

Always  Sometimes  very often

The analysis is as follow:

Option	Number of students	Percentage (%)
Always	10	25 %
Some times	26	65 %
Very often	04	10 %
total	40	%100

Table 14: Students ' attitude about times in practicing the listening skill



The analysis of item two about time in which students practice the listening skill indicates that (65 %) of the participants sometimes practice the listening skill and (25%) of them always practice listening skill while only (10%) very often practice the it; may be because of their weaknesses in different aspects of language .

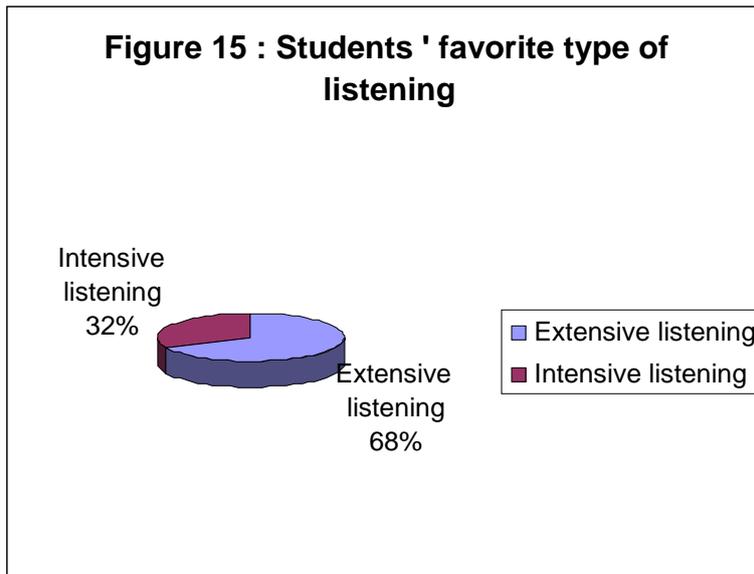
### 3) Students' favorite type of listening

- Extensive listening
- Intensive listening

The analysis is as follow:

Option	Number of students	Percentage (%)
Extensive listening	27	68%
Intensive listening	13	32 %
<b>Total</b>	40	100 %

Table 15: Students ' favorite type of listening



The analysis of item three indicates that the majority of the participants (68%) prefer to use extensive listening which means that they focus on the major ideas and more than that focus on the general idea while only 32% of them preferred to use the intensive listening where they listen carefully and intensively and focus on every detail word.

4) Students' difficulties in listening

- Comprehending
- Length of texts
- Difficult vocabulary
- Others

Mention them

.....

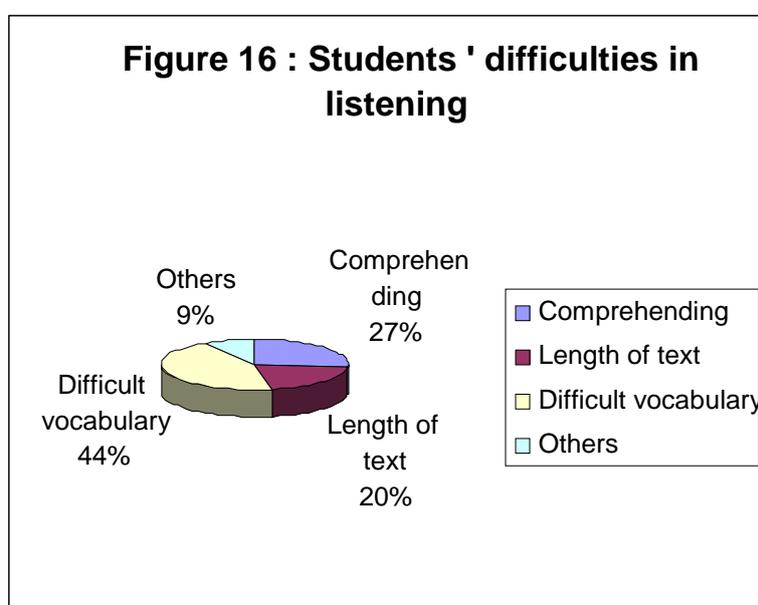
.....

.....

The analysis is as follow:

Option	Number of students	Percentage (%)
Comprehending	12	27 %
Length of text	09	20 %
Difficult vocabulary	20	44 %
Others	04	9 %
total	45	<b>%100</b>

Table 16: Students ' difficulties in listening



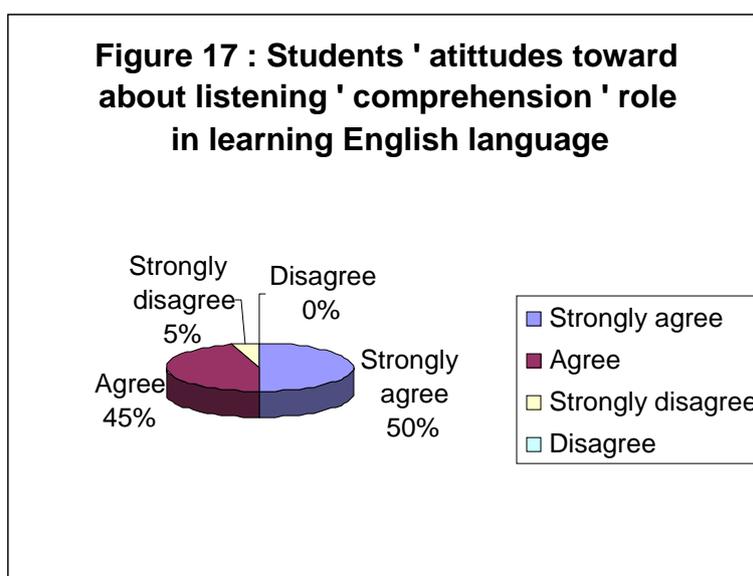
The analysis of item four indicates that the primary problem of listening was difficult vocabulary with 44%, then comprehension with 27%, and length of text with 20 % while 9 % mentioned that they had other problems such as problems in miss pronouncing the words correctly , intonation and may be they haven't enough materials to deal with in listening .

5) Listening comprehension is important in learning English language

Strongly agree       Agree       Strongly disagree   
 Disagree

Option	Number of students	Percentage (%)
Strongly agree	20	50 %
Agree	18	45%
Strongly disagree	2	5 %
Disagree	00	0 %
total	40	%100

Table 17: Students ' attitudes toward about listening comprehension ' role in learning English language



The analysis of item five indicates that 50% of the participants strongly agree to the statement about listening comprehension as an important element in learning English language. On the other hand, 45% of the participants were agreeing on this statement while only 5% of them were strongly disagreeing about this statement and no one disagrees. For those who strongly agree and only agreed about listening comprehension as an important component in learning English language because

without listening to the speech and trying to understand it you will never learn a language. Listening comprehension has a great value in facilitating learning and teaching the English.

6) Students' attitude about using authentic materials

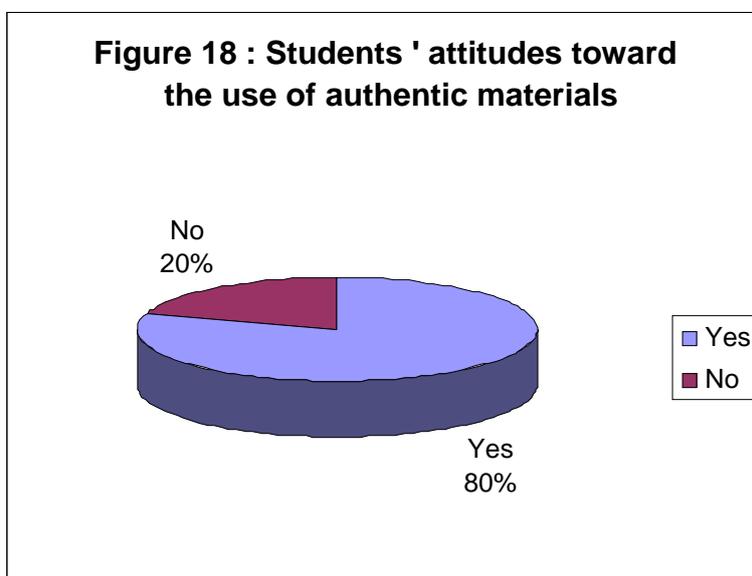
Yes

No

The analysis is in following:

Option	Number of students	Percentage (%)
Yes	32	80 %
No	08	20 %

Table 18: Students' attitudes towards the use of authentic materials



The analysis of item(6 ) indicate that more than half of the respondents use the authentic materials while less than half don't use the authentic materials. That's what showing in the results in the table and the figure above. 80 % of those who use authentic materials are more attracted to the foreign languages and as an effective tool in

communicating with the real world of English language. In the other hand, 20% who stated negative attitude in using authentic materials may be they do not have those materials or their community does not encourage them using these materials .

7) Students' favorite types of authentic materials

- Video(s)
- Radio
- Internet
- Songs and music lyrics
- Text books
- Television
- Others, -

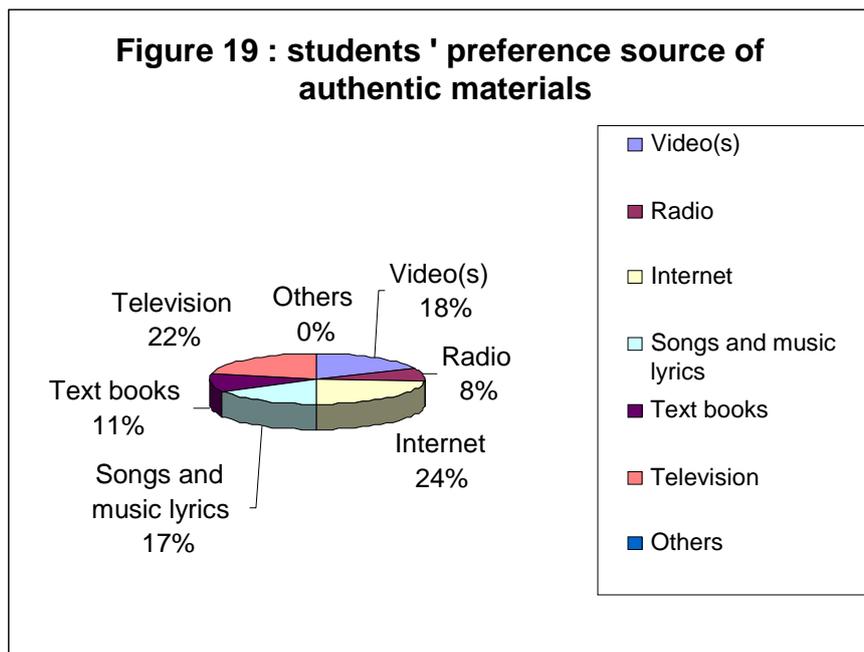
mention them

.....  
 .....

The results are as follow:

Options	Number of students	Percentage (%)
Video(s)	21	18 %
Radio	9	08 %
Internet	27	24 %
Songs and music lyrics	19	17 %
Text books	13	11 %
Television	25	22 %
Others	0	00%
<b>The total</b>	<b>114</b>	<b>100%</b>

Table 19: Students' preference authentic materials



The results of item seven show that the majority of the participants use internet (40%) as a primary source of authentic materials that cover different topics and as a new technology of modern learning and teaching styles. Nowadays, internet becomes the most discussed topic for many researchers and experts in the field of education. Television was the second choice of many students with (22%), then video (s) with 18%, songs and music lyrics 17%, Text books 11% were the third choice and only 8% with radio. On the other hand, no one add another material which means that those materials are the major materials that can introduce the real world of English language.

8) Students' attitudes towards about using authentic materials to improve their listening comprehension

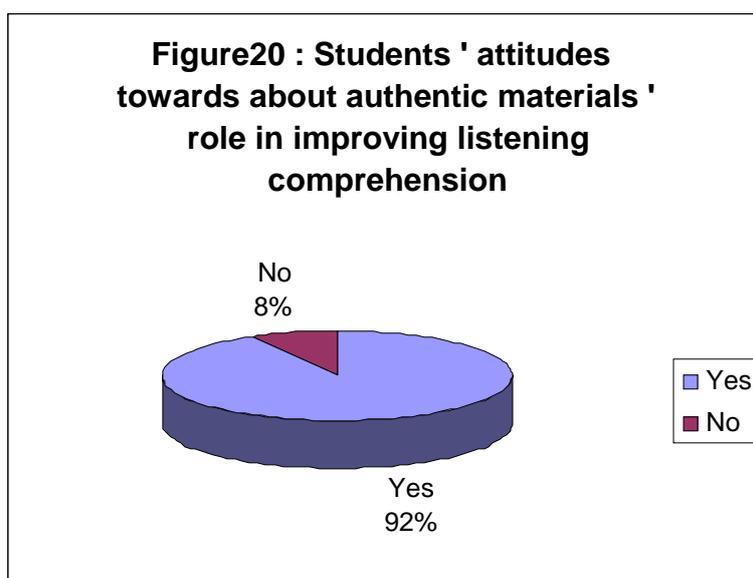
Yes

No

The results can be summarizing as follow:

Option	Number of students	Percentage (%)
Yes	37	92 %
No	03	08 %

Table 20: Students ' attitude towards about authentic materials' role in improving listening comprehension



The analysis of item eight indicate that students ' attitudes about authentic materials an aid in improving listening comprehension were positive 92% which means that authentic materials are beneficial in the learning process whereas only 8% of the students ' attitudes were negative mainly because it is too difficult with beginners. These statistics showed that authentic materials play a great role in improving language ' skills especially listening.

Considering the analysis of item (9) the Participants who stated that authentic materials help Students ' improving listening comprehension had given some examples such as: helping them pronouncing the word correctly; hearing a new word and how to spell it; becoming a good listener so a good speaker; engaged with different aspects of the native speaker ' community and has a chance to enrich new vocabulary so improve

the language ' level. On the other hand, for those who answered to the item (10) and who have negative attitude to those materials in improving listening comprehension only because of the lack of introducing those materials and other personnel weaknesses.

11) Teachers' support towards students in using authentic materials

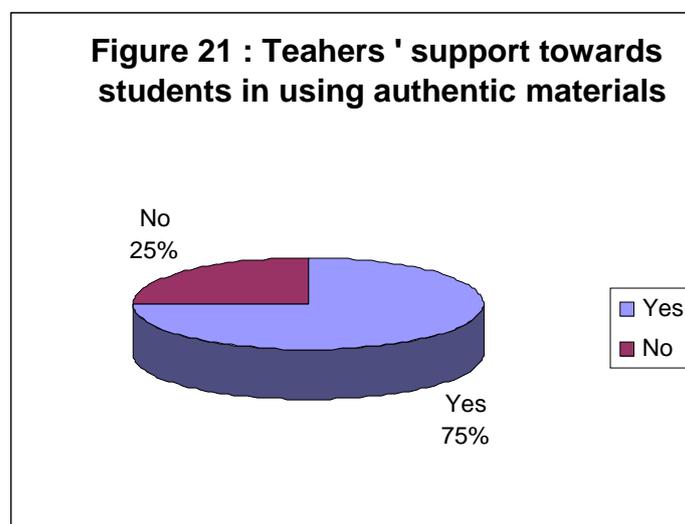
Yes

No

The results are as follow:

Option	Number of students	Percentage (%)
Yes	30	75 %
No	10	25 %

Table21: Teachers ' support towards students in using authentic materials



The analysis of item eleven indicate that the teachers support the use of authentic materials and this what results of the majority of participants ' answers 75% that means that teachers regarded authentic materials as an effective tool which can complete the students' needs and interests, more than that improve their language proficiency while

about 25% indicate that teachers do not support the use of authentic materials may be they take into account the students' level.

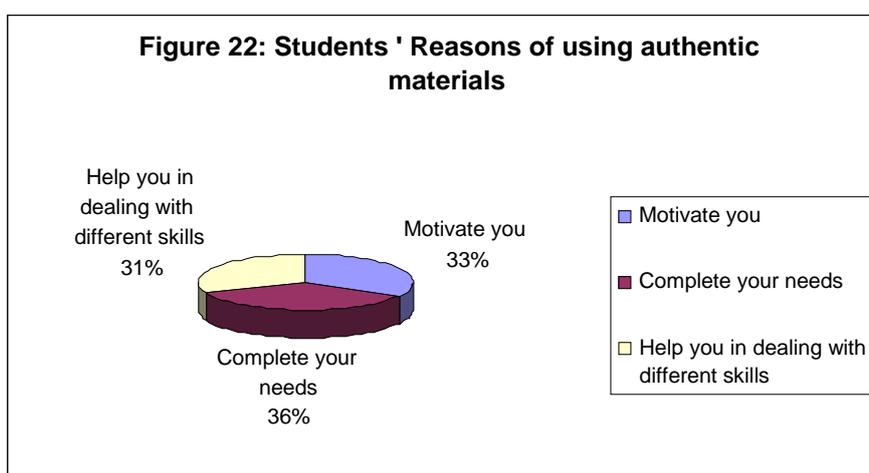
12) Students' reasons of using authentic materials

- motivate you
- complete your needs.
- help you in dealing with different skills.

The results are as follow:

Options	Number of students	Percentage (%)
Motivate you	16	33 %
Complete your needs	17	36 %
Help you in dealing with different skills	15	31 %
<b>Total</b>	48	100%

Table 22: Students' Reasons of using authentic materials



The analysis of item number (12) about students' Reasons of using authentic materials indicated that 36% of the participants' reasons are they complete their needs, 33% they motivate them while 31% they help them in dealing with different skills. This

clarified that authentic materials have different purposes and according to each one ' purpose.

13) Students' attitude towards using authentic materials in developing listening comprehension

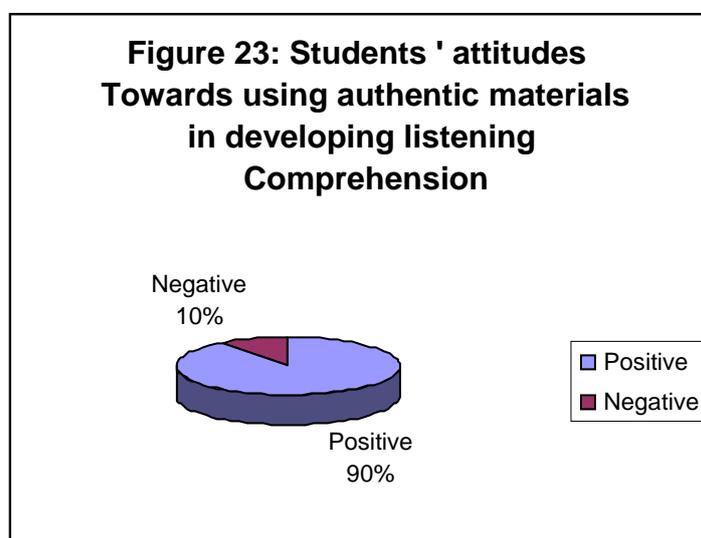
Positive

Negative

The results can be as follow:

Option	Number of students	Percentage (%)
Positive	36	90 %
Negative	4	10 %
Total	40	100 %

Table 23: Students ' Attitudes towards using authentic materials in developing listening comprehension



The analysis of item number (13) about students ' attitudes towards using authentic materials in developing listening comprehension were positive 90% only about 10% were negative but the majority of the results indicate that authentic materials

are very beneficial and effective strategies in which students used to develop their listening comprehension .

The last item number (14) is for those who had negative attitudes towards the authentic materials 10% only because they have problems in dealing with certain materials which are difficult for them and mainly the primary reasons for that are the students ' level and back ground.

### **Conclusion**

The present study reveals that both teachers and students know about authentic materials and use them, they consider that authentic materials can be an effective and useful tool in introducing and presenting the target language. So, through a careful selection of authentic materials, learners will be able to develop their ability in comprehending what they hear.

## **General conclusion**

Developing the listening comprehension of foreign or second language learner is a difficult task. It requires more attention of teachers and regular practice of listening skill inside or outside the classroom. The best way to do that for many researchers is to use the real speech as using authentic materials. The current study focuses on the learners' opportunities to engage with the real speech of native speakers in improving their comprehension in listening.

This is confirmed by the results obtained from the analysis of data gathered from Oral expression and English language teachers and Second year LMD students 'questionnaire. So, the ultimate aim of this study is to show whether it is possible to develop the listening comprehension of learners through the use of authentic materials.

We have shown that using authentic materials, learners can improve their listening comprehension, reduce their problems in understanding the incoming messages and have the chance to correct their pronunciation of certain words .Moreover, they can learn new words, vocabulary and more than that speak fluently.

The analysis of teachers' and students' questionnaire showed that the learners have chances to improve their listening comprehension through the use of authentic materials as effective tools in providing the real speech. Even if there are some problems which students still have as comprehending, lack of obtaining these materials in classroom or outside it, lack of practicing the listening skill and interest in certain topics. However, these problems can reduce through practicing the listening skill and doing certain activities during it.

Teachers and learners showed a considerable awareness about the effect of authentic materials on developing the learners ' listening comprehension through

teachers' help in selecting the appropriate materials and providing such materials in classroom will be helpful to them. Students' attitudes were positive towards the use of authentic materials in improving listening comprehension.

As recommendations:

- It would be beneficial if applying and implementing certain materials in classroom at Biskra university Department of English language in classroom such as English songs, Video, Radio to engage students to practice the listening task.

- Training and bringing from time to time native speaker as a real source of English language.

- Helping learners in choosing the appropriate material would enhance them in practicing the listening skill.

- It would be more reliable if we designed a material and implement in classroom to investigate deeply the learners' weaknesses in improving their listening comprehension

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# *Appendixes*

# *Appendix I*

Analyzing teachers' questionnaire

## The teacher's Questionnaire

Dear teachers,

*The following questionnaire is a part of my dissertation about  
The Effect of Using Authentic Materials in Developing Listening Comprehension.  
This questionnaires aims at finding the teachers ' opinions about the use of authentic  
materials in developing listening comprehension.*

*I would be thankful if you could fill in this questionnaire. Please, tick (✓) the  
appropriate answer or give a full statement when necessary.*

### Section one: General information

1).Gender

Male

Female

2).How long have you been teaching English language?

.....

3).What is your opinion about teaching English Nowadays?

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

### Section two: Teachers ' opinion about listening comprehension & authentic materials

1).In teaching, what is the skill you focus on almost?

Listening

Speaking

Reading

Writing

And why? .....

.....

4) What are the most problems that may face you during the listening task?

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

Do you follow the appropriate strategies when dealing with a listening task?

5)

- Yes

- No

6) If yes, identify them

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

7) What is the most useful type of listening that your students prefer to use?

1) Extensive Listening

2) Intensive Listening

3) Other types:

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

8) According to what you know about authentic materials, would you prefer to use them in your classes?

- Yes

- No

9) If yes, what are the most useful materials you prefer to use in your classes?

- Video (s)
- Radio
- Map(s)
- Diagram (s)
- Internet
- Pictures
- Telling stories
- Others

10) If No, explain why

.....

.....

.....

.....

11) In your opinion, do you think that authentic materials help students improve their listening comprehension?

- Yes
- No

If yes, explain how?

.....

.....

.....

-If No, give reasons

.....

.....

.....

12) Which level (s) would you use authentic materials?

- Beginning levels
- Intermediate levels
- Advanced levels

13) To what extent do you think that authentic materials can be useful for lower level students?

.....

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

14) What criteria of selection would you follow?

- Language level
- Student s ' needs and interests
- Course objective

15) As a teacher, according to you how can we improve students' listening comprehension?

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

**Thank you for your cooperation**

# *Appendix II*

Analyzing students' questionnaire

## The students ' Questionnaire

Dear students,

*The following questionnaire is a part of my dissertation about*

*The Effect of Using Authentic Materials in Developing Listening Comprehension. My questionnaire aims at finding out your attitudes towards using authentic materials in listening comprehension and if they help you to improve your learning the target language.*

*Please, tick (✓) the appropriate answer or give full statements when necessary.*

Section one : General information

1).Gender

Male

Female

2). Age

.....

3) Are you good at?

Listening skill

Speaking skill

Reading skill

Writing skill

Section two: students ' attitudes towards authentic materials in listening comprehension

1) Are you interested in listening to native speakers?

Yes

No

2) How often do you practise the listening skill?

Always  Sometimes  very often

3) What is your favorite type in listening?

Extensive listening

Intensive listening

4) Which one of these difficulties you find in listening?

Comprehending

Length of text

Difficult vocabulary

Others

Mention them

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

5) Listening comprehension is important in learning English language

Strongly agree  Agree  Strongly disagree

Disagree

6) Do you use authentic materials?

Yes

No

7) If yes, what are the most useful materials you prefer to use?

- Video(s)

- Radio

- Internet

- Songs and music lyrics

- Text books

- Television

- Others,

mention them

.....  
.....

8) Do these materials help you improve your listening comprehension?

Yes

No

9) If yes, how ?

.....  
.....

10) If No, why?

.....  
.....

11) Do your teachers support you to use authentic materials?

Yes

No

12) Do you use them because they?

- motivate you.

- complete your needs.

- help you in dealing with different skills.

13) What's your attitude towards these materials in developing listening comprehension?

Positive

Negative

14) If negative why?

.....  
.....

**Thank You for your cooperation**