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The Importance of Using Audio Books in Enhancing EFL
Students listening Skill

A Case Study: first year students of English at Biskra University

Dissertation Submitted in Partial Fulfillment of the Requirements for Master
Degree in Science of the Language

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2014/2015

Dedication

To my dear parents.

To my dear sisters and my sweets brothers.

To my wonderful friends.

To my classmates and to everyone who helped me.

To everyone who knows me.

I dedicate this work

Acknowledgement

First of all, I would thanks “Allah”for providing me the strength to complete this work.

I would like to express my gratitude to my supervisor Mrs. LADJALI DJAMILA for her advice and encouragement.

Toall the staff members of English department at Biskra University.

I would like to thank my friends for their help.

Abstract

The teaching of listening comprehension in EFL instruction has received more and more attention in recent years. The listening process plays great importance either in acquisition of L1 or learning of L2, many researchers and classroom teachers are doing research to solve the learners problem in English listening comprehension or selecting the suitable listening materials is one important research brunch. Audio materials are very essential in foreign language learning because it brings reality to the classroom through direct exposure to native speaker's language. The current research tries to find out the importance of using audio books in enhancing EFL students listening skill.

The present study hypothesized that if teachers use authentic materials and audio books in teaching English language, then they will strengthen their students listening skill and enable students to develop to a large extent. Through two questionnaires administered to the first year LMD students and the teachers at the department of English university of biskra. The results revealed of this study will show that both students and teachers are highly positive towards the use of audio books in developing listening skill.

List of abbreviations

EFL: English as a foreign language

LMD: Licence, Master, Doctorate

L1: First Language

L2: Second Language

N: Number

%: percentage

TV: Television

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General introduction

1. Statement of the problem

Learning a foreign language efficiently and successfully goes through the four skills namely listening-speaking-reading and writing all four skills are of great importance, we use listening and speaking in oral communication and reading and writing on written communication, all four skills are well combine so in order to achieve spoken or listening fluency all four skills should be given an equal importance; however, listening skill plays a critical role in process of communication. We all know that students learn language if they listen and understand messages. the effectiveness of teaching listening skill in the foreign language classes depends upon the way it is taught, in our research many learners in first year LMD in university level have not yet mastered the speaking skill, so researchers have given more importance to the listening and believe that this skill is very useful for student to learn both the first and second language ; therefore ,in this research we put forward many method and strategies to teach the listening skill in foreign language classes and the importance of using audio books material in enhancing EFL students listening skill.

2. Significance of the study

Despite the different techniques, teachers still have many difficulties in improving learners listening skill; so what the teacher should exploit other teaching materials to develop learner's ability to listen to English as a foreign language? This study provides insight to teachers on how to use audio books as tools for improving listening strategies to learn skill.

3. Aims of the study

The purpose of this study is to determine the value of using audio books in learning English as a foreign language in the classroom situation and how these kind of materials would enhancing students ability to listen to English language to achieve their listening capacities and also we will try to see how audio books could be best used or how teachers will use these type of materials in order to improve learners listening proficiency because learners anxiety becomes higher if they do not process information through listening. So we know that listening is the first input to learn a language.

4. Research questions and hypotheses

Research questions

The study attempts to answer the following question:

- Why do most learners find difficulties in listening when they learn the English language in classroom?
- How does the use of audio books help in improving learners listening skill?
- What are the techniques and materials that can help student to improve the listening skill?
- How can students' listening abilities be improved?

Hypothesis

Our interest is to find the most effective way of using authentic materials in classroom in order to confirm the most appropriate involvement that would help improve learners listening abilities ; therefore ,we claim the following hypothesis we hypothesize that through an effective use of audio books learners ability to listen will be improved.

5. Methodology

The present study is carried out to investigate the listening skill and the impact of using audio books , we are concerned with the first year students at university level we will focus on difficulties that learners face when they learn this skill then what should teachers teach to them using audio books , this investigation is conducted in EFL classroom settings at department of English Biskra university , we use descriptive study which we find is the most appropriate method to our research, the questionnaires will be administrated to both students and another one for teachers ,this type of data collection is a valuable tool which can help us to answer questions, this research tool is the means in which we try to see how audio books could be used to raise learners listening skill and their learning of English in general.

6. Structure of the study

This present study is divided to three chapter .The first chapter consists of the theoretical parts of the topic. It provides the mains issue related to listening skill. The second chapter it's about authentic materials .Then, we explore the selection and use of audio books in EFL classrooms. The third chapter will be practical and will deal with the data collection and analysis of the questionnaire.

Chapter One

The listening Skill

Chapter one: the listening Skill

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1.0. Introduction

Learning foreign language depends on four skills which can be categorized into receptive skill (reading and listening) and productive skill (speaking and writing); listening has a great importance in people's daily life and it is the most essential skill in language learning. Furthermore, listening is considered further researchers as a Cinderella skill. So in order to speak or to produce our first language we need to listen to the language used in our environment as (Nunan ,1998) stated that" it has been claimed that over 50 percent of the time that students spend functioning in a foreign language will be devoted to listening" as cited in (Nation&Newton,2009:37).

Listening is receiving language through the ears because of that listening process plays great importance either in acquisition of L1 or learning of L2.In this chapter we will start by defining the listening skill and providing some researchers views about the nature of listening comprehension. Then, we identify extensive and intensive type of listening and we discuss the main models of listening (bottom up model-top down model) and we refer to principle stages which are (pre-listening and while listening and post listening) that help providing better learning, we end up our chapter by explaining the difficulties that are mostly encountered by students in listening foreign language followed by a conclusion.

1.1. Definition of listening

Researchers and scholars defined listening in different ways. For example, Rost (1994) defined “listening is 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). In addition to that listening as quoted in Nation and Newton (2009) “Listening was traditionally seen as a passive process by which the listener receives information sent by a speaker” (Lynch and Mendelsohn, 2002:194).

Moreover, Harmer (2001, p.228) viewed that listening as a fundamental language skill. “It provides the perfect opportunity to hear voices other than the teacher’s, enable students to acquire good speaking habits as a result of the spoken English they absorb, and helps to improve their own pronunciation”. Also Everson (2009, p.26) claimed that “listening is a vital skill of language in the sense that it enable one to understand what other people are saying or communicating” (As cited in Basher, 2014).

1.2. Type of listening

Harmer (2001) stated “students can improve their listening skills and gain valuable language input –through a combination of extensive and intensive listening material and procedure. (p228).

1.2.1. Extensive listening

Extensive listening refers to listening for several minutes at a time, staying in the target language, usually with long-term goal of appreciating and learning the content. Extensive listening includes academic listening, sheltered language instruction, and “listening for pleasure” Rost (2011).

Extensive listening is used to get general understanding .For example, understanding the story we read or a song we are listening to or watching English language film with subtitles.

For Harmer (2001) “Extensive listening where a teacher encourages students to choose for themselves what they listen to and to do so for pleasure and general language improvement can also have a dramatic effect on a student’s language learning” (p228).

2.2.2. Intensive listening

According to (Rost 2011), “Intensive listening refers to listening to a text closely, with the intention to decode the input for purposes of analysis”.

Intensive listening is different from extensive listening; in that students listen specifically in order to work on listening skill, and in order to study the way in which English is spoken. It usually takes place in classrooms or language laboratories, and typically occurs when teachers are present to guide students through any listening difficulties, and point them to areas of interest. (Harmer, 2007:134).

To sum up intensive listening offered the students an opportunity to “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 2001:231).So The teacher plays important role in intensive listening because of that Harmer concluded their role in classroom in the following points:

- Organizer: we need to tell students exactly what their listening purpose is, and give them clear instructions about how to achieve it.
- Machine operator: when we use tape or disk material we need to be as efficient as possible in the way we use the tape player.

- Feedback organizer: when our students have completed the task, we should lead a feedback session to check that they have completed the task successfully.
- Prompter: when students have listened to a tape or disk for comprehension purposes we can listen to it again to notice a variety of language and spoken features.(p232)

1.3. Processes of listening

1.3.1. Bottom-up processing

“These stages describe what is known in psycholinguistics as a bottom-up process .in a bottom-up process, we understand something by building up from the most concrete units of the input” Rost (1994,p.01).

According to Richard (2010, p.4) bottom –up processing refers to using the incoming input as the basis for understanding the message, comprehension begins with the received data that is analyzed as successive level of organization. Sound, words, clauses, sentences, texts, until meaning is derived .comprehension is viewed as a process of decoding.

Hedge(2000,p.230) stated that “In the bottom-up part of the listening process, we use our knowledge of language and our ability to process acoustic signals to make sense of the sounds that speech presents to us .in other word ,we use information in the speech itself to try to comprehend the meaning . We segment speech into identifiable sounds and impose a structure on these in terms of words, phrases, clauses, sentences, and intonation patterns”.

1.3.2. Top down processing

According to Richards (1990, p.50) “top down processing refers to the use of background knowledge in understanding the meaning of a message. Background knowledge may take several forms. It may be previous knowledge about the topic discourse; it may be situational or contextual knowledge. Or it may be knowledge stored in long-term memory in the form of “schema” and “script” plans about the overall structure of events and the relationships between them” (as cited in Nihei 2002).as well, Nation and Newton (2008) claimed that “top down process involve the listener in going from the whole-their prior knowledge and their content and rhetorical schemata-to the parts. In other words, the listener uses what they know of the context of communication to predict what the message will contain, and uses parts of the message to confirm, connect or add to this .the key process here is inferencing” p(40).

Top down comprehension strategies involve knowledge that a listener brings to a text, sometimes called “inside the head information», As opposed to the information that is available within the text itself” .Hedge (2000, p.232).

1.4. Stages in listening activities

Listening activities are divided into three mains parts: pre-listening. While listening and post listening activities.

1.4.1. The Pre-listening stage

It is the most important stage. In this stage the teacher prepare his students of what they are going to listen and ask them questions about the topic in order to motivate and encourage them.

Hedge (2000, p.249) claimed that, “at the pre-listening stage, the teacher will need to decide what kind of listening purpose is appropriate to the text; the learners will need to “tune in” to the context and the topic of the text.”

Oxford (1993) introduced the following suggestions: pre-listening tasks (e.g. discussing the topic, brainstorming, and presenting vocabulary, sharing related articles) must be used to stimulate the appropriate background knowledge and help learners identify the purpose of listening activity. (p.210).

1.4.2. The While- listening stage

These stages include a number of tasks that are done by students during the lesson in order to help them to understand the message of the text and do the activities successfully. According to Rixion (1986) stated that “while listening activities can be shortly defined as all tasks that students are asked to do during the time of listening to the text. The nature of these activities is to help learners to listen for meaning that is to elicit a message from spoken language” (as cited in listening in FL classroom, 2000).

Hedge(2000, p.525) stated that the work at the while-listening stage needs to link in relevant ways to the pre-listening work .While they listen ,learners will need to be involved in an authentic purpose for listening and encouraged to attend to the text more intensively or more extensively, for gist or for specific information. Using authentic materials in this stage such as tape recorders is very beneficial source.

According to Wilson (2008) “the students hear the input once, probably listening for gift, although of course there may be occasion when they need to listen for specific information or listen in detail .they check their answers in pairs or groups, this is to give them confidence and to open up any areas of doubt” (p 60).In this stage teachers should

encourage students to work in groups in order to help each other to gain the information and comprehend.

1.4.3. The Post- listening stage

As Mendelson (1994) stated that “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) (as cited in Nihei2002).

In addition Cary buck claimed that people never listen without a purpose, except perhaps in a language class where we listen with a purpose and with a certain expectations, hence the development of classroom exercises that ask students to listen purposefully. During the post listening phase there is now an emphasis on helping students with difficulties, and reflecting on performance. The post listening stage also developed with the realisation that listening provides excellent input and this input needs to be analysed. (As cited in Wilson, 2000) .

Post listening activities can take students into a more extensive phase of study in which aspects of bottom-up listening are practiced, post- listening work can also usefully involve integration with other skills through development of the topic into reading ,speaking, or writing activities.(Rost 2000).

1.5. Speaking versus listening comprehension

Listening is essentially an active process. Nunan (1989:23) stated that: “we do not simply take language in like a tape- recorder, but interpret what we hear according to our purpose in listening and our back ground knowledge”. The listener has to identify and select those spoken signals from the surrounding sounds, to segment the signals into

known words, to analyze syntax and extra meaning and then respond appropriately to what has been said. In their book of listening, **Anderson and Lynch (1988)** distinguished between reciprocal and non- reciprocal listening. The latter refers to tasks such as listening to the radio or formal lectures where the transfer of information is in one direction, only from the speaker to the listener. Reciprocal listening refers to those listening tasks where there is an opportunity for the listener to interact with the speaker and to negotiate the content of the interaction. They stress the active function of the listening.

1.6. Listening problems

Students faced with an amount of difficulties while they are listening to the second language learning, and they are disturbed by the inability to understand dialogues, or songs...etc.

First, lack of prior knowledge and proficiency, According to **Andreson and lynch (1988)** “Gaps in our knowledge of the L2 culture, of the association and reference available to native users, can present obstacles to comprehension” (p 35), So social cultural factual or the contextual knowledge of the target knowledge this type of knowledge can present an obstacles to comprehension because according to **Andreson and lynch (1988)** this background of non-linguistic clues are very essential in helping students to understand the target language and this latter which is the mean to express its culture, Second, listeners cannot control the speed of delivery, According to **Wilson** “ the listeners has no influence over factors such the speed at which the speaker talks, the vocabulary and grammar used, and no recourse to asking for repetition of a word if the speaker’s pronunciation renders it incomprehensible”.(2008:13).Third, lack of concentration and attention, **Anderson and lynch (1988)** claimed that “switched off

consciously or unconsciously”(p 6).They explain that students when listening they attempt to perceive speech word by word instead of focusing their attention on the meaning.

As brown (2000, p. 252 -253) viewed that EFL students frequently, face challenges when they listen to native speakers, Here are listed the eight commonest challenges/ difficulties, which most non- native students of English encounters.

- Clustering: try to pronounce the cluster of sounds/ letters in the name of this famous British actor: Peter Postlethwaite.
- Redundancy: (Well/ you know/ I mean/ and you see/ etc.).
- Performance variables: (self- correction/ hesitation, etc.)
- Reduced forms: it refers to the reduced forms, blending, that is characterized spoken discourse.
- Colloquial language: it refers to the many colloquialisms on spoken discourse.
- Rate of delivery: in which spoken English has a stress –timed rather than syllabus timed rhythm.
- Stress, Rhythm, Intonation: (Americans are said to drawl when they speak).
- Interaction: (excited/calm/formal/ informal).

1.7. Strategies for effective listening

According to Leslie (1990, p.37) There are many strategies to use them when listening to lectures and classroom lessons in order to get effective listening.

✓ Be an active listener

Make regular eye contact with the speaker .This helps you pay attention and concentrate. It also gives the speaker the feedback he/she needs.

✓ **Listen for main idea**

Well- prepared lectures, lessons, and oral presentations are designed to make listening easier .The introduction should contain the main idea and purpose in clear thesis statement.

✓ **Watch the speaker's body language , gestures, facial expressions**

Textbooks on communications suggest that as much as 50% of any oral message is sent with body language. Learn to watch for gestures, facial expressions, and posture as you listen.

✓ **Make commitment to listen attentively**

Just as in other kinds of learning, you must decide that you are going to listen carefully and focus on the speaker's words.

✓ **Paraphrase**

As you listen, put the speaker's ideas into your own words. This makes sure that you understand what is being said.

✓ **Rewrite your notes immediately**

After a presentation, because you are using short forms and abbreviations, your notes may be next to meaningless if you leave them in this form too long. Rewrite them in longer form while your memory of presentation is still clear.

✓ **Listen for transitions and other structural devices**

Transitions like “however”, “in addition”, or “on other hand” act like sign posts to show the listener where the speaker is going next.

1.8. Conclusion

From this chapter we can determine that listening is a very important skill in foreign language teaching and learning process. It is from which listeners gain their input. Listening contains two models: the bottom-up, the top down. Moreover, listening skill includes two kinds of listening extensive and intensive listening .Furthermore, we have discussed that teaching listening skill consists of three stages: pre-listening stage while listening stage post listening stage, and the important role that activities and the tasks done before ,during and after listening play in developing the students listening abilities, In addition to; we have given the difficulties and obstacles that FL students encounter when listening to FL as well as the strategies to get effective listening .

Chapter Two

Authentic materials & audio books

Chapter two: the importance of using authentic materials & audio books in the classroom

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0.1. Introduction

Teaching materials are very important in a foreign language classes. One of the most useful materials used by ESL or FL learners are authentic materials, therefore; authentic materials seem the appropriate source in enhancing learners listening skill examples of these materials: radio and video(s), songs, films, tape and audio books, this authentic material are very important in helping students learn English language. Moreover; audio books are very beneficial in developing students listening skill in better ways like vocabulary, pronunciation, grammar and other aspects of language

This chapter tries to define authentic materials, compare between authentic and non-authentic materials. Then, we will deal with some criteria of selecting authentic materials .Of course; identifying some sources of authentic materials. And then we will give the advantages and disadvantages of authentic material. Furthermore; for more details, we will define the audio books and we will discuss some examples of how teachers can use audio books as tools in the classroom. And finally gives the benefits of this material in bringing the reality in the classroom.

1.1. Definition of Authentic Materials

The term authentic material means different things to different people in the literature in the second language acquisition and learning. Nunan (1989:54) viewed authentic material as sample of spoken and written language that have not been specifically produced for the purpose of language teaching, another definition suggested by peacock (1997) that authentic materials that have been produced to fulfill some social purpose in the language community.

For Harmer (1991:204) stated that authentic materials is language where no concession are made to foreign speakers, it is normal, natural language used by native- or competent- speakers of a language.

According to Tomlinson (1998, p. xiii) claimed that materials refer to anything which is used to help to teach language learner. Materials can be in the form of a text book, a work book, a cassette, a CD ROM, a video, a photocopied handout, a newspaper, a paragraph written on a white board: anything which represents or informs about the language being learned

Van Lier (1996:128) stated that:

Authenticity is not brought into the classroom with the material or the lesson plan, rather, it is a goal that teacher and student's have to work on, consciously and constantly, authenticity is the result of acts of authentication, by students and their teacher. (Quoted in Mishan 2005p15).Furthermore; Mishan (2005) set some criteria for Authenticity.

According to her Authenticity is a factor of the:

- Provenance and author ship of the text.
- Original communicative and socio- cultural purpose of the text.
- Learning activity engendered by the text.
- Learner's perception of and attitudes to the text and the activity pertaining to it. (p 18)

1.2. A Comparison between Authentic and Non-Authentic Materials

In this table we can see a comparison made by some teachers between recordings of Natural conversation among native speakers and a recording made for English language learners.

Authentic language	Non- authentic language
-Variation in the speed of delivery often fast	-Slow pace with little variation
-Natural intonation	-Exaggerated intonation pattern
-Natural features of connected speech: elision	-Carefully articulated pronunciation
-Variety of accents	-Received pronunciation
-Any grammatical structures natural to the topic	-Regularly repeated structures
-Colloquial language	-More formal language
-Incomplete utterances	-Complete utterances
-Restructuring in longer ,more complex sentences	-Grammatically correct sentences
-Speakers interrupt or speak at the same time	-Speakers take careful turns

-Speakers use ellipsis(i.e. miss out parts of sentences)	-Ellipsis infrequent(i.e..sentences usually complete)
-Background noise presents	-Background noise absent

Table 1.1: the difference between authentic and non- authentic materials

(In Hedge.2000:240)

1.3. Criteria for selecting authentic materials

Some criteria have to be taken into accounts for the materials to be effective:

1-Authenticity: the selected material should serve communicative goals

2-Accessibility: the material should be easy for the learner to understand and suitable for the teacher.

3-Appropriateness: it should suit the learner's age, level needs and interests.

4-Applicability: it should the suit the teaching context and make the objectives attainable.

5-Adaptability: it should be adapted to the learner's level, needs and interests.

segni (2009).

1.4. Advantages of authentic materials

It is important to use authentic materials to motivate learners to communicate in real life situation for that (Phillips and shettlesworth1978; Clarke 1989.peacock1997) listed the advantage of using authentic materials as follows:

-they have a positive effect on learner motivation.

- they provide authentic cultural information about the target culture.
- they provide exposure to real language.
- they relate more closely to learner's needs.
- they support a more creative approach to teaching.

Another important aspect of authentic materials that makes a good environment in classroom as viewed in strevenes (1987 cited in Nunan 1989, p.93) suggested that “they provide learners with opportunities for genuine interactions which have a real- life point to them”.

Peacock (1997) indicated that the study shows that authentic materials increase learner's level of our task behavior, concentration, and involvement in the target activity more than artificial materials.

In addition of this , and as mentioned in little et all (1989 cited in seguni 2009) the introduction of authentic materials serves three important functions, enhancing motivation ,promoting language acquisition and contributing to language immersion.

1.5. Disadvantage of authentic materials

According to **Tamo (2009, p. 76)** stated the disadvantages mentioned by several researchers:

- Authentic materials may be culturally biased, so unnecessarily difficult to be understood outside the language community.
- The vocabulary may not be relevant to the student's immediate needs.
- To many structure are mixed so lower levels have a hard time decoding the texts.
- Special preparation is necessary which can be time consuming.

- Too many different accent can be heard which can cause some confusion.
- The material can become outdated easily, e.g. news.
- There are many headline, adverts, signs, and so on, that can require good knowledge of the cultural background.

In addition, as showed in the table of the difference between authentic and non-authentic materials and according to Hedge (2000) the difficulties of authentic materials lie in the varying accents and background noise and the speed of delivery.

1.6. Types of authentic materials

1.6.1. Songs

According to Harmer (2001) stated that “songs are very useful because, if we choose them well, they can be very engaging. Student’s can fill in the blanks in song lyrics , rearranging lines or verses , or listen to songs and say what mood or message they convey”.

Therefore, songs as one of the most useful materials which help students to improve their listening skill and is helpful for comprehension as mishan (2005) claimed that “a widespread attitude in language teaching is to treat TL songs merely as authentic example of grammar structure”(p200).

1.6.2. Videos

Videos are the one of the most important tools in developing teaching and learning, because of that Harmer (2001) asserted that “the use of video tape has been a common feature in language teaching for many years. it is rare, these days, for a publisher to produce a major course book without a video component added in , and teachers

frequently enliven their classes with off-air material or tapes produced for language learning”.(p282).

The use of video as teaching material will help student’s to correct their mistaken pronunciation, learn a new vocabulary and provide information. Videos enable them to “observe how intonations can much facial expression.....and help viewers to see beyond what they are listening to (Harmer, 2001:282).

Furthermore ;(chan,2004) mentioned the effectiveness of video in language learning and in developing communication skills teaching “that help student’s ,observe, understand, and imitate oral communication ,from language expressions and sentence structure to lip shape, facial expressions, gestures and distance between speakers”.

1.6.3. Radio

“Listening to the radio is one of the most accessible way a learner has in developing listening skills. Radios are low-tech”(Flowerdew& Miller, 2005:165).Radio is one of the most significant audio tool, it helps students to develop the general listening skill and to have more knowledge about different context .

Mishan (2005, p.138) claimed that” the role of Radio in learner’s everyday life effects its use in the language learning classroom». In addition to that learners will promote their motivation because they can listen to “their favorite programs or listen to pop songs “(Flowerdew& Miller, 2005:167).

1.6.4. Films

A film is a kind of authentic materials; it gives to student’s opportunities to see scenes alive and in the same time to hear sound in real situation. (Tomalin 2000) stated that “working with film , the language learnt is not just the language that occurs within it

but also the language ‘released’ by it in classroom situation”(as cited in Mishan 2005,p.227).

Among its advantages is that they involve students listening senses and help them to learn through observation to raise their awareness about language in different situation.

1.6.5. The tape recorder/ the audiocassette player

The tape recorder is one of the most significant audio aids. its provide a reach in developing teaching and learning and a successful source of authentic language. (Flowerdew& Miller, 2005:167) claimed that “Audio cassette players are the simplest and cheapest way to provide listening practice opportunities for students in a classroom”.

From another point of view, chan (2004) pointed that:

The use of audio tape is essential in the oral skills class. For receptive skills development, the tape player is the Easiest way for students to listen to a variety of genres- dialogs, interviews, lectures, stories, songs, and poems. For productive skills, the audiotape recorder is currently the most accessible piece of voice recording equipment.

The use of tape recorder as a teaching tool will help student’s to hear native speakers with different intonation and they will be able to understand the foreign language and to develop their listening skill.

1.6.6. Literature

Literature is “writings that are valued for their beauty of form, specially novels and poetry and plays etc.” as cited in (Mishan 2005, p.97).

Literature is an authentic materials it has several advantages in learning foreign language:

- Motivating material.
- Access to cultural background.
- Encouraging language acquisition.
- Expending student's language awareness.

(Lazar 1993, p15).

On the other hand, literature helps student's to express their personal opinions and feelings, provide them with cultural information.

1.7. Audio books

Audio books are the most important resource in the foreign language learning process as it builds the learners skills especially listening comprehension skill, G. Reid Lyon (2002) stated that "Reading out loud to children is a proven way to develop vocabulary growth and language expansion and plays a causal role in developing both receptive and expressive language capabilities. Reading out loud can also enhance children's background knowledge of new concepts that may appear in both oral and written language." (as cited in Serafini 2004).

Audio books are a great tool for acquiring language and understand it as it is spoken, so it is a new way to learn new vocabulary and grammar. Therefore; Audio books are an important material for developing literacy. Pat Yoska (cited in serafini 2004) stated that:

"Students enjoy listening to listening library selections because they provide a voice for the novel they are reading in class. Listening to dialects, a powerful tool

in differentiate instruction enriches the enjoyment of literature by connecting the reader to the region itself. They are invaluable to our students with special needs as well as reluctant readers who may need assistance to become actively involved in a story”.

In other words, audio books provide an easy way to understand different kind of text and it allows the student's to comprehend and analyze literature.

1.8. Advantages of the Audio books

Audio books have several advantages. According to (frank serafini 2004) claimed that:

√ Expose readers to new vocabulary .as new words are heard in the context of a story they become part of a child's oral and eventually written vocabularies.

√ Provide demonstrations of fluent reading and appropriate phrasing , intonation, and articulation.

√ Expand access to materials for readers' .experienced readers and those struggling with decoding can listen to stories well beyond their independent reading level and can comprehend more complex literature.

√ Create opportunity for reader's to discuss literature. Reading comprehension is enhanced through discussion, and audio books provide a perfect opportunity for classes to share these stories.

√ Support struggling readers .As developing readers listen to audio books provide and follow along with a printed version of the story, they learn to much the sounds of oral language to their written counterparts .this matching of sounds to symbols is the basis for reading instruction .

√ Invite children into the world of reading and literature .One of the most important roles of classrooms teachers and librarians are exposing children to quality literature.

In addition, Audio books make a good environment in school it gives to student's variety and increasing their learning skills also, to learn pronunciation of words by listening and seeing it in print .As Jacobs stated that “audio books are a powerful literacy tool .I've used theme in my classroom for over 10 years and watched audio books change my student lives”.

According to varley (2002, 253) asserted that “Audio books have become a bridge of reading – a way for children to absorb literature at their own comprehension level while they address the mechanics of the decoding process” (as cited in Chodkiewicz , Trepczynska 2014, p 425).Consequently, Audio books are perfect solution for students to deal much more with literature .

In addition, The main advantages of using audio books in listening skill according to Clark 2007; Larson 2006 cited in Chodkiewicz ,Trepczynska 2014 are :

First, both listening to audio books and reading traditional books help in vocabulary growth and language expansion. Second, it increases receptive as well as expressive language capabilities and third, thanks to audio books, literacy can be developed and prior knowledge activated. (p 427)

1.9. Audio books in the classroom

Audio books are important tool for developing literacy in the classroom situation. (Serafini 2004) mentioned ideas for classroom teachers; he stated the following examples of how teachers can use audio books as tools in the classroom:

Reading centers

Audio books can be used in reading center, where children are invited to listen to their favorite stories read aloud by talented performers and to follow along with a copy of the book. These shared reading experiences provide vocal support along with visual confirmation as young readers learn to match the oral language with the printed text.

Book backpack

Audio books and a printed copy of the book can be included in a book backpack that students can take home and enjoy with their families. Students take turns using the book backpack, and teachers may choose to include learning activities that relate to story. Book backpacks involve parents and family members in a young reader's development.

Sharing audio books in the classroom

The whole class can listen to a selection to gather. This sharing of ideas deepens reader's interpretations and develops their ability to comprehend and analyze literature.

Book clubs

Children of varying reading abilities often want to read the same book together and discuss it in a book club. Many struggling readers would be left behind without some support for their independent reading of stories. Audio books help readers understand the text and discuss the book with classmates. Audio books level the playing the field, allowing struggling readers to participate in discussions.

Teasers

Play a selection from an audio book to entice readers to read the book on their own these book teasers can be used to motivate reluctant readers by introducing them to new stories and interesting them in stories they would not ordinarily chose for themselves There is no such thing as a child who hates to read; there are only children who have not found the right book.

In addition of that, He pointed out that audio books serve the classroom by:

- Supplementing teachers' and parent's ability to read to their children and students.
- Providing access to new vocabulary, a key to success in reading.
- Providing demonstrations of fluent reading.
- Providing readers access to books they are unable to read for themselves.
- Creating opportunities for discussing stories, in order to better comprehend them.
- Supporting struggling readers by helping them focus in meaning rather than the decoding of text.
- Inviting children to enter to magical world of literature.
- Fostering a love of literature and reading.

Therefore, Audio book acts as the important role in the language learning process especially in improving listening skill. Because it contains the natural spoken language of native speaker and can involve opportunities for learners to think about the real language as wolfson (2008, 107) stated that "Some audio books now use both male and female narrators, music, and sound effects to add to the realism of the text" as cited in (Chodkiewicz , Trepczynska 2014,p.428).

1.10. Conclusion

The use of authentic materials in teaching English as a foreign language has great importance and seems the appropriate source in enhancing students listening skill. Therefore; audio books are the most helpful tool in learning English language in better ways like vocabulary, pronunciations, and grammar. As it is new teaching method for learning, it has many educational benefits that can improve students listening skill.

Because of that many advantages that have been discussed in this chapter. We have also stressed the importance of audio books in the classroom.

Chapter three

Data collection and analysis

Chapter three: Data collection and analysis

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0.1. Introduction

The present chapter is administrated to the importance of using audio books in enhancing listening skill. We conduct questionnaires to both teachers and first year students of English at the University of Biskra. In this chapter we will present the practical study of the research and we will analyse and interpret the questionnaire results this practical parts include two questionnaires, the first questionnaire designed for teachers to check their attitude about listening comprehension and their opinions about authentic materials & audio books. In addition, the second questionnaire applied on first year LMD students of English in foreign department of Mohammed Kheider Biskra University as well as their teachers of oral expression module.

1. The students' questionnaire

1.1. The sample of the study

The sample of our study was first year LMD students' at the department of English Biskra University. The students' questionnaire was submitted to a group of 40 students, the questionnaire aims to research the importance of using authentic materials and audio books in learning English as a foreign language and the degree to which they are helpful in improving the listening skill.

1.2. Description of the questionnaire

The students' questionnaire was divided into three sections

Section one: general information

There are four questions in this section concerning: sex, gender, the choice of studying English, and what English skill does they want to improve most.

Section two: the listening skill

This parts includes six questions the first question is about the practice of listening skill,the second concerns students listening abilities, the third question asks which type of listening teacher focus more in the classroom, the fourth one is about whether teacher use the listening strategies, the fifth includes the listening difficulties,and the last question in this part how important is the listening skill for students.

Section three: authentic materials & audio books

There are ten questions in this part in which we focused mainly on the authentic materials and audio books were students asked about their attitudes on the use of authentic materials and audio books as tools that can helping in developing their listening skill .Also tries to find out the language components which can be enhanced where using audio books and their opinions about the employment of the audio books in listening.

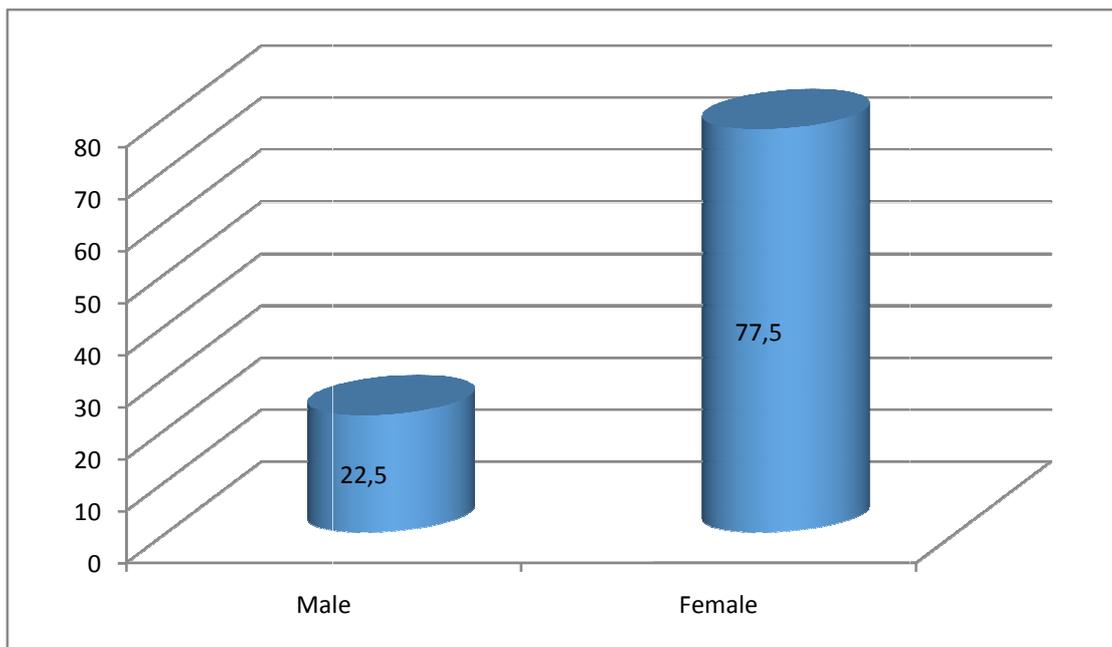
1.3 Analysis of the questionnaire

Section one: general information

Question 01: Students' gender

Gendre	Male	Female	Total
Number (N)	9	31	40
%	22 ,5%	77 ,5%	100%

Table one: Student's gender



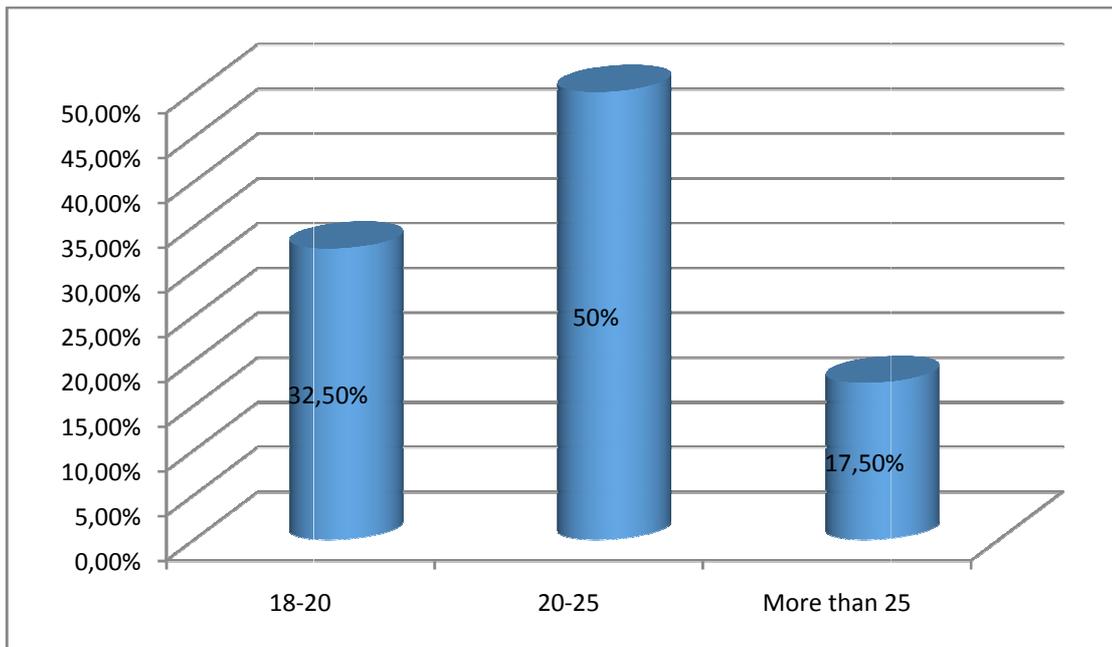
Graph 01: Students 'gender

From the table above, out of 40 students 9 (22, 5%) are male and 31(77, 5%) are female. The female number is higher than the male which means that female are more interested in learning foreign languages especially English.

Question 02: Students' Age

	18-20	20-25	More than 25	Total
Number(N)	13	20	7	40
%	32,50%	50%	17,5	100%

Table 2: Student's age



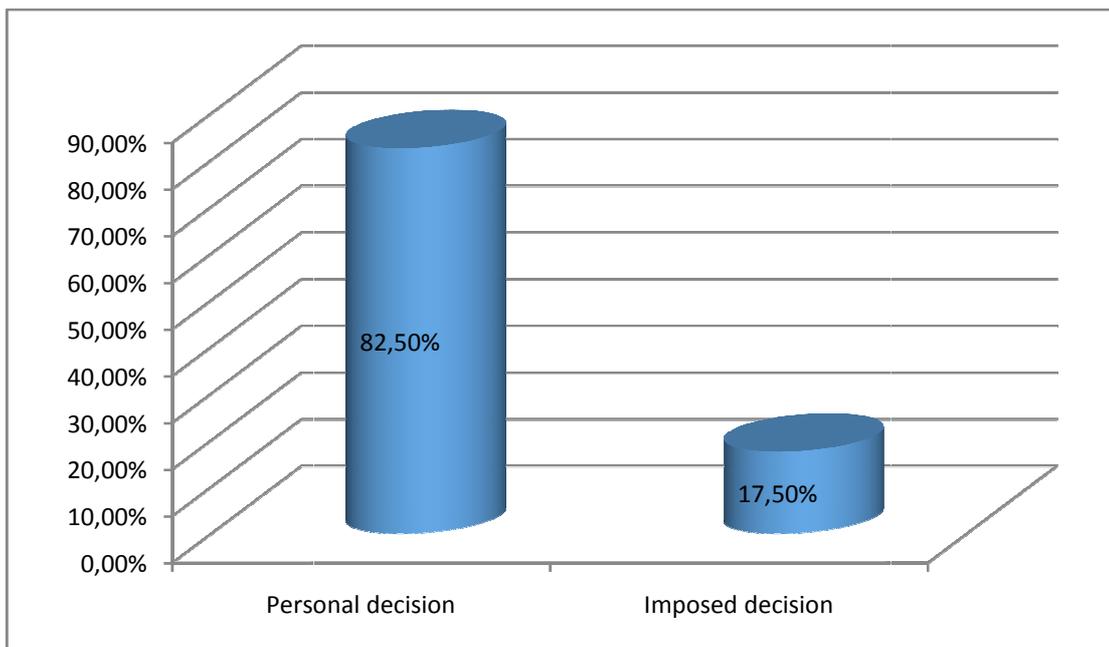
Graph 02: Students ‘age

According to the results shown in the graph 02, the half of the students are between the ages of 20 to 25, which represented 50% (N=20).The students between 18-20 represented 32, 50% (N=13) and the students more than 25 represented 17, 50% (N=7) of the whole students of this study.

Question 03: Your choice of studying English?

	Personal decision	Imposed decision	Total
Number(N)	33	7	40
%	82,50%	17, 50%	100%

Table 03: Students ‘choices of studying English



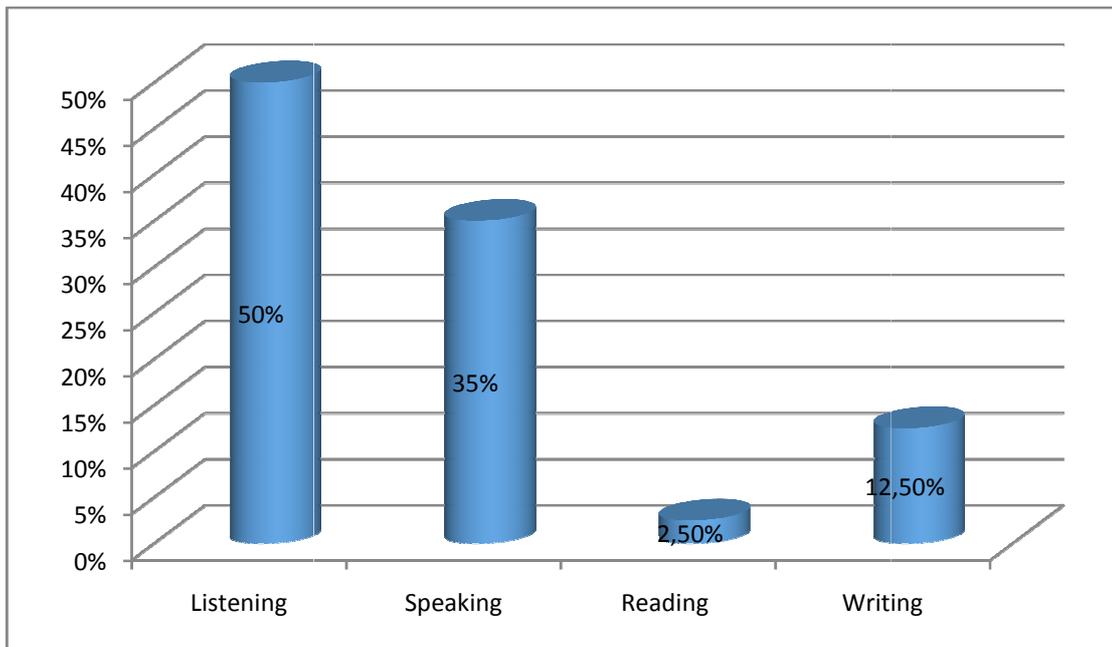
Graph 03: Students ‘choices of studying English

The majority of the students 82, 50 %(N=33) stated that their decision to study English language was personal which shows their interest towards this language, while 17, 50% (N=7) stated that their decision to study English language was imposed.

Question 04: What English skill do you want to improve most?

	Listening	Speaking	Reading	Writing	Total
Number (N)	20	14	1	5	40
%	50%	35%	2,5%	12,5%	100%

Table 04: Students ‘interesting skill



Graph 04: Students 'interesting skill

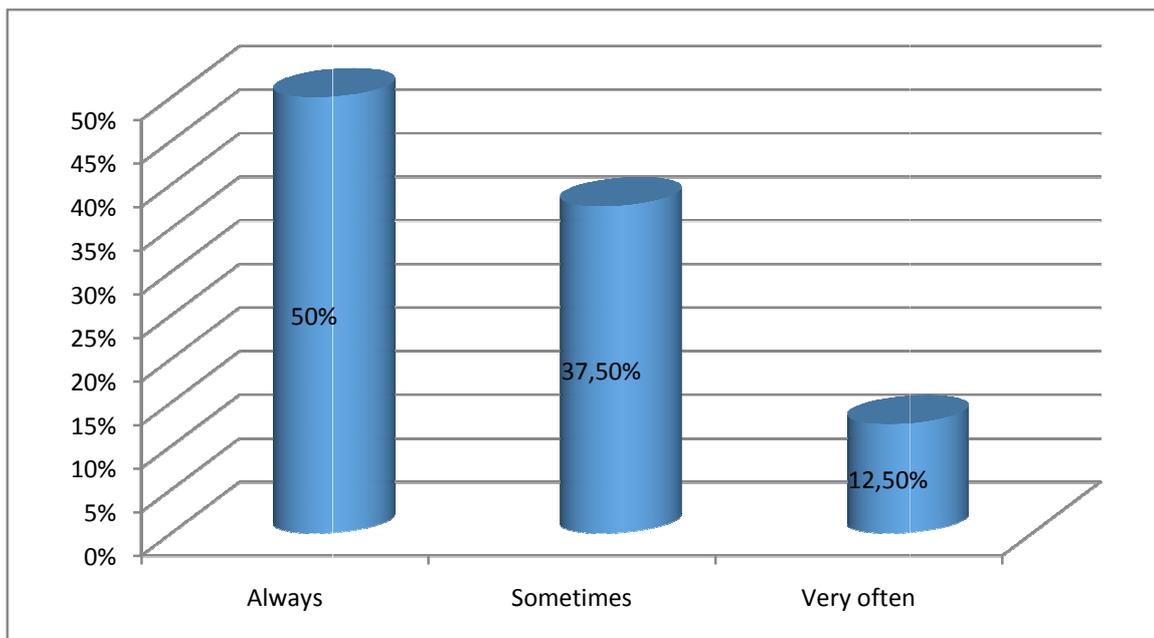
All four skills are important for learning a language the graph above explained that N=20 (50%) students stated that listening is the most important skill they want to improve most, and (35%) for speaking skill and (12, 50%) for writing. Finally students should be aware of the importance of the four skills.

Section two: listening skill

Question 05: How often do you practice the listening skill?

	Always	Sometimes	Very often	Total
Number (N)	20	15	5	40
%	50%	37,5%	12,5%	100%

Table 05: Students 'attitude about times in practicing listening skill



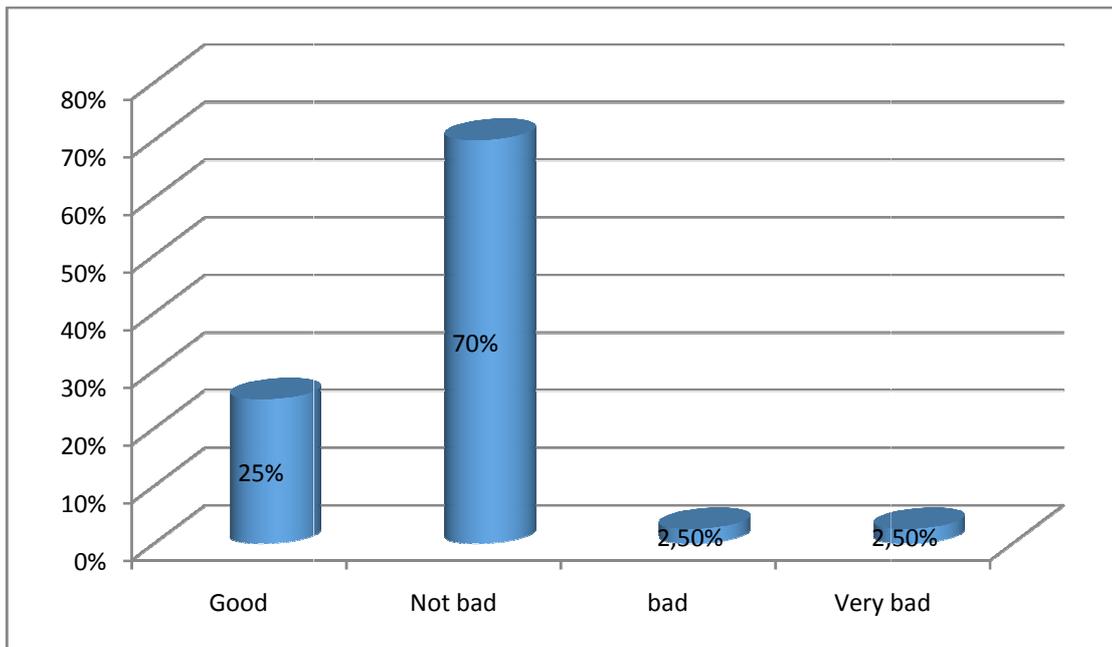
Graph 05: Students ‘attitude about times in practicing listening skill

The table above confirmed that (50%) N=20 answered that they always practice listening skill and (37, 5%) N=15 said that they sometimes practice listening skill. While, 5 students (12, 5%) answered that they practice listening skill very often.

Question 06: How do you evaluate you listening skill ability?

	Good	Not bad	bad	Very bad	Total
Number (N)	10	28	1	1	40
%	25%	70%	2,5%	2,5%	100%

Table 06: Students ‘considerations for their listening ability



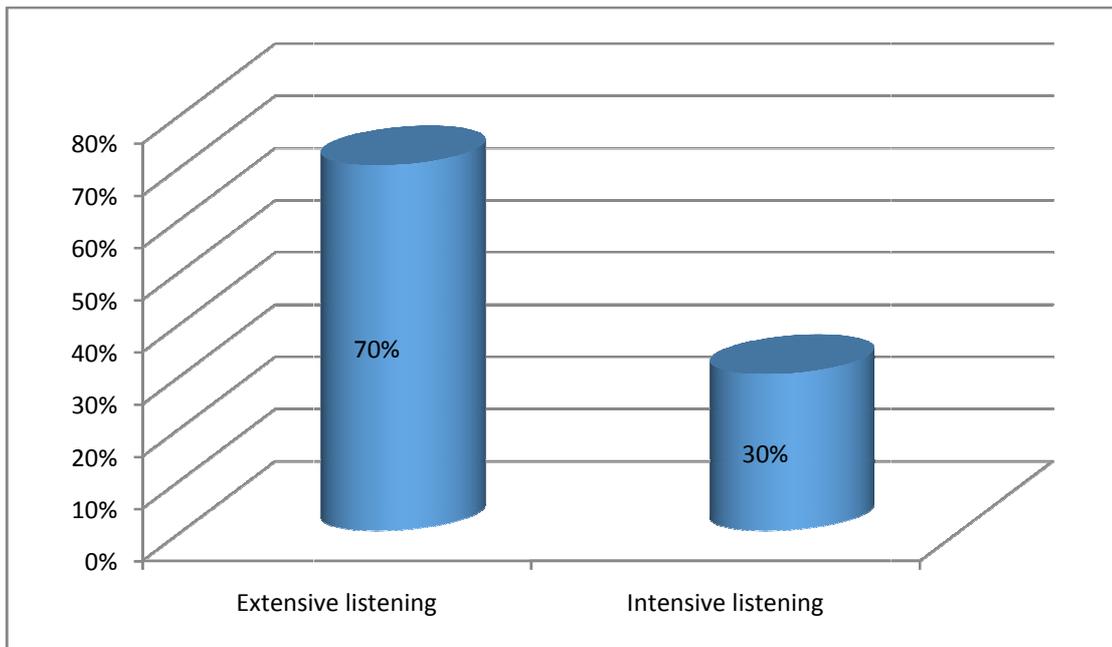
Graph 06: Students ‘considerations for their listening ability

The result as illustrated from the table above the majority of first year students considered their listening ability as ‘not bad’, which represented (70%) N=28. On the other hand, (25%) N=10 evaluate their listening ability as good, whereas (2, 5%) N=1 of students stated that their level is bad and the same percentage assumed that their level is very bad in listening.

Question 07: which type of listening does your teacher focuses more in the classroom?

	Extensive listening	Intensive listening	Total
Number(N)	28	12	40
%	70%	30%	100%

Table 07: Students ‘favorite type of listening



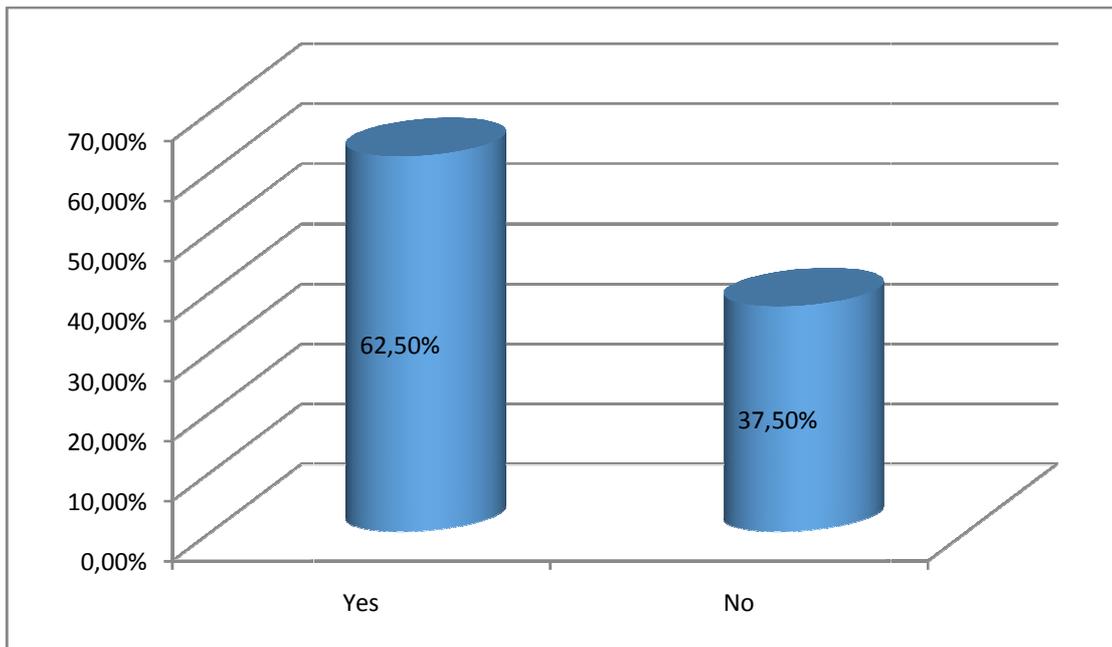
Graph 07: Students 'favorite type of listening

The table above explained that the majority of students (70%) N=28 answered that their teachers use extensive listening in the classroom .However; (30%) N=12 answered that their teachers use intensive listening in the classroom.

Question 08: Do your teachers follow the listening strategies (pre-listening, while-listening, post-listening)?

	Yes	No	Total
Number(N)	25	15	40
%	62,5%	37,5%	100%

Table 08: Students 'opinions about their teachers whether they teach them listening strategies



Graph 08: Students ‘opinions about their teachers whether they teach them listening strategies

The majority of students, with (62, 5%) N=25 claimed that teachers follow the listening strategies (pre-listening, while-listening, post-listening), while (40%) N=15 stated that their teacher do not follow the listening strategies.

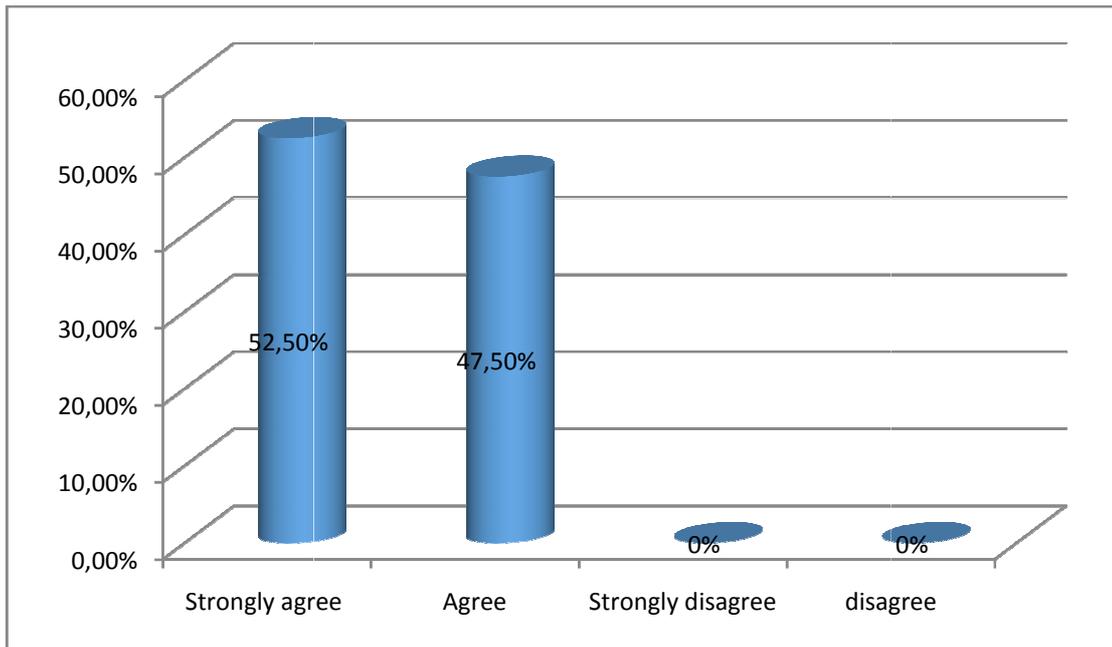
Question 09: Mention at least two difficulties in listening skill?

The answers illustrate that the majority of first year’s students have difficulties in listening skill. The listening difficulties encountered in delivery of speed, and it is difficult to understand a correct pronunciation also they stated that they have difficulties in reduced forms and the rest of the students claimed that they face difficulties in grammar and vocabulary as well. We noticed that the great part of first year students find difficulties in listening skill.

Question 10: listening comprehension is important in learning English language?

	Strongly agree	Agree	Strongly disagree	disagree	Total
Number(N)	21	19	/	/	40
%	52,5%	47,5%	/	/	100%

Table 09: Students ‘attitude about listening comprehension role in learning English language



Graph 09: Students ‘attitude about listening comprehension role in learning English language

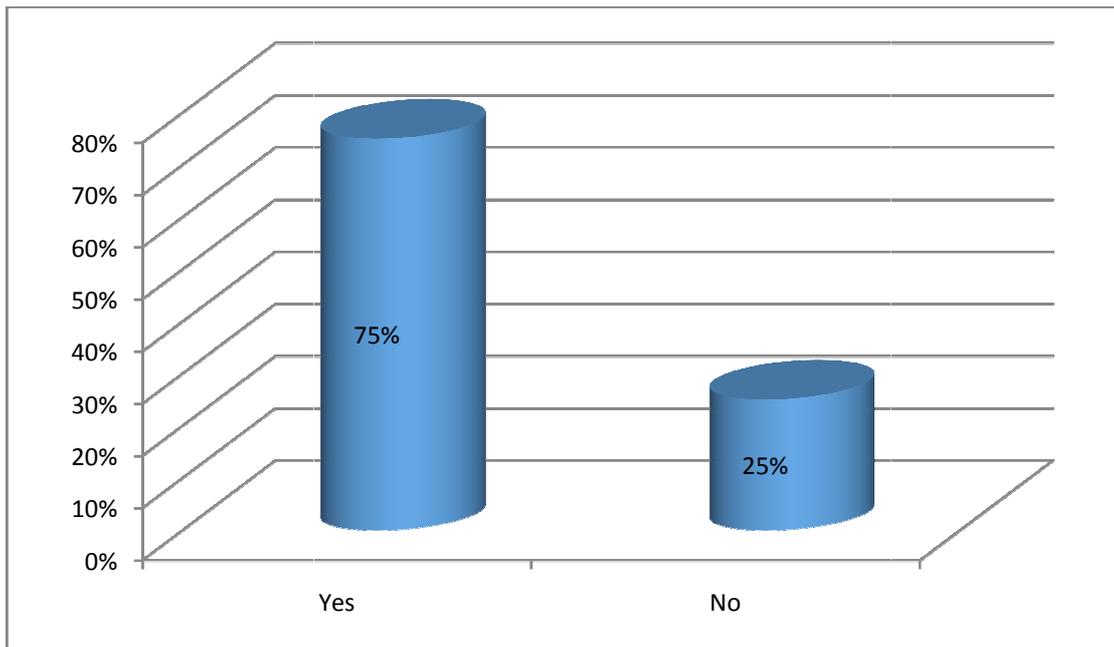
The above results indicated that (52, 5%) N=21 strongly agree that listening comprehension is important in learning English language and the (47, 5%) N=19 of students agree with the idea that listening comprehension is important in learning English language.

Section three: Authentic materials& Audio books

Question 11: do you use authentic materials?

	Yes	No	Total
Number(N)	30	10	40
%	75%	25%	100%

Table 10: Students ‘attitudes toward the use of authentic materials



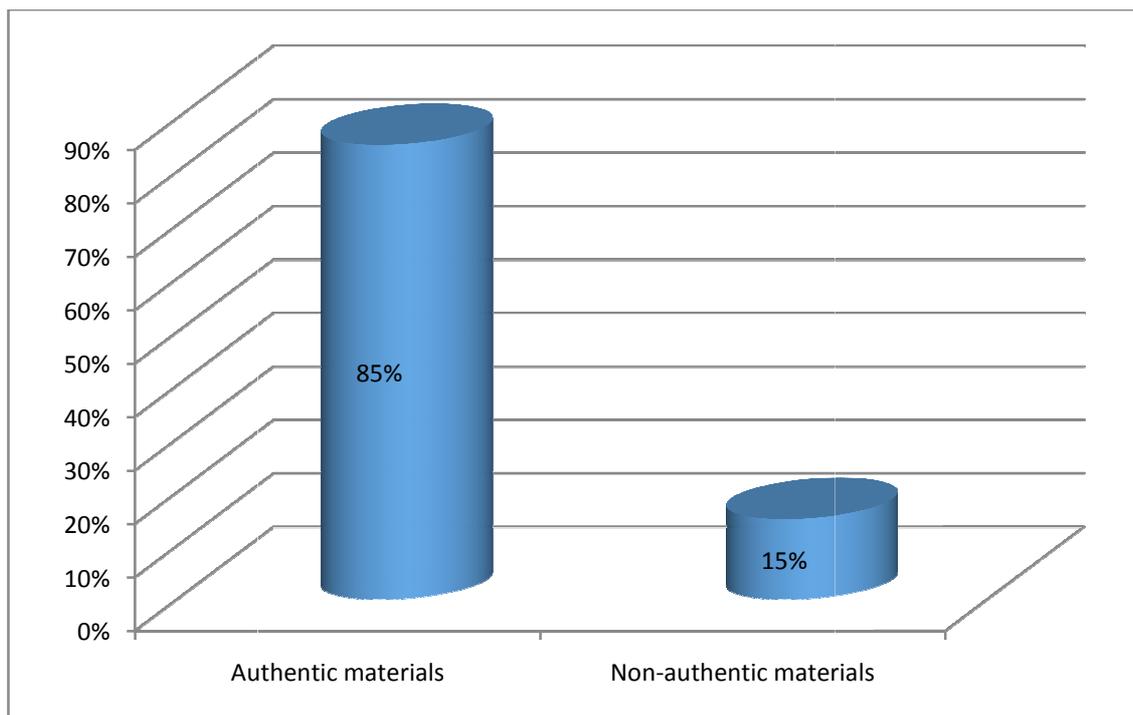
Graph 10: Students ‘attitudes toward the use of authentic materials

(75%) N=30 of the students opted for Yes which confirmed that the majority of students use authentic materials .While (25%) N=25 opted for No may be these students do not know the meaning of authentic materials.

Question12: Which type of materials do you prefer?

	Authentic materials	Non-authentic materials	Total
Number(N)	34	6	40
%	85%	15%	100%

Table 11: Students ‘favorite type of materials



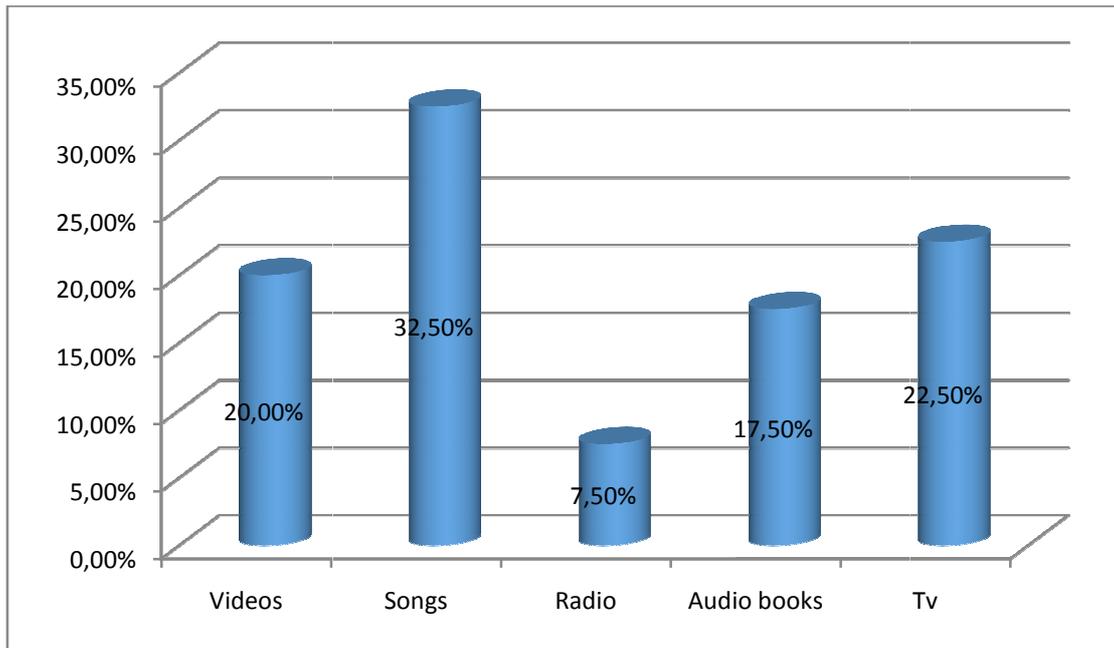
Graph 11: Students ‘favorite type of materials

The graph revealed that the majority of students (85%) N=34 prefer authentic materials, while (15%) N=6 of the students opted for non-authentic materials .what is noticeable is that the majority of students prefer to use authentic materials.

Question 13: what are the most useful materials you prefer to use?

	Videos	Songs	Radio	Audio books	TV	Total
Number(N)	8	13	3	7	9	40
%	20%	32,5%	7,5%	17,5%	22,5%	100%

Table 12: Students 'preference authentic materials



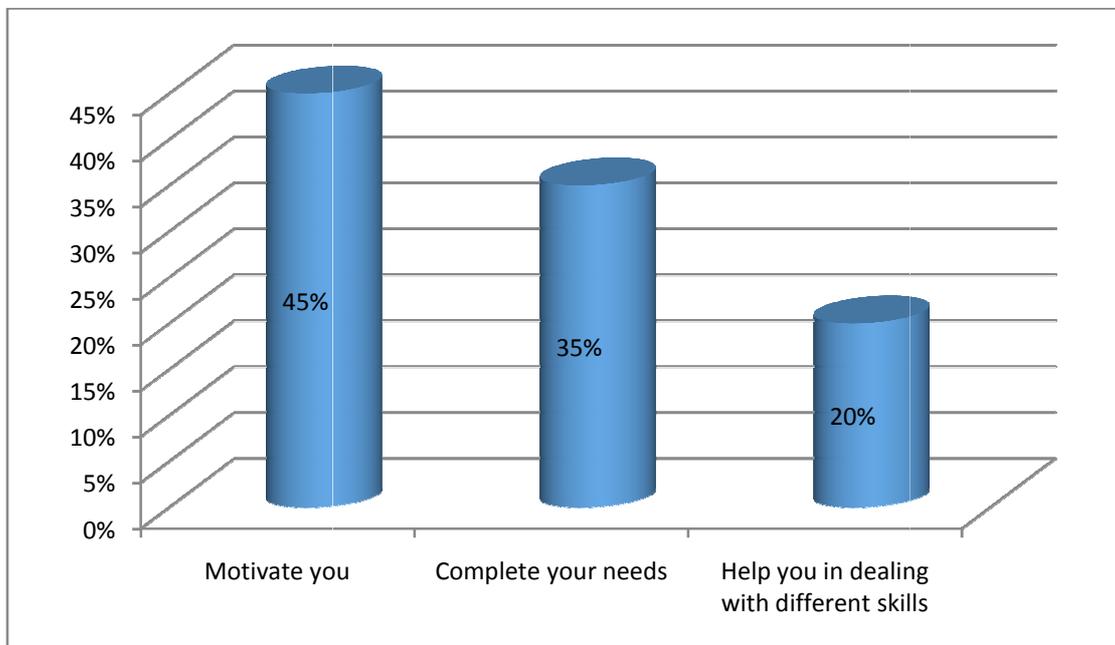
Graph 12: Students 'preference authentic materials

(37%) N=15 of the students opted for songs, (25%) N=10 are in favor of TV, while (17%) N=7 of them prefer the videos, on the other hand (12, 5%) N=5 prefer audio books .However, (7, 5%) N=3 of students preferred radio.

Question14: do you use authentic materials because they?

	Motivate you	Complete tour needs	Help you in dealing with different skills	Total
Number(N)	18	14	8	40
%	45%	35%	20%	100%

Table13: Students ‘Reasons of using authentic materials



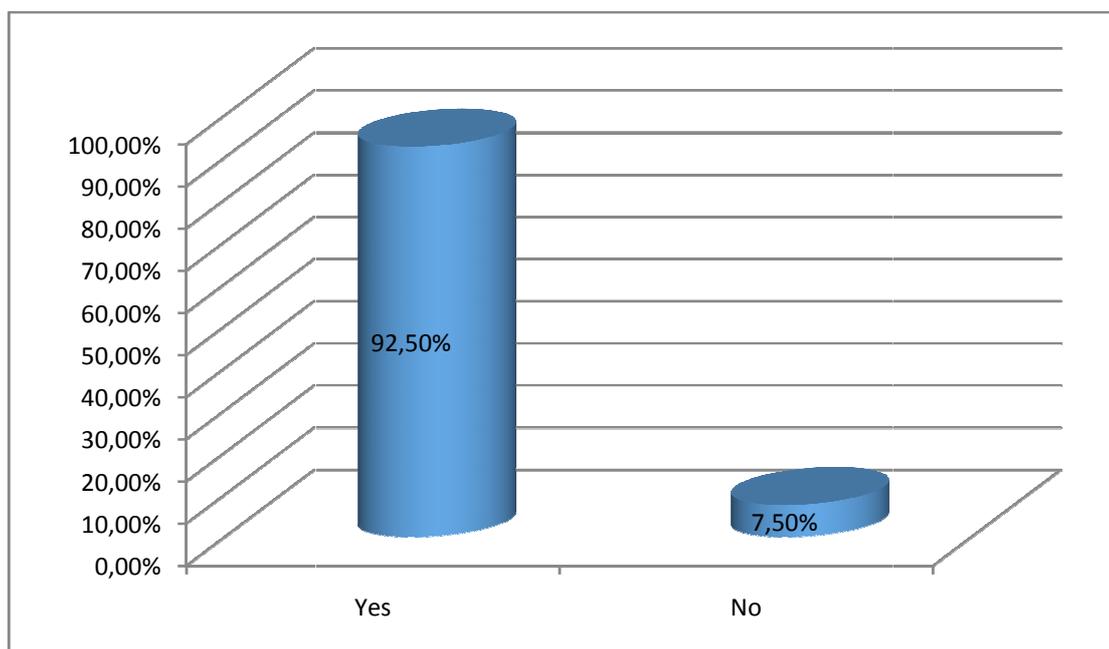
Graph 13: Students ‘Reasons of using authentic materials

45% N=18 of the student use authentic materials because they motivate them, while 35% of the students reasons are they complete their needs this. However N=8 (20%) students they help them in dealing with different skills. The noticeable thing is that the use of authentic materials is very important.

Question15: In your opinion, are authentic materials necessary needs in learning listening skill?

	Yes	No	Total
Number(N)	37	3	40
%	92,5%	7,5%	100%

Table 14: The importance of authentic materials in learning listening skill



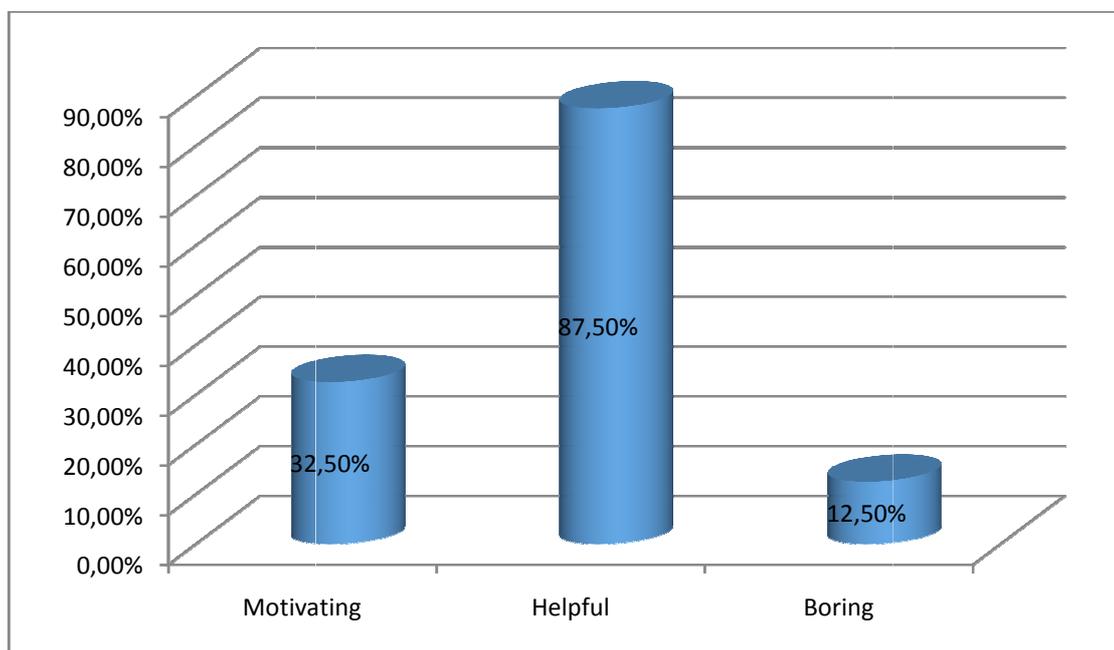
Graph 14: The importance of authentic materials in learning listening skill

The results showed that authentic materials are necessary in learning the listening skill, this represented (92, 5%) N=37 of the whole students, while (7, 5%) N=3 of the students considered that authentic materials not necessary in learning listening skill What is noticed is that the majority of students agree that authentic materials are necessary needs in learning listening skill.

Question16: How do you find listening in the audio books?

	Motivating	Helpful	boring	Total
Number(N)	13	26	1	40
%	32,5%	87,5%	12,5%	100%

Table 15: Students ‘attitudes towards audio books



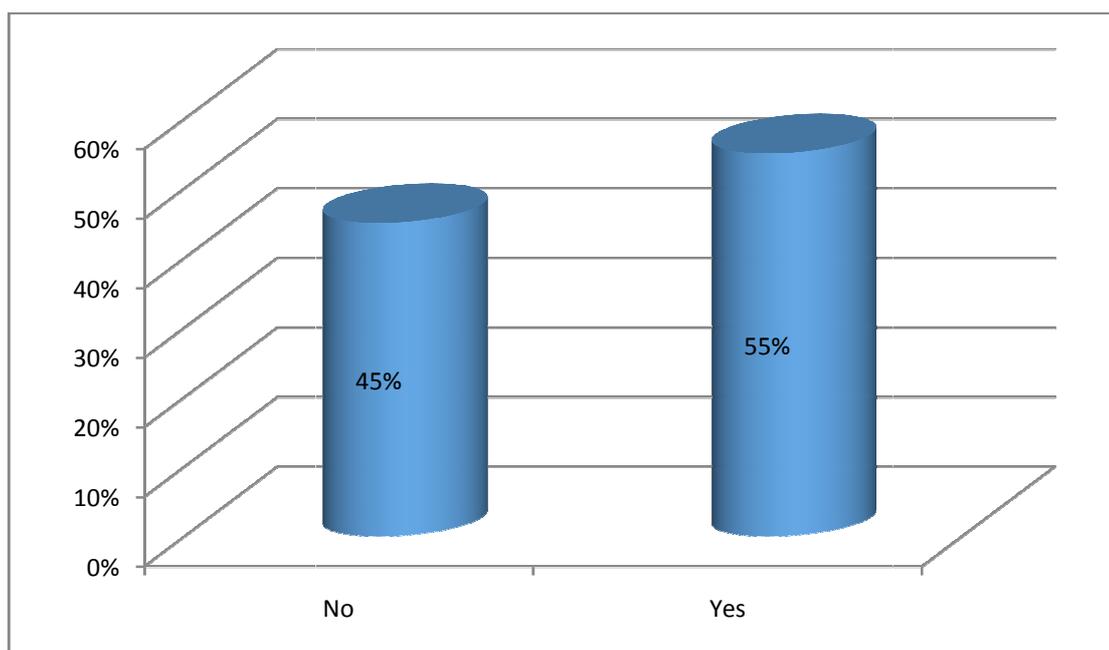
Graph 15: Students ‘attitudes towards audio books

The majority of students (87, 5%) N=26 stated that listening to the audio books helpful which indicate that audio books is a significant tool. (32%) N= 13 of students claimed that audio books are motivating because they encourage students to learn better and one students (12, 5%) claimed that they are boring.

Question17: Do you use audio books?

	Yes	No	Total
Number(N)	22	18	40
%	55%	45%	100%

Table 16: The use of audio books



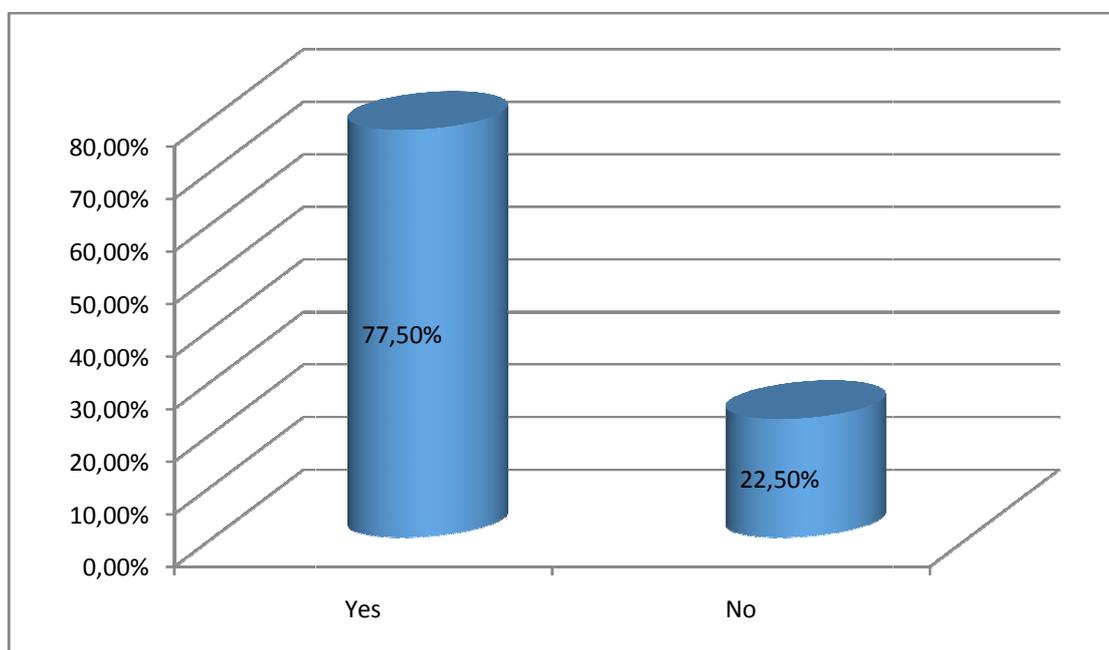
Graph 16: The use of audio books

The results above show that 18 students (45%) do not use audio books. however; the majority of the students (55%) use the audio books to make their listening skill get better.

Question18: Does this material help you improve your listening comprehension?

	Yes	No	Total
Number(N)	31	9	40
%	77,5%	22,5%	100%

Table 17: Students attitudes towards audio books role in improving listening comprehension



Graph 17: Students attitudes towards about audio books role in improving listening comprehension

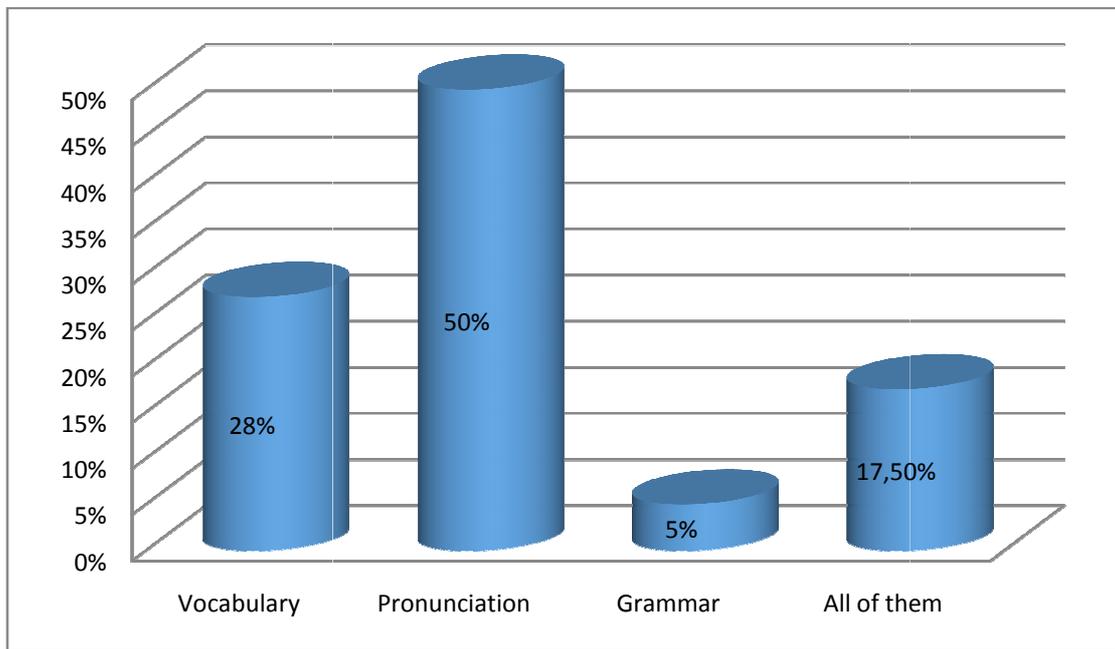
The analysis indicate that students attitudes about audio books as an aid in improving listening comprehension were positive (77, 7%) which means that audio books are beneficial in the listening comprehension whereas (22, 5%) of the students attitudes were negative.

All students who answered 'yes', asked to justify their answers so we deduced that the majority of students claimed that are use of audio books motivate them and helps students to enrich their listening ability and improve their pronunciation.

Question19: Which of the following language components can be enhanced when using audio books?

	vocabulary	pronunciation	Grammar	All of them	Total
Number(N)	11	20	2	7	40
%	27,5%	50%	5%	17,5%	100%

Table 18: The language components which can be enhanced through audio books



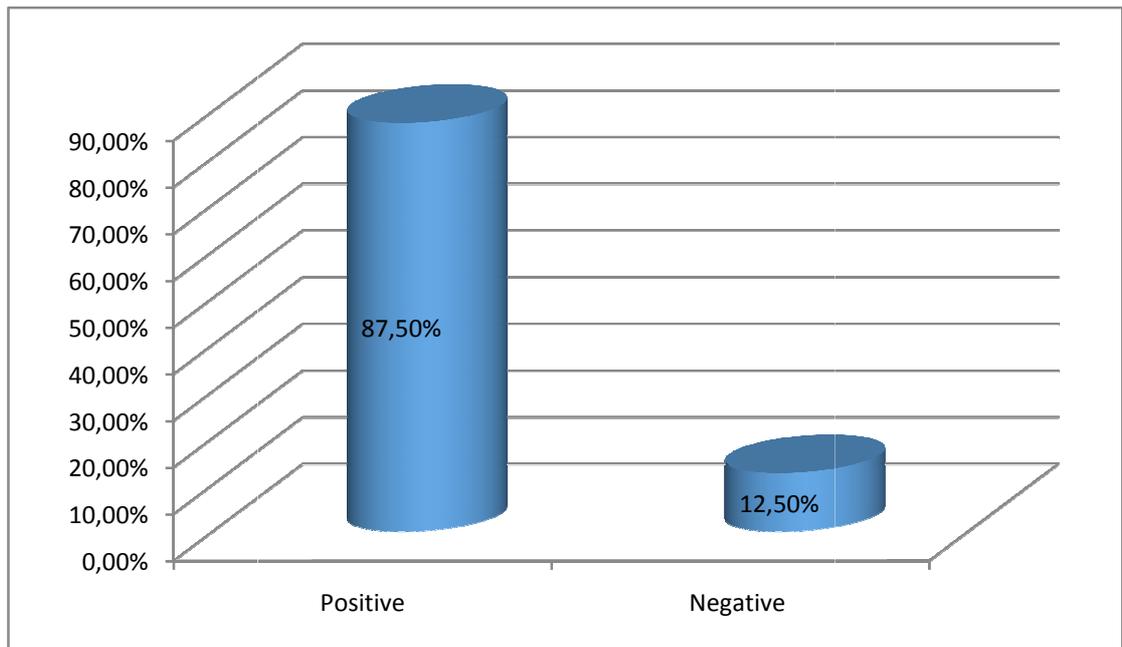
Graph 18: The language components which can be enhanced through audio books

The table above demonstrated that 50% N=20 of the students see that pronunciation as one of language components can be enhanced when using audio books, whereas (27, 5%) N=11 of students considered that vocabulary as one of language components can be enhanced when using audio books, while 5% N=2 of the students see that audio books contributes mainly to the enhancement of grammar, however 17, 5% N=7 of the students see that all language components can be enhanced through the use of audio books.

Question 20: what is your attitude towards the use of audio books in developing listening?

	positive	Negative	Total
Number(N)	35	5	40
%	87,5%	12,5%	100%

Table 19: Students ‘attitudes towards using audio books in developing listening comprehension



Graph 19: Students ‘attitudes towards using audio books in developing listening comprehension

35 of students, making up 87,5% ,stated that their attitude towards the use of audio books in developing listening comprehension is positive , however; 5 of students making up 12,5% claimed that their attitude towards the use of audio books in developing listening comprehension is negative .

2. The teachers’ questionnaire

2.1. The sample of the questionnaire

The questionnaire was administrated to (5) teachers from a total number of (12) at the department of English Biskra University. The aim of this questionnaire is to investigate the importance of using audio books & authentic materials in learning English and to get the teachers overviews about their helpfulness in improving the listening skill.

2.2. Description of the questionnaire

The teacher's questionnaire consist of (19) questions. The questionnaire is composed of three sections; the first section is about general information. Section two is devoted to listening comprehension and the last section is about teacher's opinions about authentic materials & audio books.

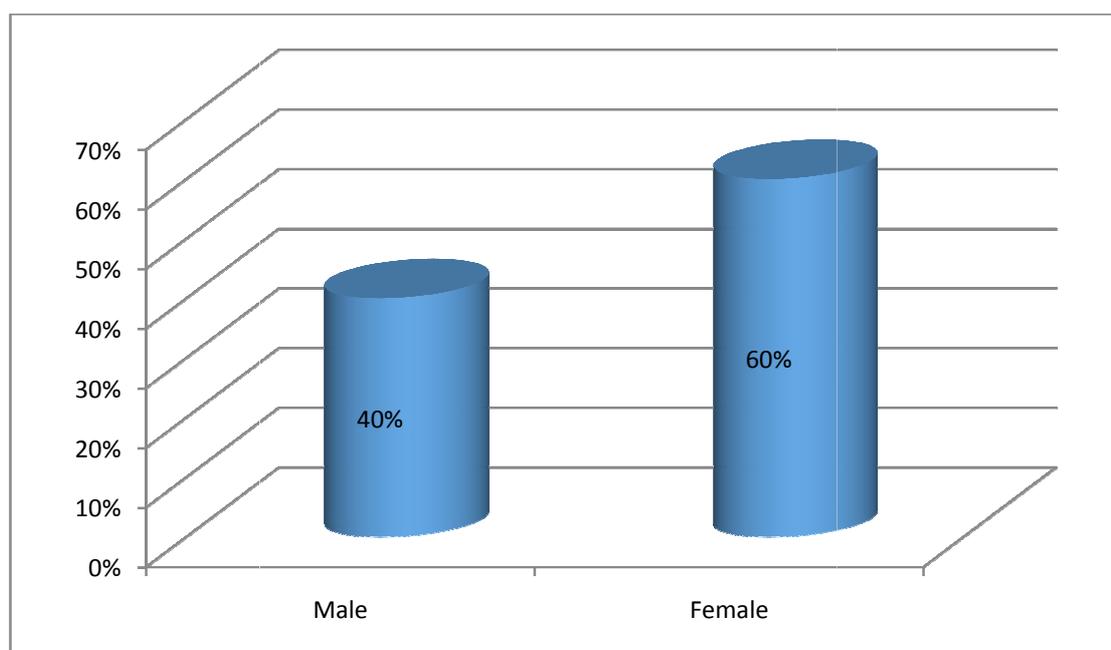
2.3 Analysis of the questionnaire

Section one: General information

Question 01: Teachers' gender

Gender	Male	Female	Total
Number (N)	2	3	5
%	40%	60%	100%

Table20: Teacher's gender



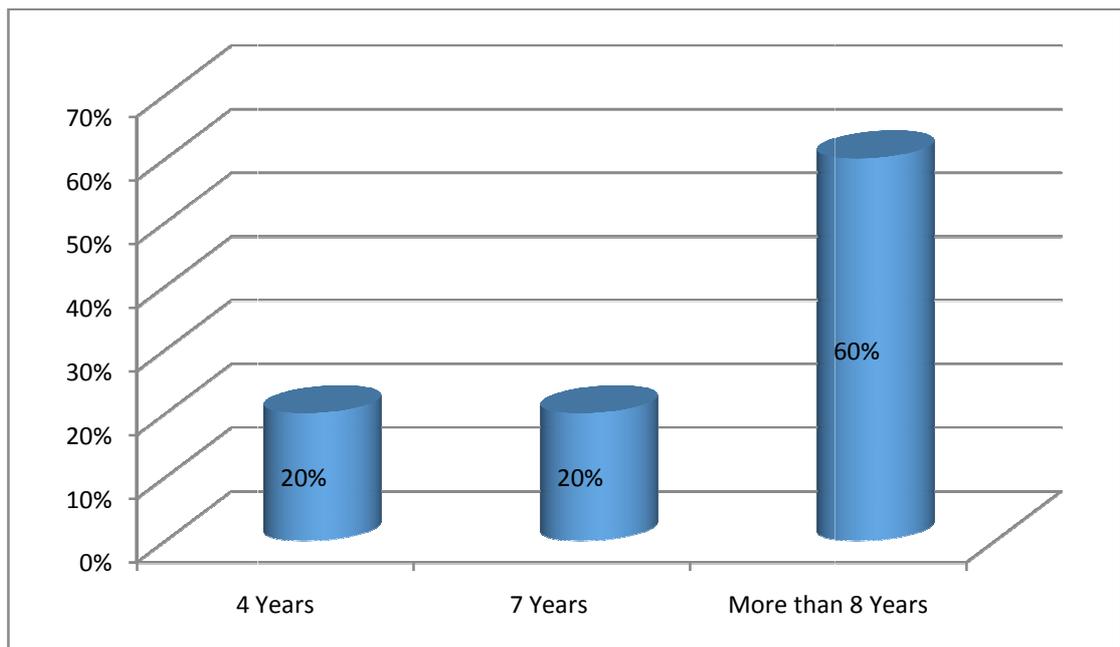
Graph20: Teacher's gender

Table (01) shows that, 60% of teachers are female while 40% of them are males. So we can conclude that most teachers in English department are females.

Question 02: How long have you been teaching English language?

Option	Number (N)	%
4 Years	1	20%
7 Years	1	20%
More than 8 Years	3	60%
Total	5	100%

Table 21: Teacher's experience in teaching



Graph 21: Teacher's experience in teaching

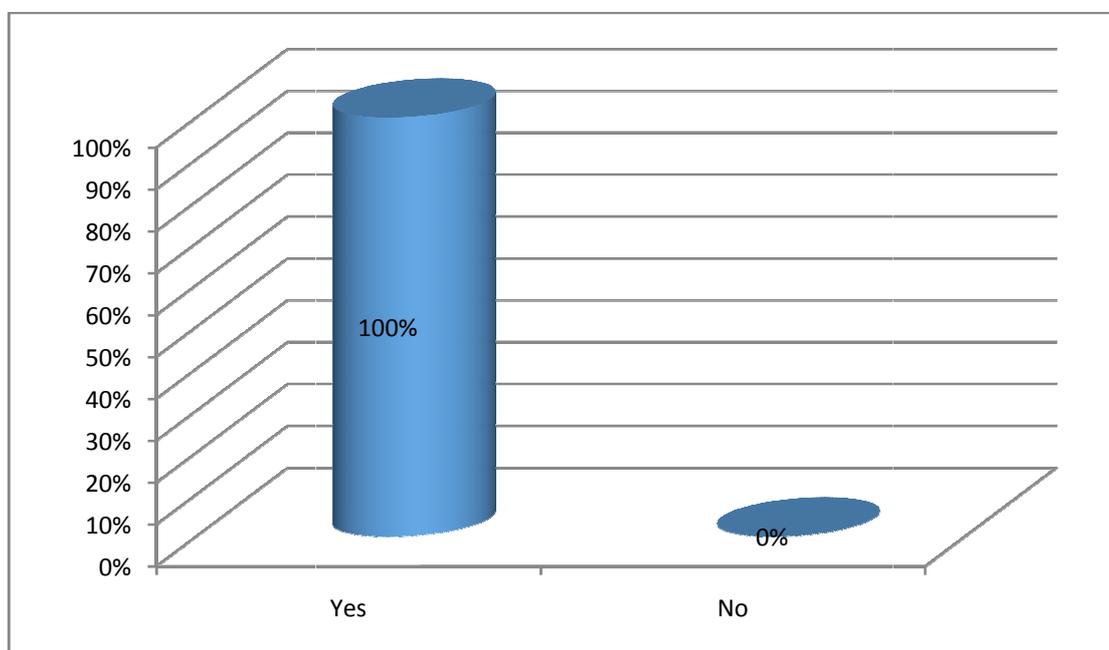
In this question (60%) of participants has a long time (more than 08 years) in teaching English. While (20%) of them has 7 years of teaching, about (20%) of them has just 04 years of teaching English.

Section two: Teachers' attitudes about listening comprehension

Question 03: Do you find that listening is difficult to teach to your student's?

	Yes	No	Total
Number(N)	5	/	5
%	100%	/	100%

Table 22: Teachers' opinions about teaching the listening skill



Graph 22: Teachers' opinions about teaching the listening skill

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