



**Democratic and Popular Republic of Algeria**  
**Ministry of Higher Education and Scientific**  
**Research Djilali Bounaama University, Khemis**  
**Miliana Faculty of Letters and Foreign Languages**  
**Department of Foreign Languages**



IMPLEMENTING THE EFFECTIVENESS OF AUTHENTIC  
MATERIALS TO ENHANCE LISTENING COMPREHENSION  
FOR THE SECOND YEAR ESL LEARNERS  
THE CASE OF MALEK BENNAB HIGH SCHOOL

Dissertation Submitted to the Department of Foreign Languages in Candidacy for the LMD  
Master in English Language and Communication

**Candidates**

- Ouchène Amani
- Zerouati Fatma Zohra Rihab
- Mostfai Ahmed

**Supervisor**

MRS. Fatima Bouchareb

**Board of Examiners**

**President** Mr. Alili Abdelhamid

**Supervisor** Mrs. Fatima Bouchareb

**Examiner** Mr. Cherifi Hamza

**Academic Year: 2021-2022**

## **Abstract**

Listening is considered as one of the important skills in foreign language learning. It provides learners with a foundation for all aspects of language and cognitive development. The overall aim of this study is to investigate the effects of using aural authentic materials on listening ability in learners learning English as a second language. The study will provide information for EFL learners about the beneficial role of authentic materials in improving their listening skill and lay the ground work for further studies in using authentic materials for enhancing other language skills. To achieve this goal, collection data have been analyzed and interpreted through a mixed methods; qualitative method (semi structured interview) and quantitative method (test, survey) administered to 44 second year Foreign Language learners divides into equal experimental and control groups at Malek Bennabi secondary school. Besides, the findings have been supported the hypotheses of this research and confirmed that learners have positive attitudes towards using authentic listening materials. The findings of this study indicate that using authentic materials is effective; therefore corroborating previous findings in application of authentic listening materials as a useful technique to improve learners' listening comprehension skill and development of motivation. A number of recommendation and pedagogical implications are given to teachers and learners.

*Keywords:* authentic materials, EFL learners, listening skill, listening comprehension

## Résumé

L'écoute est considérée comme l'une des compétences indispensables dans l'apprentissage des langues étrangères. Il fournit aux apprenants une base pour tous les aspects du développement linguistique et cognitif. L'objectif général de cette étude est de savoir les effets de l'utilisation de matériaux auditifs authentiques sur la capacité d'écoute des apprenants apprenant l'anglais comme langue seconde. L'étude fournira des informations aux apprenants EFL sur le rôle bénéfique des matériaux authentiques dans l'amélioration de leurs compétences d'écoute et jettera les bases d'études ultérieures sur l'utilisation de matériaux authentiques pour améliorer d'autres compétences linguistiques. Pour atteindre cet objectif, les données de collecte ont été analysées et interprétées au moyen de méthodes mixtes ; méthode qualitative (entretien semi-structuré) et méthode quantitative (test, enquête) administrées à 44 apprenants de deuxième année de langues étrangères répartis en groupes égaux expérimentaux et témoins au lycée Malek Bennabi. En outre, les résultats ont soutenu les hypothèses de cette recherche et confirmé que les apprenants ont des attitudes positives à l'égard de l'utilisation de supports d'écoute authentiques. Les résultats de cette étude indiquent que l'utilisation de matériaux authentiques est efficace ; corroborant ainsi les découvertes précédentes dans l'application de supports d'écoute authentiques en tant que technique utile pour développer les compétences de compréhension orale des apprenants et le développement de la motivation. Un certain nombre de recommandations et d'implications pédagogiques sont données aux enseignants et aux apprenants.

*Mots-clés* : matériaux authentiques, apprenants EFL, capacité d'écoute, compréhension orale.

## ملخص

يعتبر الاستماع من المهارات المهمة في تعلم اللغة الأجنبية. يوفر للمتعلمين أساسًا لجميع جوانب اللغة والتنمية المعرفية. الهدف العام من هذه الدراسة هو التحقيق في آثار استخدام المواد الأصلية السمعية على القدرة على الاستماع لدى المتعلمين الذين يتعلمون اللغة الإنجليزية كلغة ثانية. ستوفر الدراسة معلومات لمعلمي اللغة الإنجليزية كلغة أجنبية حول الدور المفيد للمواد الأصلية في تحسين مهارات الاستماع لديهم كتمهيد الطريق لمزيد من الدراسات في استخدام مواد أصلية لتعزيز المهارات اللغوية الأخرى. لتحقيق هذا الهدف، تم تحليل بيانات المجموعة وتفسيرها من خلال طرق مختلطة؛ الطريقة النوعية (المقابلة شبه المنظمة) الطريقة الكمية (اختبار، الدراسة الاستقصائية) تدار على 44 من معلمي اللغة الأجنبية في السنة الثانية ينقسمون إلى مجموعات تجريبية وضابطة متساوية في مدرسة مالك بن نبي الثانوية. إلى جانب ذلك، تم دعم النتائج لفرضيات هذا البحث فأكدت أن المتعلمين لديهم مواقف إيجابية تجاه استخدام مواد الاستماع الأصلية. تشير نتائج هذه الدراسة إلى أن استخدام مواد أصلية فعال؛ وبالتالي دعم النتائج السابقة في تطبيق مواد الاستماع الأصلية كأسلوب مفيد لتحسين مهارات فهم الاستماع لدى المتعلمين لتنمية الدافع. يتم إعطاء عدد من التوصيات والآثار التربوية للمعلمين والمتعلمين.

الكلمات المفتاحية: مواد أصلية، متعلمي اللغة الإنجليزية كلغة أجنبية، مهارة الاستماع، فهم الاستماع

## **DECLARATION**

We hereby declare that the substance of this dissertation is the result of our investigation due reference of acknowledgment is made when necessary to the whole of other researchers.

Authors' name

- Ouchène Amani
- Zerouati Fatma Zohra Rihab
- Mostefai Ahmed

## **DEDICATION**

*In the name of Allah, The Most Beneficent, The Merciful. All the gratitude goes to Him, for I would get nowhere without His guidance and blessing. No act of intellectual activity is ever achieved in isolation. All work is collaborative. For me this dissertation should be dedicated to an infinite web of family, friends and colleagues who gave support, either knowingly or not.*

*First and foremost, this work is dedicated to my parents because it is owing to their faith that I was equal to the task and that it is now as good as I can make it.*

*To the most supportive sister in the world who has been a great source of motivation and inspiration, and supported me on the front line whole heartedly.*

*To my bestie, Amani your friendship is a fortune that I will cherish for eternity. You have constantly been by my side whenever I felt the need of a shoulder to lean on; you are more of best friends to me.*

*I am privileged to have close friends who played the roles of confidant, therapist, and Mentor. They were here to inspire me, teach me, forgive me, and share with me. Thank you my dear Amani and Ahmed.*

*To my lovely cats for the companionship and comfort during the research and writing process.*

*Finally, I dedicate this dissertation to those who use research and education to improve our understanding of ourselves and of others.*

***Rihab***

## DEDICATION

*I dedicate this dissertation to my very dear parents, for the love they have always given me, their encouragement and all the help they gave me during my studies. No words, no dedication could express my respect, my consideration, and my love for the sacrifices they have made for my education and well-being. May God grant them health, happiness, prosperity and long life so that one day I can fill their old age with joy.*

*All thanks to my sisters, Asmaa, Romaissaa for my role models and support. Thank you for all the will, confidence and strength you have given me.*

*To my little brothers Ahmed and Youcef, my shoulders in this life.*

*To my cousin Malak. My dear, my little darling and my pampered cats Micha and Ninou. To my wonderful teacher, all thanks and appreciation to you for all your efforts and hard work with us throughout the completion of this dissertation and for responding to our messages whenever we need you. Thank you.*

*To my colleagues Rihab and Ahmed, no dedication could express my deep affection and immense gratitude for all the encouragement and support they gave me.*

*To my best friend Rihab. I cannot find the right and sincere words to express my affection and my thoughts to you. You are for me sister and friend on whom I can count. In testimony to the friendship that unites us and the memories of all the times we spent together.*

***Amani***

## **DEDICATION**

*I dedicate my dissertation work to my family and many friends. A special feeling of gratitude to my loving parents, who are not with me today to share this moment. Mohamed and Fatiha Mostefai whose words of encouragement and push for tenacity ring in my ears. My brother Fateh, have never left my side and he is very special.*

*I also dedicate this dissertation to my friends and family who have supported me throughout the process. I will always appreciate all they have done, especially Rihab and Amani for helping me develop my skills.*

*I dedicate this work and give special thanks to my best friend Raouf. To my sisters Aicha and Ryma especially my beloved aunt Hamida.*

***Ahmed***



## ACKNOWLEDGEMENT

*“Whoever is thankful (to God) is in fact thankful for his own self. But if anyone is ungrateful, god is self-sufficient and glorious” (Luqman 31:12) ...*

***Thanks to God***

*‘It takes a village to raise a child.’*

### **African Proverb**

We would like to thank all the people who have supported, encouraged, and inspired us. Among them, We would like to thank warmly our supervisor, Mrs. Fatima Bouchareb, who offered constant support and showed enthusiasm to supervise this research work. Her unwavering faith in us gave us strength, confidence and determination and her perceptive and critical eye shaped the course of our research more than she will realize.

Our thanks are also due to the board of examiners for reading and criticizing our work. Their views and observations are great assets and contributions to our research. Thank you for giving us some of your experience and thank you for sharing our own experience.

Special thanks to all our teachers of English at the University of Djilali Bounaama.

## **List of Acronyms**

**EFL:** English as a foreign language

**ESL:** English as a second language

**BBC:** British broadcasting corporation

**AMs:** An Assembly Member

## **List of Tables**

<b>Table 4.1</b> An Independent T-Test Results for the Comparison of Pre-Test Scores Between Control Group and Experimental Group in the Listening Skills Test Prior to Experimentation.....	38
<b>Table 4.2</b> Paired Samples t-test of the Comparison of the Mean of the listening Pre-test and Post-test within the Group.....	41
<b>Table 4.3</b> Comparison of Post-Test Scores between Control Group and Experimental Group in the Listening Skills Test after the Treatment.....	44
<b>Table 4.4</b> Experimental Group’s Reaction to the Authentic Listening Materials.....	47
<b>Table 4.5</b> Learners’ Perceptions and Attitudes Toward Authentic Material and Non-Authentic Material.....	53
<b>Table 4.6</b> Learners' Preferences to Use the Authentic Materials.....	59

## List of Bar-Graphs

<b>Bar-Graph 4.1</b> Comparison of Pre-test Results for the Experimental and Control Groups.....	39
<b>Bar-Graph 4.2</b> The learners' Total Scores in the Pre- and Post-Test for the Control Group .....	42
<b>Bar-Graph 4.3</b> The learners' Total Scores in the Pre- and Post-Test for the control Group .....	42
<b>Bar-Graph 4.4</b> Comparison of Post-Test Results for the Experimental and Control Groups .....	45

## Table of Content

Abstract.....	i
Résumé.....	ii
ملخص.....	iii
DECLARATION.....	iv
DEDICATIONS.....	v
ACKNOWLEDGEMENT.....	viii
List of Acronyms.....	ix
<b>CHAPTER ONE : General Introduction.....</b>	<b>1</b>
1.1 Background of the Study.....	2
1.2 Statement of the Problem.....	3
1.3 Rationale of the Study.....	3
1.4 Aim of the Study.....	3
1.5 Research Questions.....	4
1.6 Hypotheses.....	4
1.7 Research Methodology and Tools.....	5
1.8 Definition of Key Terminology.....	5
1.9 Structure of the Dissertation.....	7
<b>CHAPTER TWO : Review of Literature.....</b>	<b>8</b>
2.1 Introduction.....	9
2.2 Listening Comprehension.....	10
2.2.1 Definitions of Listening.....	10

2.2.2	Importance of Listening.....	11
2.2.3	Listening as an Active Process.....	11
2.2.4	Different Kinds of Comprehension.....	12
2.2.5	Tasks for Listening Comprehension.....	13
2.3	The use of Aural Authentic and Non- Authentic Materials.....	13
2.3.1	Definition of Authentic Materials.....	13
2.3.2	Definition of Non- Authentic Materials.....	14
2.4	Authentic Materials versus Non-Authentic Materials.....	15
2.5	Sources of Authentic Materials in EFL Courses.....	16
2.5.1	The Broadcast Media.....	17
2.5.2	Television.....	17
2.5.3	Radio.....	17
2.6	Reasons for Using Authentic Materials.....	18
2.7	Implementing Authentic Materials in Classroom Listening.....	20
2.8	Conclusion.....	22
	<b>CHAPTER THREE : Research Design and Procedures.....</b>	<b>23</b>
3.1	Introduction.....	24
3.2	Participants.....	24
3.3	Materials.....	25
3.4	Research Instruments.....	25
3.4.1	Listening Comprehension Test.....	26
3.4.2	Survey.....	27

3.4.3	Semi-Structured Interview.....	28
3.5	Data Collection and Statistical Analysis.....	28
3.5.1	The Quantitative Methods.....	28
3.5.1.1	The Test.....	29
3.5.1.2	The Survey.....	29
3.5.2	The Qualitative Method.....	29
3.6	Conclusion.....	30
	<b>CHAPTER FOUR : Research Findings :Analysis and Discussion.....</b>	<b>31</b>
4.1	Introduction.....	32
4.2	Finding Related to the First Research Question.....	32
4.2.1	Results Related to Comparison of the Pre-Test Mean Scores of the Control and Experimental Groups.....	33
4.2.2	Results Related to Comparison of the Mean Scores of the Listening Pre-Test and Post-Test within the Group.....	35
4.2.3	Results related to comparison of the post-test mean scores of the control and experimental groups.....	38
4.3	Learners' Attitudes and Reactions toward the Use of Authentic Listening Materials in developing the Listening Skills.....	41
4.4	Learners' Responses on the Benefits they get from Being Exposed to the Real Language in Authentic Listening Materials.....	41
4.5	Learners' Perceptions and Attitudes towards Authentic and Non-Authentic Listening Material.....	46
4.6	Learners' Preferences to the Types of Authentic Materials they would Like to Use in	

Listening Classes.....	50
4.7 The Results of the Interviews.....	53
4.8 Learners' Perceptions on the Use of Audio Clips.....	54
4.9 Conclusion.....	57
<b>CHAPTER FIVE : Conclusion and Recommendations.....</b>	<b>58</b>
5.1 General Conclusion.....	59
5.3 Recommendations for Further Research.....	61
5.2.1 For Learners.....	61
5.2.2 For Teacher .....	61
REFERENCES.....	71
APPENDIX A : Listening Comprehension Pre-test.....	74
APPENDIX B : Listening Comprehension Post-test.....	79
APPENDIX C : Learners' Survey.....	82
APPENDIX D : Learners' Interview.....	90
APPENDIX E : Learners' Interviews Answers.....	92



**CHAPTER ONE**

**General Introduction**

## 1.1 Background of the Study

In language teaching, listening skill plays an important role in the development of other language skills. It is the most challenging of all language skills because it is an important discovery that enables learners to discover creative ways of pronouncing and understanding language. Listening can help learners build their vocabulary, increase their language skills, and improve their language use. Also developing listening skills is the key to achieving language proficiency. Furthermore listening is considered as an active process as it involves the speaker's accent, pronunciation, grammar, and vocabulary. Listening also plays a major role in our daily communication. You listen to build relationships, gather and interpret information, and convey messages. Listening carefully means paying attention not only to the words, but also to the use of language and voice, pronunciation, and the pace of speech, i.e., understanding what the speaker means by his or her messages.

Despite the importance of listening practice in language instruction, many English- language classes in many countries still focus solely on reading and writing skills. This is especially true in the case of an English-as-a-foreign-language (EFL) situation, in which English is taught as a subject at school and used only inside but not outside the classroom. English as a foreign language (EFL) learners study English in their home countries where English is not the dominant native language. Learners from countries where English is not the official language have few opportunities to hear the real language; as a result, these learners are not accustomed to hearing the language as it is produced by native speakers for native speakers. Consequently, learners from the countries in which English is taught as a foreign language frequently have great difficulty understanding English spoken to them when they come into contact with

native speakers of the native language.

## **1.2 Statement of the Problem**

It is common in every EFL classroom that learners seek to master the four skills. Frequently, they focus on reading, writing, speaking and listening. Among all those skills, listening is considered as the most important and difficult skill to master. It plays a significant role in educational settings since it has a crucial effect in developing other language aspects. Listening can be defined as the ability or the process that involves understanding speaker's accent or pronunciation, grammar, vocabulary. Despite its importance, listening in our context does not receive a considerable attention, i.e., it is not a separate module. Thus, foreign language learners encounter difficulties in understanding authentic language because teachers do not use authentic materials. In this research, teachers will use authentic materials as a substitute for the traditional one (non-authentic materials) in which the former represents real life situations with natural vocabulary, phrases and intonation used by the native speaker.

## **1.3 Rationale of the Study**

The ultimate purpose of this study is to investigate EFL learners' attitudes toward the use of authentic materials in EFL listening classrooms. It provides real-life examples of language used in everyday situations. They can be used to add more interest for the learner. They can serve as a reminder to learners that there is an entire population who use the target language in their everyday lives.

## **1.4 Aim of the Study**

The overall aim of this study is to investigate the effects of using aural authentic materials on listening ability in learners learning English as a second language.

The purpose of this descriptive study is to investigate how the use of authentic input in an ESL classroom aided and/or hindered learners' learning in English-language listening. In addition to the primary goal, the study identifies the learning strategies used by ESL learners when exposed to authentic listening materials. Finally, the study investigates the effects of using authentic materials on ESL learners' attitudes toward English learning.

### **1.5 Research Questions**

- This study seeks to answer the following questions:
  1. What are the impacts of authentic aural materials on the EFL learners' listening comprehension ability?
  2. What are the attitudes and reactions of EFL learners toward the use of authentic listening materials in developing the listening comprehension ability?

### **1.6 Hypotheses**

Based on the research questions and the nature of the study, the hypotheses are:

-There is no significant difference between means of scores obtained by the experimental group (who were taught English listening course through authentic and non-authentic listening materials) and the control group (who were taught listening course through the non-authentic listening materials) in terms of their overall listening comprehension.

-There is no significant difference between the pre- and post-test mean scores of overall listening comprehension for the control group.

-There is significant difference between the pre- and post-test mean scores of

overall listening comprehension for the experimental group and this difference is in favor of the post-test.

### **1.7 Research Methodology and Tools**

In this study, a descriptive method will be followed due to its appropriateness to this study, by using the data gathered from the survey to describe and analyze the role of using authentic materials in EFL listening classrooms taking both the teachers and learners views.

The most important tools of collecting data are surveys. The learner's survey; aim at gathering information about their attitudes towards authentic materials.

### **1.8 Definition of Key Terminology**

**Authentic Language:** refers to written or spoken language which is created by and for a native speaker of the language in which it is produced (Rogers & Medley, 1988).

**Authentic Material:** refer to audio/video recordings of a discourse or a conversation that is spontaneously generated by native speakers of the language.

**Authentic Speech / Authentic Text:** refers to a piece of spoken language which is created by a native speaker of the language in which it is produced.

**English as a Foreign Language (EFL):** refers to the role of English in countries where it is taught as a subject in schools but not used as a medium of instruction in education nor as a language of communication in the country (e.g., in government, or business).

**English as a Second Language (ESL):** refers to the role of English for immigrant and other minority groups in English-speaking countries. These people may use their mother tongue at home or among friends, but use English at school and at work.

**First Language (L1):** refers to a learner's mother tongue. This term is used

synonymously with native language.

**Input:** refers to language data to which a learner is exposed either orally or visually.

**Intake:** refers to an intermediate process between the exposure to input and actual language acquisition (Leow, 1993).

**Learning Strategy:** refers to intentional behavior and thought that learners use during learning in order to help them understand, learn, or remember new information.

**Listening:** refers to a process in which a listener perceives aural stimuli and attempts to interpret the message of a speaker or oral text.

**Listening Comprehension:** refers to the ability to extract information from auditorially language material.

**Native Language:** refers to the language which a learner acquired in early childhood.

**Second Language (L2):** refers to the language that is learned or acquired through training. In the present study, the second language is the English language

**Target Language:** refers to the language being learned. In this study, the target language is the English language.

### 1.9 Structure of the Dissertation

The study consists of five chapters. Chapter one presents the general introduction. Chapter Two examines research on listening comprehension, listening and ESL learning, and the use of aural authentic materials. Chapter Three describes the methods and procedures used in conducting the research. A description of the learner selection, data collection, and data analysis are included. Chapter four reports the findings and results of the data collection. Detailed description of the results obtained from this study is presented. Chapter Five summarizes the results of the study. Recommendations for

future research and implications for teaching are discussed. A complete list of references and appendices follows Chapter five.



**CHAPTER TWO**

**Review of Literature**

## 2.1 Introduction

Listening is one of receptive skills in English. Listening is not only hearing, but also listening to something carefully. In this case, someone can listen, but may not understand it (Broughton et al., 1978). Therefore, listening considers as an active process because it involves speaker's accent, pronunciation, grammar and vocabulary. It means that before people get abilities to speak, read, and write they must listen first before talking or doing other physical activities and when they are reading and talking, they must listen to get the information and knowledge. The use of authentic materials in English as a foreign language learning has an extended history with Sweet (1899) being one of the first linguists to regularly implement them in his textbooks. He claimed that the great advantage of natural, idiomatic texts over artificial methods or series is that they do justice to every feature of the language.

In the mid-1970s, communicative approach to language teaching comes across with a need to develop learners' skills for the real world. One of the main aspects of such communicative movements is the emphasis on communication rather than forms and structures in second language learning. Therefore, this approach would yield better outcomes in developing both the learners' learning process in general and the learners' communicative competence in the target language in particular. That is an obvious insistence towards using the materials that reflect language in the real world use. Then, teachers, consequently, must stimulate this world in the classroom.

One of the ways is to incorporate the use of authentic materials. Richards (2001) states that the language which the learners are engaged with in classroom, must represent the language used in the real world (p.122).

## 2.2 Listening Comprehension

### 2.2.1 Definitions of Listening

The definition of listening has been proposed by various scholars, from simple to comprehensive. Rankin (1926/1952) defined listening as "...the ability to understand spoken language" (p.847). Johnson (1951) extended the definition to include "... the ability to effectively understand and respond to oral communication" (p.58). Jones (1956) defined listening as "... a selective process in which sound transmitted by a source is received, critically interpreted, and acted upon by an intentional listener" (p.12). ). Nichols (1974) reduced the definition of hearing to "adding meaning to acoustic signs" (p.83). Underwood (1989) simplified the definition of listening to "activities that pay attention to what we are listening to and try to understand" (p. 1). Purdy (1997) described listening as "listening, perceiving, interpreting, remembering, and responding to active and dynamic needs, concerns, and information expressed (verbally and non-verbally) provided by other human beings" (p. 8).

Listening entails more than just hearing or perceiving speech sounds. Following a review of several proposed definitions, it is possible to conclude that listening is an active process involving four interrelated activities : receiving aural stimuli (Jones, 1956; Petrie, 1961/1962; Steil, Barker, & Watson, 1983; Wolvin & Coakley, 1988), attending to the spoken words (Barker, 1971; Petrie, 1961/1962; Underwood, 1989; Wolvin & Coakley, 1988), attaching meaning to the aural symbols (Nichols, 1974; O'Malley, Chamot, & Kupper, 1989; Spearritt, 1962; Wolvin & Coakley, 1988), and responding to oral communication (Johnson, 1951; Purdy, 1997; Steil et al., 1983).

### **2.2.2 Importance of Listening**

Listening is the first language skill learned; it is followed by speaking, reading, and writing (Devine, 1982; Lundsteen, 1979; Wolvin & Coakley, 1988). Furthermore, listening is the most commonly used language skill (Morley, 1990, 1999; Scarcella & Oxford, 1992). Rankin (1926/1952) investigated the frequency of use of listening in the ordinary lives of adults and discovered that adults spent 42.1 percent of their total verbal communication time listening, 31.9 percent speaking, 15 percent reading, and 11 percent writing. According to Devine (1982), listening is the primary means of absorbing incoming ideas and information. According to Bird (1953), female college learners spent 42 percent of their total verbal communication time listening, 25 percent speaking, 15 percent reading, and 18 percent writing. A study conducted by Barker, Edwards, Gaines, Gladney, and Holley (1980) confirmed Bird's view of the primacy of listening, revealing that college learners spent 52.5 percent of their verbal communication time listening, 17.3 percent reading, 16.3 percent speaking, and 13.9 percent writing. According to Gilbert (1988), learners from kindergarten to high school were expected to listen 65-90 percent of the time. Wolvin and Coakley (1988) concluded that listening consumes more of daily communication time than other forms of verbal communication, both in and out of the classroom.

### **2.2.3 Listening as an Active Process**

Listening comprehension is previously thought to be a passive activity (Bacon, 1989; Joiner, 1991; Morley, 1990; Murphy, 1991). Many theorists, however, recognized that listening is an active process of constructing meaning from a stream of sounds (Berne 1998; Joiner, 1991; McDonough, 1999; Murphy, 1991; O'Malley et al., 1989; Purdy 1997; Rivers & Temperly, 1978; Thompson & Rubin, 1996; Vandergrift, 1998;

Weissenrieder, 1987; Wing, 1986). Some researchers went on to suggest that listening comprehension is a complex problem-solving skill (Byrnes, 1984; Meyer, 1984; Richards, 1983; Wipf, 1984; Wolvin & Coakley, 1979). Purdy (1997) asserts that listeners do not passively absorb the words but actively attempt to grasp the facts and feelings in what they hear by paying attention to what the speaker says, how the speaker says it, and the context in which the message is delivered.

#### **2.2.4 Different Kinds of Comprehension**

Lund (1990) divided comprehension into three categories: main-idea comprehension, detail comprehension, and full comprehension. Main-idea comprehension entails actual message comprehension and is primarily dependent on vocabulary recognition. Detail comprehension entails obtaining specific information; it can be performed independently of main-idea comprehension when listeners know what information they are looking for ahead of time. The goal of listening instruction is full comprehension, which entails understanding the entire message—both the main ideas and the details. Understanding does not always necessitate understanding every word or structure (Ciccone, 1995). However, language learners usually assume that successful comprehension only occurs with total comprehension (Faerch & Kasper, 1986; Ur, 1984). This belief causes some language learners to become frightened when they fail to understand every single word they hear. According to Scarcella and Oxford (1992), learners' anxiety about not understanding everything can lead them to "discouragement, fatigue, and a general sense of failure" (p.149). Indeed, teachers should help their learners understand that it is not necessary to recognize and understand every word in order to function well in listening comprehension.

### **2.2.5 Tasks for Listening Comprehension**

Generally, there are three categories of tasks that should be included when working with listening materials: pre-listening activities, listening activities, and post-listening activities (Rogers & Medley, 1988). Pre-listening activities, or activities that take place before the listening passage, should prepare learners for the comprehension task by activating their vocabulary and background knowledge, or by providing them with the information they need to comprehend the content of the listening text (Dunkel, 1986; Rogers & Medley, 1988; Vandergrift, 1997). Listening activities should assist learners in developing the ability to extract meaning from a speech stream. Post listening activities, on the other hand, consist of extensions and developments of the listening task (Underwood, 1989); they may emphasize cultural themes and socio-linguistic aspects related to the materials.

## **2.3 The use of Aural Authentic and Non- Authentic Materials**

### **2.3.1 Definition of Authentic Materials**

In the literature on second-language acquisition and learning, the term "authentic materials" means different things to different people. It, therefore, has been defined in a number of ways. The most common definition for second-language research is unaltered texts that are generated by native speakers and for native speakers (Bacon, 1992; Joiner, 1991; Joiner et al., 1989; Rings, 1986; Rogers & Medley, 1988; Scarcella & Oxford,

1992). From various descriptions of authenticity, Rings (1986) concluded that "For a particular type of text, the speaker must be 'authentic,' the situation must be authentic, and only then will the language content and structure be authentic for that text type" Rogers and Medley (1988) used the term "authentic" to refer to "language samples ... that reflect a naturalness of form, and an appropriateness of cultural and situational context that would be found in the language as used by the native speakers" .This section has presented some definitions of the term "authentic materials". Generally, authentic language is that which is used by native speakers communicating orally or in writing.

### **2.3.2 Definition of Non- Authentic Materials**

Technology needed to convey information and guide the learner's study". (p.7-8). Thus, instruction as an array of knowledge has to be delivered through several materials that the teacher attempts to select and implement in the classroom. In other terms, non-authentic materials are carefully planned to meet some specific or general pedagogical purposes. They can be presented in different forms including audio and video cassettes, prose, recordings of conversations. In fact, they try to present real use of the target language in a simulated manner. The common feature of such materials is the deliberate choice of language, situations and people to comply with communicative, structural or behavioral needs. So, the aspects of language presented in this kind of material are carefully selected and adapted to the learners.

Features such as grammar, lexis, rhythm, intonation, and speech delivery are simplified. As a result, many learners find it difficult to cope with real life situations

where they are normally expected to both understand and speak the target language.



### 2.4 Authentic Materials versus Non-Authentic Materials

Underwood (1989) identifies the following characteristic/features which distinguishes authentic and non-authentic speeches. These are presented in the box below.

Characteristic features of authentic speeches	Characteristic features of non- authentic speeches
Natural rhythm	Unnatural rhythm
Natural intonation	Unnatural intonation
Natural pronunciation(i.e. not especially carefully enunciated)	Over-clear enunciation
Some overlap between speakers (including interruption)	Little overlap between speakers
Normal rate of delivery (sometimes fast, sometimes slow)	Slow (and perhaps monotonous) delivery
Relatively unstructured language, which is used spontaneously in speech	Structured language which was meant to be read silently rather spoken aloud
Incomplete sentences, false starts, hesitations	Complete sentences as utterances
Background noise and, sometimes background voices	No background noise
Natural starts and stops	Artificial stops and starts
Less densely packed information than in written language	Densely packed information

As can be located, several distinctions can be found between authentic and non-authentic materials, and that many scholars and researchers have referred to such differences (Tomlinson, 2012; Mishan; 2005; Adams, 1995; Miller, 2003; and Gilmore, 2007). A unique and distinguishing feature of authentic materials is that they are produced for real communication purposes; whereas non-authentic ones are specially prepared for educational ones. Another notable difference is the merits of authentic materials in improving and developing communicative abilities of language learners, while non- authentic materials put an emphasis on language forms, and structures. Gilmore (2007) for instance, stated that textbook materials frequently fail to develop learners' communicative competence because they are mostly organized around a graded structured syllabus with lexico-grammatical features sequenced according to perceived difficulty. Another key difference is the acceptance of false starts. Authentic materials contain incomplete sentences, pauses and false starts, whereas, non-authentic materials are accurately, and false free prepared. Authentic materials qualify language learners for the real use of language outside of classroom setting while non-authentic materials prepare learners for learning grammar, spelling, and even pronunciation. The topmost difference between authentic and non-authentic artificial materials is also in the idea of naturalness

### **2.5 Sources of Authentic Materials in EFL Courses**

There are many sources of authentic materials in the current time of which teachers and language learners can make use. In today's globalized era, the most commonly sources used are TV programs, the internet, movies, songs and literature... etc.

### **2.5.1 The Broadcast Media**

As a tool for language teaching media, broadcast have always been used to facilitate the task of language learning. In other words, as cited in Mishan (2005) that “the broadcast media offer the most diversified set of genres.” (p132).

### **2.5.2 Television**

According to Oxford learner’s pocket Dictionary, Television is “piece of electrical equipment with a screen on which you can watch movies and sounds.”

Using television in the English language classroom allows learners to access to more different information; in which TV in English class offers visual and audio clues to meaning. That is to say, TV provides FL learner with the context in which the TL is used. In other words, non-verbal behaviors or paralinguistic features of the spoken text are available to the learners. Furthermore, TV brings the outside world into the classroom. This means that it gives the class and the teacher something to talk about beyond the confines of the classroom. As a result, it gives a powerful stimulus for communication in class.

To sum up, the use of TV as an authentic material is a powerful motivator in EFL classes since it enriches learners’ English vocabulary, lexical power, and enhances their listening skill when it enables them to see their linguistic features.

### **2.5.3 Radio**

Mishan (2005) claimed that “using radio is one of the more easily accessible forms of authentic listening practice we can provide the learner. Moreover, its use makes them more familiar with FL culture” (p.138).

In line with this, Tomalin (1986) stated that “listening to radio is a marvelous way of developing listening ability.”(p.102). From the above scholars’ point of views, one can understand that there are a range of topics and areas discussed on the radio; we can mention as an examples of radio stations such as BBC and voice of America (VOA), which have the effect of bringing the outside world into the classroom.

Therefore, using the radio is a medium of exposure to real speech in the target language. In other words, listening to radio the learners’ ear can be attuned to the sounds of English. Thus, this will improve their overall proficiency in understanding the language.

### **2.6 Reasons for Using Authentic Materials**

There are several reasons why a teacher should use authentic materials. According to Gilmore (2007) EFL learners can develop three levels of communicative competencies through the use of authentic texts in EFL teaching. First, linguistic competence Gilmore (2007, p.99) points out how teaching of the linguistic knowledge has largely been based on the classical notion of grammar and has only examined the written form and sentence- based grammar. However, this kind of standard grammar taught in textbooks fails to account for the different features of spoken discourse. This had led to a situation where EFL learning materials do not present adequate models of spoken grammar that is being used in real life. In other terms, authentic language materials would therefore provide the learner with a better example of the grammar and structures that can genuinely be found in English conversations. The second competence benefitting from authentic materials is pragma- linguistic competence, i.e. knowledge about the meaning beyond the linguistic form. As Mishan (2004) noted that

“comprehension of a foreign language is not only about being linguistically competent but it is also a function of the cultural knowledge that the speaker has” (p.49). In other words, to communicate successfully in a FL, the learner needs to have an understanding of the meanings that are not linguistically expressed but that arise from the context and culture surrounding the language. The third competence achieved through the use of authentic texts as learning materials is discourse competence. According to Gilmore (2007).

The need for and usefulness of authentic materials have been increasingly acknowledged in recent years. Most language teachers recognize the value of using authentic materials for teaching and learning purposes (Wong et al. 1995). It is believed that authentic materials are a rich source for planning and conducting teaching and learning activities. Wong et al. (1995) state that authentic materials can help us to achieve the aims of enriching learners’ experience in the learning and use of English, sensitizing them to the use of English in the real world, and helping them to generate a learning strategy for learning not only English but also other subjects. This means that to help learners learn the language in the real life situation and give them the opportunity to practice using the language the way in which the target language speakers use it.

Authentic materials play a significant role in exposing FL learners to real language use in FL teaching/learning processes. In other words, authentic materials are one of the most important and essential tools in second/foreign language teaching and learning that enable learners to transfer what they learn in the classroom to the outside world.

At the end, authentic materials can provide a variety of several different language aspects, for example, speed of delivery, accent, and formality of language which highly contributes in strengthen FL learners' listening comprehension skill that surely leads to the development of the other skills; speaking, reading, and writing so success in FL learning.

### **2.7 Implementing Authentic Materials in Listening Classes**

The main function of the second-language classroom should be to provide learners with authentic language (Ciccone, 1995). According to Herron (1994), empirical studies have confirmed the benefits of using authentic materials in classroom. Gilman and Moody (1984) suggest that the teacher employ authentic materials in implementing listening- comprehension training at all levels. Morrison (1989) also believes that authentic listening materials can and should be used at all levels from beginners to advance. Even beginning learners need exposure to authentic language since it is the medium of everyday communication (Oxford, Lavine, & Crookall, 1989; Porter & Roberts, 1981; Scarcella & Oxford, 1992). According to Herron and Seay (1991), the teacher should exploit more authentic texts in all levels of language instruction in order to involve learners in activities that reflect real-life listening.

The critical consideration in choosing appropriate materials for second-language learners is authenticity. Classroom listening must prepare learners for real listening; aural authentic texts will expose learners to real language from the beginning of their language study (Bacon, 1992; Morton, 1999). However, in order to ensure transfer to real-life conversational situations, the teacher has to provide language material that is presented with authentic native accents and intonation at a speed of utterance that is normal for native speakers of the language (Grittner, 1980). Learners working with

authentic materials will gain valuable practice in the specific skill of making sense of live speech without necessarily understanding every word of structure; then, an increase in listening comprehension is a natural consequence of this practice (Herron & Seay, 1991). Herron and Seay (1991) believe that learners, with proper instructional planning by the teacher, can be led to extract general and specific meaning from oral authentic texts while improving general listening-comprehension skills. Using authentic materials allows learners to experience early in their study the rewards of learning a language. Rivers (1987) maintains that learners who work with authentic materials have an interest in the language that is based on what they know it can do for them. Bacon and Finnemann (1990) found that when learners are properly prepared, authentic materials have a positive effect on both comprehension and motivation. The challenge for the second-language teacher, therefore, is to identify authentic materials of potential interest to learners and to prepare the learners for dealing with these texts in a meaningful way (Wing, 1986). In the past, learners demonstrated successful listening by correctly answering comprehension questions presented after the material. Nowadays, however, it is more likely that learners are required to complete a task while listening and/or a follow-up activity that involves using information in the material in some realistic ways (Joiner, 1991). Lund (1990) even recommends a trend toward bringing classroom-listening instruction and practice as close to real world listening as is possible.

In conclusion, since a goal of classroom listening is to prepare learners for real-life listening outside the classroom, it is necessary to implement aural authentic materials at all levels of language instruction and listening-comprehension training.

## 2.8 Conclusion

Many researchers have conducted studies about the authentic materials. They support the use of authentic material and do have different views, but they have in common one idea: “exposure”, exposure to “real language and real life”, in other words, the benefit learners get from being exposed to the language in authentic materials. The authentic materials should be used in accordance with the learners’ level of knowledge and the learners should be helped by their teachers to overcome the difficulties they encounter.

Despite the significance of authentic materials that has been stressed in the previous studies conducted in other contexts (e.g., Otte, 2006; Miller, 2005; Dewi, 2018), the in- class use of authentic listening materials has not yet received the much-required attention in Malek Bennabi EFL context. Therefore, EFL learners’ attitudes toward the use of authentic materials in their listening classes have been an issue that might not have received sufficient attention in the context of Malek Bennabi EFL classrooms. Consequently, the present study seeks to address this gap and find out the effectiveness of using authentic listening materials on listening comprehension achievement among English language majors at Malek Bennabi Secondary School because of multiplicity of reasons as discussed later.



## **CHAPTER THREE**

### **Research Design and Procedures**

### 3.1 Introduction

Listening as one of the most pivotal skills has been given more attention due to the momentous role it plays in the development of other language skills. The current study takes an experimental strategy in order to provide answers to the research questions and to learn more about the effects of Authentic Aural Materials on EFL learners' listening comprehension abilities there is an increasing interest in implementing authentic materials in a language classroom so that the learners have opportunities to hear and practice using the language they will encounter outside the classroom. Also, several research studies have shown learners' improvement in language performance as a result of exposure to authentic language in the classroom.

### 3.2 Participants

To take part in the study, 44 Second Year learners from Malek Bennabi High School majoring in English as a Foreign Language were recruited. The participants were between the ages of sixteen and eighteen. During the first semester of the academic year 2021/2022, the participants in this study were enrolled in a listening class. The study's participants were randomly assigned to one of two groups: experimental group (N°.22) or control group (N°.22). The experimental group heard both authentic and inauthentic listening materials, while the control group heard just inauthentic listening materials (control group). It is vital to note that both groups were examined at the beginning and end of the term in order to acquire the information needed to conduct the inquiry. To avoid the effect of a different teacher on performance, both groups were taught by the same teacher.

### 3.3 Materials

Two sets of materials from each were chosen to compare the effectiveness of authentic and inauthentic items. Authentic materials are those that are created by native speakers or those that are created for non-pedagogical causes. Inauthentic materials are ones that are created for the aim of educating. The researchers chose and created real resources as well as additional exercises for use in English classes. All materials and exercises were created with the study's participants' requirements, interests, and skill level in mind. The authentic listening resources are chosen based on the following criteria:

1. Content suitability for learners' needs.
2. Topics' familiarity.
3. Cultural appropriateness.
4. Linguistic demands.
5. Cognitive demands.
6. Logistical considerations: e.g. length, legibility/audibility.
7. To be in accordance with the course objectives.
8. Language Clarity.
9. Variety of Sources.

### 3.4 Research Instruments

In order to answer the study questions, a range of data-gathering instruments were used to collect both qualitative and quantitative data. For triangulation, a mixed-method approach has been used, using a listening comprehension test, survey, and interview.

The data collection approach used in this study is triangulation, which increased the validity of the results produced. Triangulation is a term that refers to bringing many types of evidence to bear on a problem. As a result, if you have access to interview, survey, and test data, your analysis is much more likely to be sound than if you only use one form of evidence. The following research instruments have been used to collect relevant data for this investigation.

### **3.4.1 Listening Comprehension Test**

Listening Comprehension test can effectively evaluate learners' listening. Thus, the researchers have designed two listening comprehension tests to be used as an assessment tool to assess the experimental and the control groups' listening comprehension skills before and after the application of the experiment. In the first session, before learners received any instruction, all the learners, the experimental group and the control groups, sat for a pre-test to decide their actual level before being taught. More specifically, learners are given a pre-test, which showed where the learners are (academically) in their listening comprehension test skills prior to implementation.

A two-part pretest is given to the learners. This pre-test had two sections: authentic and non-authentic listening materials. The researchers put together the authentic section, which consisted of 25 around two- or three-minute authentic audio-tapes from the BBC or VOA. For non-authentic hearing materials, the participants are given common listening materials from Interaction's listening section and similar English programs. The listening materials appear to be social and non-technical in

Nature. Mini dialogues or mini-lectures made up the majority of the listening materials. Four or five listening comprehension questions have been asked after each mini-dialogue or mini-lecture. This test is allowed the researcher to keep track of the learners' progress in listening.

The post-test in this study is another sample test of listening comprehension for non-authentic listening material and a similar (described in pre-test) version of authentic audio-tape listening materials to determine the efficacy of the non-authentic and authentic audio-based treatment on the listening comprehension of EFL learners. The post-test has nearly the same characteristics in time number, and content of the listening comprehension task which is used in pre-test. Both tests (pre- and post-tests) are made up of items and each took about 50 minutes (one minute for each item). Time (5 minutes) is also given to participants to check their answers and transfer them to the answer sheet at the end of the test.

### **3.4.2 Survey**

The survey is the second research tool. It is attempted to determine the learners' perspectives of the advantages of being exposed to real listening resources. To collect data, the researchers are consulted a number of related research studies, including those conducted in the EFL context to develop a suitable survey to elicit the responses of Malek Bennabi High School EFL Learners regarding the use of authentic listening materials. When the learners in the experimental group have finished the experiment, survey is given to them at the end of therapy.

### 3.4.3 Semi-Structured Interview

1. Would you support the use of authentic materials in your listening classes? Why?
2. Which factors, if any, do you think would hinder the use of authentic listening materials in EFL instruction?
3. How do you think EFL teachers at Malek Bennabi can make appropriate use of authentic materials for listening instruction?
4. Do you think that you can listen to and enjoy authentic materials? What do you need in order to succeed in dealing with authentic materials?
5. What types of activities would facilitate your comprehension of authentic materials?

### 3.5 Data Collection and Statistical Analysis

Both qualitative and quantitative methods are used to examine and interpret the data acquired using research tools (i.e., listening comprehension test, survey, and interview).

#### 3.5.1 The Quantitative Methods

The quantitative methods used in interpreting the results of both the test and survey were as follows:

##### 3.5.1.1 The Test

Two tests are used as pre- and post-test to answer the first study topic. The Statistical Package for Social Sciences (SPSS) software is used to examine the data and

compare the results of the two groups statistically. On each pre-test and post-test, two independent t-tests are run to determine the difference in mean scores between the experimental and control groups. To examine if there is any difference between the subjects' performance on the pre- and post-tests, a paired t-test is used to find the difference between the means of the scores on the following tests: the pre- and post-tests for the control group as well as the experimental group. The significance levels, mean scores, and standard deviations are calculated.

#### **3.5.1.2 The Survey**

In order to answer the second research question, the experimental groups learners are asked to do a survey after the treatment. The researchers adopts simple percentages and frequencies (i.e., quantitatively) technique to present the results of the survey. More specifically, the results obtained from learners' survey have been tallied, and frequencies have been changed into percentages. These results have been analyzed and described in terms of words and numbers.

#### **3.5.2 The Qualitative Method**

Moreover, the researcher is used the narrative technique (i.e., qualitatively) in analyzing the data collected through the interview. The data collected from interview with ten learners of the experimental group are analyzed qualitatively in words and sentences. Finally, summary of major findings, conclusions and recommendations are drawn and forwarded based on the results of the study.

#### **3.6 Conclusion**

In the literature on second-language acquisition and learning, the term "authentic materials" means different things to different people. It, therefore, has been defined in a number of ways. The most common definition for second-language research is unaltered texts that are generated by native speakers and for native speakers, an increasing number of linguists and language educators emphasize the importance of authentic oral texts very early in the language experience. Authentic materials can even be used from the first week of the first semester; however, the materials must relate to learners' life experiences and contain appropriate features that enhance comprehension at this level.



## **CHAPTER FOUR**

### **Research Findings: Analysis and Discussion**

#### **4.1 Introduction**

The current study attempts to investigate the impact of using authentic listening materials on the EFL learners' listening comprehension ability at Malek Bennabi in Ain Defla, Algeria. Two groups of learners have been taught in two different ways. A pre- and post-test are designed to investigate and compare the learners' mean scores before and after the treatments and find the statistical differences. Furthermore, a survey and a semi-structured interview were designed to elicit learners' attitudes towards using blended learning approach in English essay writing and to provide an in-depth picture. The results of the test are presented first, and then they are followed by the results of the survey and the interview.

#### **4.2 Finding Related to the First Research Question**

In order to test the research hypotheses which leads to answer the first research question "What are the impacts of authentic aural materials on the EFL learners' listening comprehension ability ?", the pre/post-tests are designed to determine whether or not there is any significant difference between the experimental and control groups regarding the listening skills. The findings of the pre\post-test are presented below.

##### **4.2.1 Results Related to Comparison of the Pre-Test Mean Scores of the Control and Experimental Groups**

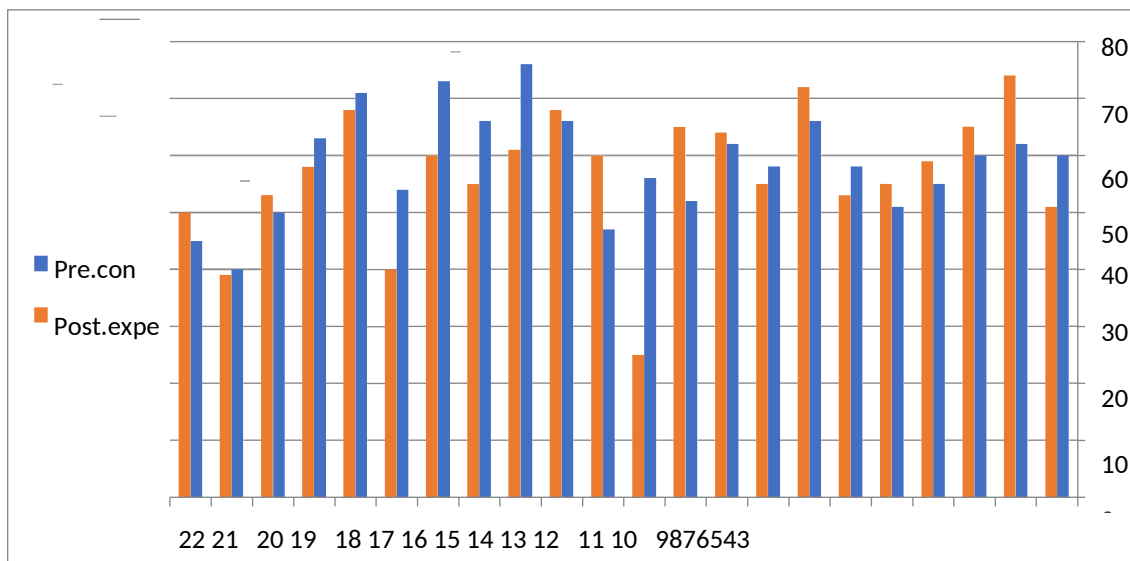
In this study, the listening comprehension pre-test is given to the participants before they started the treatment. The pre-test is aimed to assess the level of the two

groups before conducting the experiment. The pre-test for both groups is conducted within the same day. There is any statistically significant difference at ( $P < .05$ ) level between the mean gain scores of the learners of the control group (those who study the inauthentic listening materials) and the experimental group (those who study the English course using inauthentic and authentic aural materials) in the pre-test, prior to the treatment, an independent sample t-test is used. The findings showed that the mean score of the control group is (58.68) with a standard deviation of (9.146), whereas the mean of the experimental group is (56.82) with a standard deviation of (11.417). (See table1).

**Table 1: An independent T-Test Results for the Comparison of Pre-Test Scores Between Control Group and Experimental Group in the Listening Skills Test Prior to Experimentation.**

Group	N.	Mean	Std.Deviation	T	DF	Sig.
Control	22	58.68	9.146	5.98	42	5.62

Results of the pre-test in table one prove that both experimental and control group were homogeneous with regard to their listening skills. These findings affirm the first hypothesis which assumes that there is no significant difference between means of scores obtained by the experimental group and the control group in terms of their overall listening performance in the pre-test which means the two classes started at similar levels of listening proficiency. So, the first research hypothesis is confirmed.



**Bar-Graph (1): Comparison of Pre-test Results for the Experimental and Control Groups.**

It may be assumed from the data of 'Bar-Graph.1.' that a large number of learners (mean=58) struggled with listening comprehension. This indicates that they were unable to comprehend the original information. Bar-Graph (1) clearly demonstrates this. In light of these findings, the individuals' poor listening performance could potentially be attributed to a lack of contextual understanding about the text. This could be owing to the researchers' way of presenting the authentic material, which is required them to listen to the recorded text without any preparation (no warm up and, hence, no background knowledge activation). In this context, it is noted that forcing learners to listen to a text right away is unusual, since it makes it difficult for them to process the essential listening skills to match what they hear in the test material to what they hear in the real world. Finally, in terms of the learners' listening test limits, practically all of the learners had the same problem in the listening exam, which is the

'speed of speech', as well as pronunciation (British accent) and the presence of some unfamiliar words.

#### **4.2.2 Results Related to Comparison of the Mean Scores of the Listening Pre-Test and Post-Test within the Group**

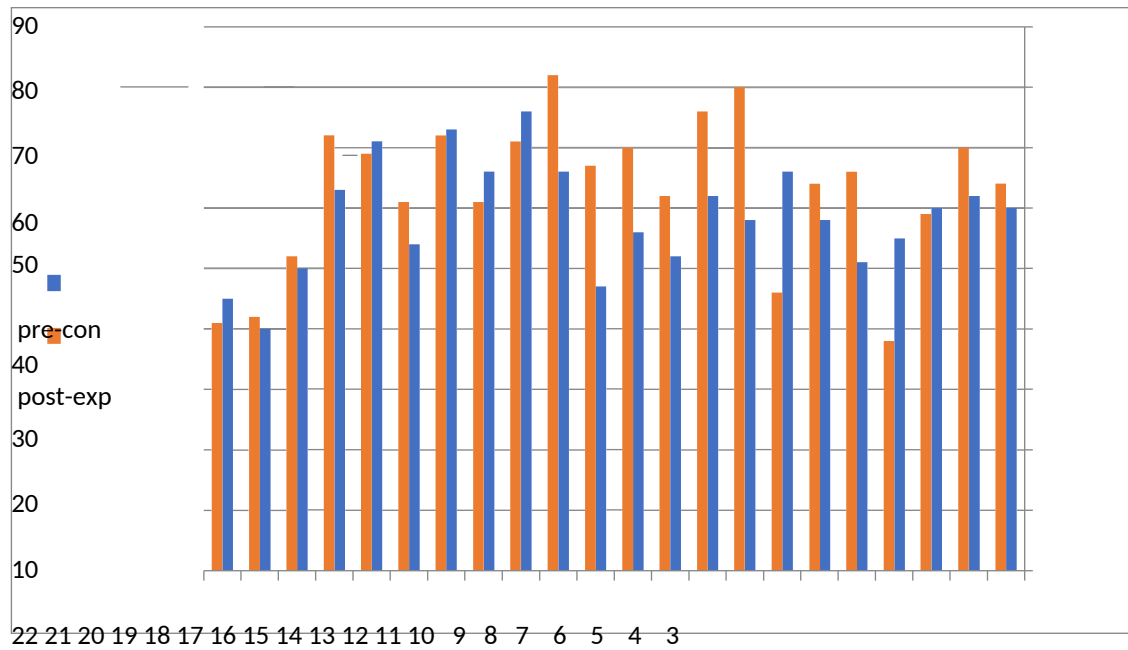
Table one shows the differences in pre-test and post-test outcomes for each group (Two groups). Because the two groups received two distinct treatments in the trial, the experimental group learners' overall listening performance improved significantly. A paired T-test Score is used to see if "there is any statistically significant difference between the mean gain scores of the learners in the control group (those who study English using inauthentic listening materials) in the pre- and post-test," and the results showed that there is a slight difference in the pre- and post-test. Table two displays the mean and standard deviation of the control group's overall writing performance before and after the exam.

The control group's mean score in the post-test is 62.95, compared to 58.68 in the pre-test. The 'T' value indicated that the control group had made insufficient progress. This is related to the usage of inauthentic listening materials in the classroom, because pupils do not have enough opportunity to practice listening in English. These findings contradict the second hypothesis, which states that there is no significant difference in the control group's general listening skills between pre- and post-test mean scores. As a result, the second research hypothesis is invalidated.

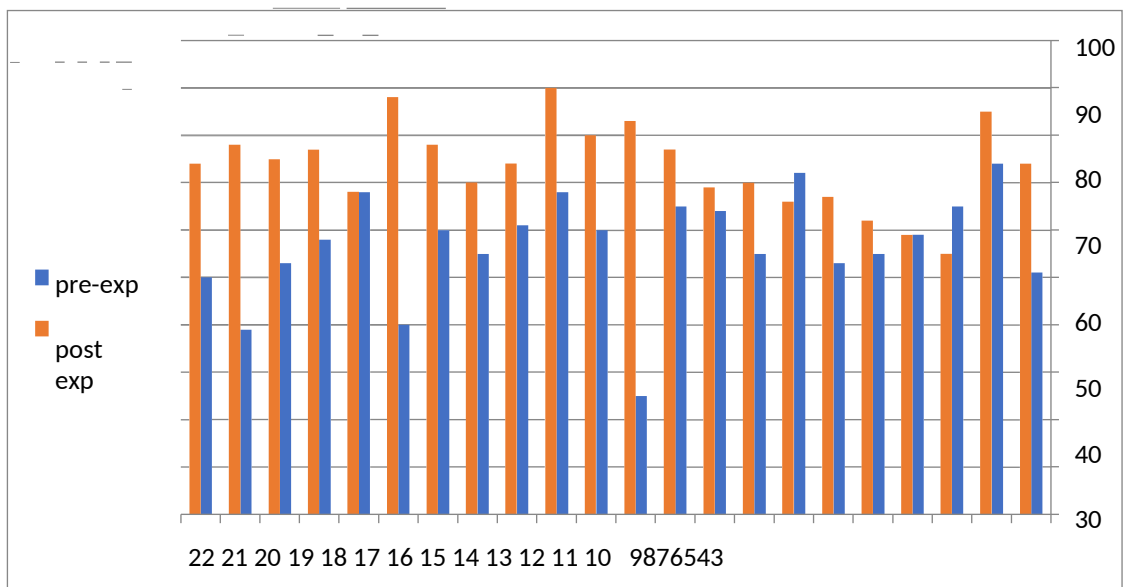
**Table 2. Paired Samples t-test of the Comparison of the Mean of the listening Pre-test and Post-test within the Group**

	Pre-test Mean (SD)	Post-test Mean (SD)	df	T –Test
Control(n=22)	58.68	62.95	21	-1.848
Experimental(n=22)	56.82	73.59	21	-4.884

The third hypothesis, on the other hand, assumes that the experimental class's pretest and post-test scores have significantly improved. A paired T-test is used to compare the experimental class's pre and post test results, and the data analysis revealed that there is a substantial improvement in learners' scores in favor of the post-test, with a significance value which is less than 0.05. The tables show that there is a significant difference between the mean scores of the pre-test and post-test. The mean score of pupils improved from around 56.82 on the pretest to more than 73.59 on the post-test. As a result of this research, it can be inferred that employing realistic listening materials increased learners' listening performance in general. This demonstrates that pupils' listening abilities improve as a result of increased exposure to authentic material.



**Bar-Graph (2) The learner’s Total Scores in the Pre- and Post-Test for The Control Group.**



**Bar-Graph (3) The Learners’ Total Scores in the Pre- and Post-Test for the control Group.**

The experimental group's performance in listening skills has significantly improved as a result of using a combination of authentic material instruction and traditional in-class listening instruction, as evidenced by the remarkably high gains shown by the subjects of the experimental group on a pre-test and post-test comparison. Bar-Graph Two demonstrates a minor improvement in the control group's post-test scores when compared to their pretest scores; however bar-Graph three shows a significant improvement in the experimental group's performance in favor of the post-test. These findings support the prediction that there is a significant difference in overall listening performance between the experimental group's pre- and post-test mean scores, with the post-test out performing the pre-test. As a result, the third hypothesis is supported.

#### **4.2.3 Results related to comparison of the post-test mean scores of the control and experimental groups**

Following the training phase, the same learners are given a listening comprehension test in order to assess and compare their development in listening to authentic materials before and after therapy. An independent-samples t-test are used to see if "there is any statistically significant difference at (P.05) level between the mean gain scores of the experimental group (those who study the English course using authentic and inauthentic listening material) and the control group (those who study the same English course using inauthentic listening material) in the post-test." The control group's post-test mean score is 62.95, whereas the experimental group's is 73.59.

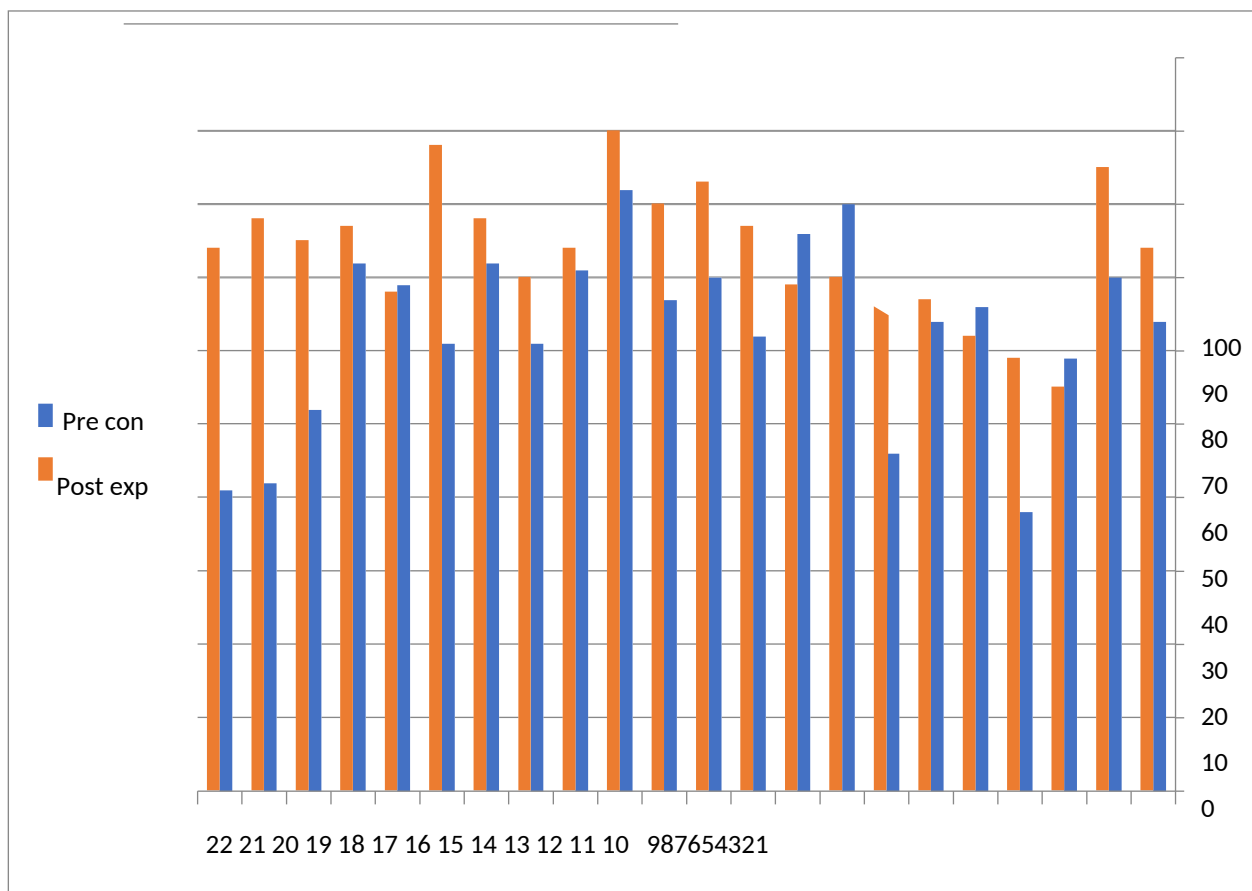


These findings show that the experimental group outperformed the control group in terms of post-listening scores. The influence of employing authentic listening material in teaching listening skills is the cause for the experimental group's good performance.

**Table 3 Comparison of Post-Test Scores between Control Group and Experimental Group in the Listening Skills Test after the Treatment.**

Group	N.	Mean	Std. Deviation	DF	Sig.
Control	22	62.95	12.327	42	20.2
Experimental	22	73.59	8.926		

According to such statistics, it can be noticed that the learners of the experimental class who were taught listening comprehension by using authentic and inauthentic materials got better results on the listening comprehension achievement test than the learners of the control group who were taught by using inauthentic materials from text-books. The effectiveness of the use of authentic materials can be seen in the sig value in table three. It can be concluded that learners who are exposed to authentic listening materials performed better than those learners whom were introduced to simplified listening materials.



**Bar-Graph (4) Comparison of Post-Test Results for the Experimental and Control Groups.**

Bar-Graph Four depicts the significant differences in results between the experimental and control groups of learners. According to the findings, the experimental groups who used real materials enhanced their listening comprehension. These findings also show that exposing children to real-world listening materials improves their listening comprehension abilities. The researcher concluded that employing authentic materials in the treatment is effective in improving the respondents' listening comprehension based on the post-test findings. This demonstrates that authentic materials, when combined with correctly designed assignments, are superior to non-

authentic materials in the teaching of listening comprehension. Previous research has shown that authentic input improves learners' reading and listening skills. As a result, this research can be regarded as an addition to the literature.

#### **4.3 Learners' Attitudes and Reactions toward the Use of Authentic Listening Materials in developing the Listening Skills**

Aside from the empirical data collected and statistical analyses performed in the current study, the opinions of the study participants also provided useful insights on the impact of authentic listening materials. A 38-item survey is presented to the experimental group regarding their perceptions of the authentic listening materials. The study is culturally modified and statistically verified before it is conducted to ensure test reliability. Participants are asked to reply to four two -point Likert-type items in order to gauge their attitudes toward English listening.

#### **4.4 Learners' Responses on the Benefits they get from Being Exposed to the Real Language in Authentic Listening Materials**

Table Four presents the learners' responses on the beneficial effects of authentic materials on their listening skills in English. In this regard, items included from 1 up to 17 in the following table, showed the following points. To begin with item one, more than half, 32 (74%) of learners strongly agreed that they like to listen to authentic materials to hear real spoken English.

**Table 4. Experimental Group's Reaction to the Authentic Listening Materials.**

Statements	Agree		Disagree	
	No.	%	No.	%
1. I like to listen to authentic materials to hear real spoken English.	16	72	6	27
2. Authentic listening materials help me listen to authentic materials to understand English spoken with different voices, accents.	15	68	7	32
3. Authentic materials help me prepare myself for different real life (actual) listening situations such as sport programs , assemblies, bus station, airport, etc.	20	90	2	9
4. Authentic materials help me listen to naturally pronounced English words as well as intonation.	17	77	5	22
5. Authentic materials help me listen and understand English spoken with native speakers.	18	81	4	18
6. Authentic listening materials motivate me to do more listening outside class.	16	72	6	27
7. I like to listen to authentic materials to expose them to real language use that is produced for real life communicative purpose	17	77	5	22
8. Authentic materials help me learn some features of spontaneous speeches such as hesitations, false starts, and fillers, etc.	20	90	2	9
9. Authentic listening materials expose me to a lot of vocabulary and idiomatic expressions which I need in real situations.	14	63	8	36

10. Authentic listening materials help me gain confidence in my listening ability.	18	81	4	18
11. I am satisfied with the English authentic listening materials.	19	86	3	13
12. It was interesting to practice English listening through authentic listening materials.	18	81	4	18
13. Authentic materials make me feel frustrated.	3	13	19	86
14. Authentic materials lowered the degree of anxiety when I faced new situations in the target language.	16	72	6	27
15. I feel confidence when I used authentic materials in the English classes	17	77	5	22
16. I find authentic listening materials effective	19	86	3	13
17. Authentic listening materials increase my familiarity with the use of grammar rules in their original context.	14	63	8	36
18. Authentic listening materials help me improve my language proficiency.	19	86	3	13

In response to item two in the above table, fifteen learners (68 percent) strongly agreed that they listened to real resources to understand English spoken in a variety of voices and accents that vary socially and regionally. In response to question three, the majority of the experimental group learners acknowledged that they listened to authentic materials to prepare for various real-life (actual) listening situations. Two learners (9 percent) disagreed with the same response and stated that they did not listen to such materials to prepare for distinct real-life listening scenarios. Regarding item



four, around 17 (77%) of learners indicated that they listened to authentic materials to hear naturally pronounced English words and intonation. However, 5 (22%) of respondents said they did not. When it comes to point 5, the majorities of learners (81%) feel that real materials assist them listen to native English speakers and comprehend what they are saying.

More than 16 (72%) of respondents stated that authentic listening resources encourage them to perform more listening outside of class because it piques their interest and motivates them to learn the language. However, a quarter of the learners in the survey (27 percent) said they did not agree. The participants' replies to item 7 (in which learners would listen to authentic resources to expose themselves to real language use produced for real life communicative purposes) revealed that 17 (77%) agreed with the item, while (22%) disagreed. As shown in the above table (item 8), the majority of learners, 20 (90 percent), agreed that they listen to authentic materials to learn some features of spontaneous speeches such as hesitations. In response to question 9, fourteen learners (63 percent) stated that using authentic materials greatly aided them in expanding their vocabulary, whereas 8 learners (36%) said that using these materials did not help them expand their vocabulary (Table 4).

In regards to item ten, which aims to assess learners' confidence when they are taught English using authentic listening materials, it is discovered that more than three-quarters of the learners (81%) stated that using authentic materials greatly enhanced their confidence (a), whereas four learners (18%) stated that using authentic materials did not enhance their confidence. Furthermore, while using actual materials in English lessons, seventeen learners (77) feel assured. Table 4 shows that more than two-

thirds of the participants (86 percent) are satisfied with the English authentic listening materials (item eleven). Furthermore, a large majority of learners (81%) indicated that practicing English listening with authentic listening materials is enjoyable (item 12). This suggests that the majority of the participants are interested in listening to native speakers in order to increase their levels and listening comprehension, as native speakers' speech is the primary source of English language, whereas just only 18% of the participants are not. Furthermore, only 3 learners (13%) believe that real materials frustrate me, whereas 19 learners (86%) disagree (item 13).

When it comes to item 14, the majority of learners (72 percent) think that authentic resources helped them feel less anxious when confronted with new scenarios in the target language. Furthermore, only 63% of learners feel that authentic listening resources improve my acquaintance with the application of grammar rules in their original context (item 17). Also, the majority of learners (86%) believed that realistic listening resources assist them in improving their language skills (item 18). The goal of statement number 16 is to see how effective incorporating actual materials in EFL lessons is. According to the findings, a large number of learners (86%) thought real materials were extremely successful, while three learners (13%) thought they were ineffective (Table 4).

## **4.2 Learners' Perceptions and Attitudes towards Authentic and Non-Authentic Listening Material**

The language in an authentic text is varies whereas in non-authentic one there is often one single structure that repeated. The use of truly authentic texts is an important means of teaching learners to communicate effectively.



**Table 5. Learners' Perceptions and Attitudes toward Authentic Material and Non-Authentic Material.**

Statements	Agree		Disagree	
	No.	%	No.	%
19. Authentic materials are more fascinating than those that are not.	17	77	5	22
20. Authentic materials expose me to real-life conversations more than non-authentic materials.	16	72	6	27
21. Authentic materials are more beneficial than non-authentic materials.	15	68	7	31
22. I felt more enthusiastic when I was being taught using authentic listening materials compared to when being taught using non-authentic listening materials (85%).	16	72	6	27
23. I am actively involved in the learning when they were being taught using authentic materials compared to non-authentic ones	17	77	5	22
24. I enjoy learning English when using authentic listening materials more than non-authentic materials.	18	81	4	18

25. The inauthentic listening materials I hear in class are similar to authentic materials.	16	72	6	72
26. Authentic materials are more satisfying than the non-authentic.	21	95	1	4
27. I could concentrate more when I was learning English using authentic materials than the inauthentic ones.	17	77	5	22
28. With The authentic materials I listened better than inauthentic materials.	16	72	6	27
29. I paid better attention to the authentic materials compared to the non-authentic materials.	15	68	7	31
30. Authentic listening materials are more challenging in learning English than the non-authentic ones.	16	72	6	27
31. I prefer to use a mix of inauthentic and authentic listening materials in English.	16	72	6	27
32. I prefer authentic listening materials to inauthentic listening materials because they are more varied.	20	90	2	9

In terms of learners' impressions of the employment of authentic and non-authentic materials, it is discovered that both authentic and non-authentic materials elicited a wide range of responses. Learners thought authentic resources were more fascinating (77 percent) than non-authentic items in statement 19. It is certain that the term interesting/exciting has always been associated with enthusiasm (statement number 22), since it has a synonym meaning in an English dictionary.

Regarding item 20, 72 percent of learners prefer authentic materials in their listening sessions because they expose them to more real-life discussions than non-

authentic materials. Edrenius (2018) came to the same conclusion, stating that many learners in his study prefer using authentic materials in listening sessions, and that the main reason for this is that inauthentic materials are not representative of real-life conversations. He adds that inauthentic listening materials will not effectively prepare learners for interactions and conversations outside of the classroom.

Furthermore, item number (21) is requested to mark which type of content learners believe is most valuable to learners in the Foreign Language class in order to acquire a better understanding of their opinions. Authentic materials, according to two-thirds of learners (68 percent), are more beneficial than inauthentic materials. The result of item number 22 revealed that when learners are taught using real materials (72 percent), they felt more enthused than when they are taught using non-authentic materials (77 percent). As a result of these findings, it is possible to conclude that authentic resources can help learners feel more enthused than non-authentic ones. In relation to item 23, the experimental group learners are stated that when they were taught using authentic materials (88 percent), they are more actively participated in the learning process than when they were taught using non-authentic materials (77 percent). In other words, it may claim that when learners are taught utilizing authentic materials, their attitude is reflected in their degree of involvement.

A similar situation happened in item 24, where the majority of learners reported that learning English with authentic materials (81 percent) is more enjoyable than learning English with non-authentic materials. Because it was previously established that learners are actively involved when taught utilizing authentic materials, the result is predictable. They also preferred studying English from trustworthy sources. When

Studying English, it is reasonable to suppose that real materials put learners at ease and provided them with more satisfaction than non-authentic materials. More than two-thirds of learners (72%) disagree that the inauthentic listening materials they hear in class are comparable to authentic resources. This suggests that the pupils are more likely to employ inauthentic listening resources. When it came to item number 26, learners rated authentic materials as 95% more fulfilling than non-authentic materials. It is possible that the learners found what they are looking for in the actual content. When they are taught using authentic materials, they felt more at ease.

Similarly, when asked about their degree of attention, learners are shown to be able to concentrate more when learning English using authentic resources (77 percent) than when using non-authentic materials. It is possible that the kids' activity and focus are linked in some way. When learners are able to focus on a certain subject, they are more likely to be engaged in that lesson. Learners had a more positive attitude toward real materials based on these two claims, which are related to their "activity" and "concentration" levels.

When asked how easy the materials were to adapt to the learners' needs (item 28), the learners said the authentic materials were slightly easier (72 percent) than the non-authentic ones. Overall, they believe both resources are appropriate for them, as evidenced by the fact that more than 95% of learners believe both materials are appropriate. Furthermore, when asked about attention (item 29), it is discovered that learners paid more attention to authentic materials (85 percent) than non-authentic materials (45 percent) (68 percent). It suggests that authentic materials piqued the pupils' curiosity and grabbed their attention more than non-authentic materials.

The similar thing occurred in the statement number 30, that most of the learners stated that the authentic materials (72%) are more challenging or motivating them in learning English than the non-authentic ones. To emphasize this fact, take a look at Berardo's argument which stated that authentic materials have a positive value that makes learners highly motivated. As displayed in table (item 31), 72% of the learners prefer using a combination of authentic materials and inauthentic materials, and that 27% preferred using only authentic materials in their listening lessons. Finally, learners rated authentic materials as being more diversified (90 percent) than non-authentic materials in statement 32. It is because authentic content came from a variety of places in our environment, including the internet, newspapers, television, and radio. As a result, the pupils' resources are more varied. For the second time, authentic resources showed a higher positive attitude among learners than non-authentic materials, according to overall survey. Authentic materials provide learners with meaningful learning experiences by providing content in real-world contexts, came to the same conclusion. The depth of real materials' content adds to a favorable learning environment, which influences learners' active engagement in lessons.

#### **4.5 Learners' Preferences to the Types of Authentic Materials they would Like to Use in Listening Classes**

Participants in the survey are asked to specify which types of authentic resources they would like to utilize in listening classes in this area. Table 6 shows that the greatest percentage is 90%, demonstrating that videos are the most preferred form of listening material. This finding is in line with prior research, which is demonstrated

that using authentic films can help learners improve their listening comprehension. Similarly, authentic video materials that reflect real language and communication samples have highly effective results in the development of English listening skills and the reduction of foreign language listening anxiety in learners with A1 and B1 English proficiency levels. There is a finding said that learners who are exposed to authentic movies are improved significantly in their listening comprehension abilities as well as several aspects of communicative competence.

The order of the other types according to their preference is Videos in English (90%), English Movies (81%), English TV/ radio ads (77%), comedy shows (72%), taped short stories and novels (68%), and finally dialogues and different interviews (63%). This result confirms the findings of Mohammed research project which indicated that using English TV programs can improve the learners' listening word recognitions skills. The present study provides evidence for the positive effect of exposure to audio visual material in improving EFL learners' listening comprehension. This result is similar to that reached by a researcher who is revealed that utilizing authentic videos is one the most influential ways in teaching listening and speaking skills in terms of relieving learners from the tedium of the traditional teaching.

**Table 6. Learners' Preferences to Use the Authentic Materials**

Statements	Agree		Undecided		disagree	
	No.	%	No	%	No	%
33. I would like to watch Videos in English.	20	90	00	00	2	9
34. I would like to listen to English TV/ radio programs.	17	77	00	00	5	22
35. I would like to listen to English Movies.	18	81	1	4	3	13
36. I would like to listen to comedy shows.	16	72	2	9	4	18
37. I would like to listen to English taped short stories and novels	15	68	4	18	3	13
38. I would like to listen to dialogues and different interviews	14	63	3	13	5	22

The survey findings suggest that learners reported authentic listening materials to be significantly more interesting, exciting, absorbing and increase their enjoyment, persistence to the learning task and participation in the learning task among the other listening materials. However, the overall finding revealed that the learners' interest in the lesson, persistence to the learning task, enjoyment and participation in the learning task increased significantly when non- authentic listening materials are used compared to the other authentic listening materials such as the news broadcast, the telephone conversation, the interview and the announcements.

#### 4.6 The Results of the Interviews

Follow-up interviews are used to get a more complete picture of the participants' feelings on authentic listening materials. As previously stated, 10 learners from the experimental group took part in the post-treatment interview. Five questions are posed to the interviewees. The subsections below give key conclusions derived from the examination of their responses to the five questions. To better demonstrate the perspectives of the participants, representative quotes are offered.

When questioned about their thoughts regarding using real materials in their EFL listening sessions on the first day of class, all 10 interviewees expressed discomfort and difficulties understanding the instructor's English on the first day of class, but they soon became more relaxed. After hearing some authentic aural materials in the classroom, the pupils felt more at ease than they had when they first entered the class. Two pupils (20%), on the other hand, stated that they still felt uneasy when they met English outside of the classroom.

Many learners agreed that authentic materials are appealing because they are so delighted to observe native English speakers speak when they are asked about their attitudes regarding the utilization of authentic materials following the treatment. They have been discovered that the listening practice they received in class helped them listen more confidently and less nervously outside of class.

In terms of the kind of authentic resources people like in their listening class, it is discovered that all learners in the listening class appreciated a variety of authentic



---

materials when they are studying listening. The videos are the first choice for realistic materials. Here are some of the learners' thoughts:

"I enjoy seeing people speak English because I am interested in learning about their mimics and gestures."

"It helps me learn better since I learn better when I see genuine people chatting." "I look forward to watching these films in class every week."

"I wish we could also see videos in other classes."

"I also enjoy English-language films, particularly those with a British accent, such as Harry Potter, Lord of the Rings, Pirates of the Caribbean, and Hobbits".

As can be seen from the learner comments above, the pupils appear to be delighted and content with the movies they saw. It is clear that these pupils are driven to learn through visual aids, such as video in this example. Some learners have expressed a desire to be able to watch movies in other courses as well.

#### **4.7 Learners' Perceptions on the Use of Audio Clips**

The other type which occupies the second rank according to the learners' preference was audio. However, the experimental group who listened to the conversations without seeing them being acted out expressed their ideas as seen in the comments below:

- "They speak really fast and they sound different than our Algerian teachers here."
- "I think it is better than just reading a conversation."

- 
- “I like listening to the conversations but I wish they could speak more slowly.”
  - “Listening and filling in the gap activity help me to learn the phrases.”

Learners’ responses on the listening material are varied. Although there are a few positive thoughts on listening to the conversations, all of the learners complained that they find it difficult to understand the conversations.

After being exposed to authentic materials, the learners recognized the difference between English they heard in class and that they experienced in English programs they watched or listened to in the real world. According to the learners, the language they listened to outside classroom was normally spoken rather rapidly, generally had regional ways of pronouncing, and sometimes contained slang words and ungrammatical features. Regarding the problems they face when listening to authentic materials, learners had the experience, opinion, and suggestion who responded that:

“The authentic materials are both good and bad materials for me in learning English. Even though I love listening to online news in the internet, I still face many problems related to the materials until now. The first problem is that I cannot understand any topic discussed as I listen to the news. I think they sometimes talk about particular areas, habits, cultures, and discoveries that I have never heard before. The second problem is that it takes a long time to listen to the news since they are too long or even continued. Fortunately, listening to the stations and channel give me special advantages. I was not able to pronounce English words correctly years before, but now I am like a native”.

The respondents also confirmed that the main hindrance of the listening

activities was the speed of the audio. All respondents said that they needed to hear the

---

audio a few times before they could complete the tasks. Teachers should be alert enough to reduce learners' anxiety. Besides, they should provide sufficient scaffolding to help learners succeed in their tasks and build their confidence, especially learners of lower proficiency level. When asked about the listening activities, all respondents considered the use of authentic materials in listening course make it fun and interesting. One learner reported that:

“The advantage of authentic materials for me and all of us as EFL learners is AMs from the internet are up-to date. The materials are really enjoyable that I can find the variety easily in the internet. Other materials such as movies and songs do not only entertain me, but also give me chance to learn real English from native speakers”.

When asked about the listening activities, all respondents considered the use of authentic materials in listening course make it fun and interesting. Below are some of their responses:

“(I feel) happy when I see (my) teacher bringing the videos and audio clips into the class.”

“It is interesting to hear something different in class.” “... different from the usual activities.”

The respondents anticipated it because it was different from teacher's voice. They are more motivated when they heard something other than their teacher's voice. Motivation of learners is a vital element as it enhances learning. Finally, the interviews disclosed a surprising finding, as the researchers would have expected

---

those learners had positive attitudes toward authentic materials. The learners' responses in the interviews go in consistent with the results of the listening test and the survey.

#### **4.7 Conclusion**

The results of the present study indicate that implementing authentic listening materials in the ESL classroom help increase the level of their listening comprehension in the post-test stage. The study also pinpoints that comprehension in EFL learners improves after their exposure to authentic materials in the classroom due to the treatment, apparently. It can be concluded that to better prepare learners and enable them to react accurately to the spoken language outside the classroom, it is necessary that teachers provide their learners with ample opportunities to listen to samples of real language, i.e. authentic language, in the classroom. Of course, care should be taken not to confuse the findings. Non- authentic materials also benefit learners to a considerable degree and the importance of real-life stuff does not exclude that of non-authentic educational materials.

## **CHAPTER FIVE**

### **Conclusion and Recomendations**

### 5.1 General Conclusion

Listening, compared with speaking, reading, and writing, is the most frequently used language skill in both the classroom and daily communication. In a language class, comprehension of aural input plays a critical role in second-language acquisition and learning. It is, therefore, important that listening be emphasized in the early phases of second-language instruction. Since development in a second language starts immediately upon learners' exposure to the target language, at the beginning, as shown in a comparison between the participants' performance in authentic and non-authentic listening tasks in the pre-test of the current study, the learners may not understand what they heard because of their unfamiliarity with native accents, vocabulary items, and native speakers' normal speed of utterance. As stated above, through the intervention process, the learners gradually developed their language comprehension as they had opportunities to experience language used by native speakers of the target language via extensive listening practices.

Due to the findings of this study, authentic materials are found to offer a good opportunity for teaching the listening skills implicitly. Additionally, the

results of this study showed that second -year EFL learners improved and developed their listening comprehension over the first semester's weeks of exposure to authentic materials, it was clear that the scores of the experimental group are statistically higher than those of control group, and the level of the experimental group on the listening comprehension improved after exposure to the authentic materials over the first semester's weeks, while there is no improvement in the level of the control group. Therefore, use of authentic listening materials as a supplement to traditional in-class listening instruction was



significantly more effective than using traditional listening instruction alone. Teaching authentic listening materials seems to be an important factor in enhancing EFL learners' listening comprehension ability.

Since development in a second language starts immediately upon learners' exposure to the target language, at the beginning, as shown in a comparison between the participants' performance in authentic and non-authentic listening tasks in the pre-test of the current study, the learners may not understand what they heard because of their unfamiliarity with native accents, vocabulary items, and native speakers' normal speed of utterance. As stated above, through the intervention process, the learners gradually developed their language comprehension as they had opportunities to experience language used by native speakers of the target language via extensive listening practices.

The responses from the survey and interview regarding learners' attitudes towards utilizing the authentic listening materials are wholly positive and are compatible with the findings of the post-test. The experimental group learners felt interesting and confident in listening to authentic materials. The learners' responses survey and interview also indicated that the use of authentic listening materials had a positive effect on their attitude towards the listening instruction. It enhanced their self-esteem, motivation and sense of achievement and improvement. The learners enjoyed listening course and are motivated to listen. In addition, results showed that the learners highly appreciated and benefited from the authentic listening materials employed in the course in varying ways: it helped increase learner-learner and learner-teacher interactions, reduce or even eliminate communication anxiety, motivate

them to become (more) independent and autonomous learners, and enhance their academic English listening comprehension ability. The results of the current study also go in accordance with that the experimental groups using authentic text had improved their listening comprehension. However, learners agreed that authentic listening material does a better job at preparing learners for the interaction and communication they will face in and for real-life situations and purposes. The authentic materials make learners' accustomed to listen to native as well as foreign speakers of English, which in turn prepares learners for interactions and situations they will encounter outside the classroom. Therefore, it would argue that, despite the findings in this study, authentic materials will do a better job at preparing learners for the different types of English they will encounter outside the language-learning classroom.

To sum up, the results of the present study indicate that implementing authentic listening materials in the EFL classroom help increase the level of their listening comprehension in the post-test stage. The study also pinpoints that comprehension in EFL learners improves after their exposure to authentic materials in the classroom due to the treatment, apparently. It can be concluded that to better prepare learners and enable them to react accurately to the spoken language outside the classroom, it is necessary that teachers provide their learners with ample opportunities to listen to samples of real language, i.e. authentic language, in the classroom. Of course, care should be taken not to confuse the findings. Non-authentic materials also benefit learners to a considerable degree and the importance of real-life stuff does not exclude that of non-authentic educational materials.

## **5.2 Recommendations**

The results of the present study show that learners face many problems in listening comprehension. These problems need to be taken into consideration and need to be dealt with seriously. Thus, on the basis of the results obtained from the present study, the researchers would like to suggest some recommendations that can improve the learners' listening performance:

### **5.2.1 For Learners**

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

- Follow the instructions the teacher suggests in the classroom and ask for clarification whenever they encounter a difficulty. Additionally, they may use their own suitable strategy to face listening problems so; they need to be aware of the listening strategies.
- Listen extensively to improve their listening comprehension to natural spoken language since sources for listening are available for them through smart phones.
- Take their learning of listening seriously and be aware of the fact that they cannot master English without acquiring a good performance in listening.

### **5.2.2 For Teacher**

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

Teachers devote some time for presenting different English accents besides using strategies for teaching listening which help learners to overcome their difficulties.

- Teachers are asked to activate prior knowledge of the learners which enhances the listening comprehension; listeners construct meaning according to their prior knowledge as well as their own purposes for listening rather than processing and receiving meaning.
- Teachers adopt task-based approach when teaching listening (pre-listening, during listening, and post listening) or by setting various listening activities in teaching the listening skill in order to enhance learner's abilities to receive the listening task with no difficulties.
- Teachers provide suitable listening AMs to supplement the process of teaching such as internet, radio, etc., and not only relying on videos.
- Teachers need to take the level of their learners into consideration when teaching the listening skill and follow certain criteria in selecting listening AMs such as course objectives and learners' needs and interests.

## REFERENCES

- Abu Hatab, A. M. (2010). The effectiveness of a suggested program on improving listening comprehension achievement through aural authentic materials. Master dissertation, Palestine: The Islamic University of Gaza.
- Adams, T. (1995). What makes materials authentic? ERIC Document Reproduction Service No. ED 391389.
- Ahmad, S. Z. (2016). The Flipped Classroom Model to Develop Egyptian EFL Students' Listening Comprehension. *English Language Teaching*; Vol. 9, No. 9; 2016 ISSN 1916- 4742 E-ISSN 1916-4750. Published by Canadian Center of Science and Education.
- Ali, L. and Celik, S. (2019). Effectiveness of Authentic Videos in Improving Speaking Skills: An Exploration of Teachers' Perspectives. *International Refereed Social Sciences Journal*. Vol. -X, Issue-1, January 2019.
- Barekat, B. and Nobakhti, H. 2014. The Effect of Authentic and Inauthentic Materials in Cultural Awareness Training on EFL Learners' Listening Comprehension Ability. *Theory and Practice in Language Studies*, Vol. 4, No. 5, pp. 1058-1065, May 2014 © 2014 ACADEMY PUBLISHER Manufactured in Finland.  
doi:10.4304/tpls.4.5.1058-1065
- Berardo, S. A. (2006). The Use of Authentic Materials in THE Teaching of Reading. *The reading matrix* 2(6). Retrieved from: <http://www.readingmatrix.com/articles/>
- Brownell, J. (2013). *Listening: Attitudes, principles, & skills* (5th ed.). New York: Routledge.
- Castillo Losada, C. A., Insuasty, E. A., & Jaime Osorio, M. F. (2017). The impact of authentic materials and tasks on students' communicative competence at a Colombian language school.
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education* (6th ed.). London, England: Routledge.
- Conrad, L. (1989). The effects of time-compressed speech on listening comprehension *Studies in second language Acquisition*, 11, 1-16. doi: 10.1017/S0272263100007804.
- Dash, N., & Dash, M. (2007). *Teaching English as an additional language*. New Delhi: Atlantic Publishers.
- Downs, L. (2008). *Listening skills training*. United States: ASTD Press.
- Ellis, R. (1995). Interpretation tasks for grammar teaching. *TESOL Quarterly*, 29(1), 87-106.



- Ellis, R. (1995). Modified oral input and the acquisition of word meanings. *Applied Linguistics*, 16, 409-441.
- ELT Journal, 10(7).
- Firmansyah, E. 2015. STUDENTS' PERCEPTION ON THE USE OF AUTHENTIC MATERIALS IN SENIOR HIGH SCHOOL. *Bahasa & Sastra*, Vol.15, No.1, April 2015 Ghaderpanahi, L. 2012. Using Authentic Aural Materials to Develop Listening Comprehension in the EFL Classroom. *English Language Teaching*. Vol. 5, No. 6; June 2012 Gonen, M. (2009).
- Genhard, J. (1996). *Teaching English as a foreign language: A teacher self -development and methodology*. Ann Arbor: the university of Michigan press.
- Gilman, R. A., and L. M. Moody (1984). What Practitioners say about Listening: Research implications for the Classroom. *Foreign Language Annals*, 17, 331-334.
- Gilmore, A. (2007). Authentic materials and authenticity in foreign language learning. *Language Teaching*, 40 (02), 97. Retrieved from: <http://dx.doi.org/10.1017/s0261444807004144> .
- Goh, C. C. M. (2000). A cognitive perspective. On language learners' listening comprehension problems. *System*, 28, 55–75.
- Herron C and Seay I (1991). The effect of authentic oral texts on student listening comprehension in the foreign language classroom. *Foreign Language Annals* 24(6) 487-495. Hussein, N. and Elttayef, A. (2017) The Effect of Using Authentic Materials on Developing Undergraduate EFL Students' Communicative Competence. Retrieved from: <https://www.researchgate.net/publication/319007188>.
- Karpova, L. (1999, April-May). Consider the following when selecting Authentic Materials. *TESOL Matters*, pp.18.
- Kilickaya, F. (2004). Authentic materials and culture content in EFL classrooms. *The Internet*
- Lin, L. (2002). The effects of feature films upon learners' motivation, listening, & speaking skills: The learner-centered approach. Retrieved from ERIC database. (ED 470811) Mamo, K. 2013. The Use of Authentic Materials in Teaching Listening Skills.
- McGrath, I. (2002). *Materials evaluation and design for language teaching*. Edinburgh : Edinburgh University Press Ltd.
- Miller, M. (2005). Improving Aural comprehension Skills in EFL, Using Authentic Materials: An Experiment

with University Students in NIIGATA, Japan. Masters in Linguistics, University of Surrey.

Wolvin, A., & Coakley, G. (1988). *Listening* (3rd ed.). Dubuque, IA : Wm. C. Brown.

Zoghi, M., Moradiyan, F., and Kazemi, A. (2014). The Effects of Authentic Materials on Vocabulary Development. Retrieved January 11, 2015 from: <http://www.ijllalw.org/finalversion5413>.



**APPENDIX A**

**Listening Comprehension Pre-test**

## Pre- test

There are five parts in this listening test, and four questions for each part. You can listen to the recordings more than once if you need to. However, you shouldn't listen more than three times. You should listen only once or twice. Listen to the Audiotapes and answer the questions bellow.

### Part One

1. Where is the woman from?.

- Croatia
- Australia
- Germany
- Russia

2. The woman says that you can travel from Croatia to Germany in two hours by (\_\_\_\_\_).

- Car
- Plane
- Train
- Bus

3. What does the man think?

- The woman is from Germany.
- Croatia is a part of Germany.
- He doesn't know enough about geography.
- His geography is very good.

4. What does the woman think of the man's mistake?

- It's not serious.
- It's very serious.
- It's funny.
- It's stupid.

## Part Two

1. What are they looking at?

- A picture or a photo.
- A newspaper.
- A story in a book.
- An email.

2. Who is the person they're looking at?

- The woman's father's older brother.
- The man's father's older brother.
- The man's father's younger brother.
- The man's mother's older brother.

3. The woman thinks the man's uncle (\_\_\_\_\_).

- Looks kind.
- Looks unfriendly.
- Is kind.
- Is handsome.

4. Why doesn't the man see his uncle very much?

- His uncle's wife and his dad don't have a good relationship.
- His mum and his uncle don't have a good relationship.
- His uncle lives too far away.
- His uncle and his dad don't have a good relationship.

### Part Three

Listen to the audio-tape here then choose the correct letter, **A, B or C**.

1. At first, the female learner thinks that Martin's tutorial topic is

- A.** boring
- B.** unsuitable
- C.** fascinating

2. According to Martin, the strawberry

- A.** has only recently been cultivated
- B.** is economical to grow
- C.** is good for your health

3. The female learner listens to Martin because she

- A.** wants to know more about strawberries
- B.** wants to help him
- C.** is interested in the history of France

4. According to Martin, strawberries were cultivated in

- A. Italy
- B. France
- C. Europe

### **Part Four**

Complete the sentences below. Write **NO MORE THAN TWO WORDS** for each answer.

On fruit farms, a plant must be replaced after\_\_\_\_\_. Each strawberry plant produces 150 Grams of strawberries\_\_\_\_\_. Strawberries prefer to grow in\_\_\_\_\_and they require plenty of\_\_\_\_\_. In a cold winter, the fruit is often covered with\_\_\_\_\_to protect it\_\_\_\_\_.

Strawberries stop growing after they are picked, but they continue to\_\_\_\_\_on their way to the supermarket. Most strawberries\_\_\_\_\_in the UK are not exported.

**THANK YOU**

**APPENDIX B**

**Listening Comprehension Post-test**

## Post-test

In Part B, you will hear short conversations, listen then answer the questions.

1. What will the woman probably do?

- Lock the computer lab later.
- Leave with the man.
- Buy a new lock for the computer lab.
- Show the man where the lab is.

2. What does the woman imply?

- The man should watch the program too.
- The man should leave the television on.
- The program will be over soon.
- She will watch television later.

3. What does the man mean?

- He is not sure what course to take.
- He may not meet the graduation requirements.
- The math course is too short.
- The graduation date has been changed.

4. Why is the learner disappointed?

- He has to quit his job at the library.
- The professor will not allow him to take her class.
- The university recently closed its museum.
- The internship he wants is unavailable.

5. What do the speakers mainly discuss?

- Work opportunities for learners
- The professor's work at the museum
- The man's qualifications for a job
- Possible careers for the man after he graduates

**Thank you for your time**



**APPENDIX C**

**Learners' Survey**

Dear learners,

This survey is designed to gather data as part of a research work carried out in the framework of a Master degree. It aims at investigating the impact of using authentic aural materials on the EFL learners' listening comprehension ability. We would be very grateful if you take part in this survey. Please answer each statement by ticking in the corresponding box (es).

**Thank you in advance for your collaboration**

1. I like to listen to authentic materials to hear real spoken English.
  - Agree
  - Disagree
2. Authentic listening materials help me listen to authentic materials to understand English spoken with different voices, accents.
  - Agree
  - Disagree
3. Authentic materials help me prepare myself for different real life (actual) listening situations such as sport programs, assemblies, bus station, airport, etc.
  - Agree
  - Disagree

4. Authentic materials help me listen to naturally pronounced English words as well as intonation.

Agree

Disagree

4. Authentic materials help me listen and understand English spoken with native speakers.

Agree

Disagree

5. Authentic listening materials motivate me to do more listening outside class.

Agree

Disagree

6. I like to listen to authentic materials to expose them to real language use that is produced for real life communicative purpose.

Agree

Disagree

7. Authentic materials help me learn some features of spontaneous speeches such as hesitations, false starts, and fillers, etc.

Agree

Disagree

- 8.** Authentic listening materials expose me to a lot of vocabulary and idiomatic expressions which I need in real situations.
- Agree
  - Disagree
- 9.** Authentic listening materials help me gain confidence in my listening ability.
- Agree
  - Disagree
- 10.** I am satisfied with the English authentic listening materials.
- Agree
  - Disagree
- 11.** It was interesting to practice English listening through authentic listening materials.
- Agree
  - Disagree
- 12.** Authentic materials make me feel frustrated.
- Agree
  - Disagree
- 13.** Authentic materials lowered the degree of anxiety when I faced new situations in the target language.
- Agree
  - Disagree

**14.** I feel confidence when I used authentic materials in the English classes.

- Agree
- Disagree

**15.** I find authentic listening materials effective.

- Agree
- Disagree

**16.** Authentic listening materials increase my familiarity with the use of grammar rules in their original context.

- Agree
- Disagree

**17.** Authentic listening materials help me improve my language proficiency.

- Agree
- Disagree

**18.** Authentic materials are more fascinating than those that are not.

- Agree
- Disagree

**19.** Authentic materials expose me to real-life conversations more than non-authentic materials.

- Agree
- Disagree

**20.** Authentic materials are more beneficial than non-authentic materials.

Agree

Disagree

**21.** I felt more enthusiastic when I was being taught using authentic listening materials compared to when being taught using non-authentic listening materials (85%).

Agree

Disagree

**22.** I am actively involved in the learning when they were being taught using authentic materials compared to non-authentic ones.

Agree

Disagree

**23.** I enjoy learning English when using authentic listening materials more than non-authentic materials.

Agree

Disagree

**24.** The inauthentic listening materials I hear in class are similar to authentic materials.

Agree

Disagree

**25.** Authentic materials are more satisfying than the non-authentic ones.

Agree

Disagree

**26.** I could concentrate more when I was learning English using authentic materials than the inauthentic ones.

Agree

Disagree

**27.** With The authentic materials I listened better than inauthentic materials.

Agree

Disagree

**28.** I paid better attention to the authentic materials compared to the non-authentic materials.

Agree

Disagree

**29.** Authentic listening materials are more challenging in learning English than the non-authentic ones.

Agree

Disagree

**30.** I prefer to use a mix of inauthentic and authentic listening materials in English.

Agree

Disagree

**31.** I prefer authentic listening materials to inauthentic listening materials because they are more varied.

Agree

Disagree

**32.** I would like to watch Videos in English.

Agree

Disagree

**33.** I would like to listen to English TV/ radio programs.

Agree

Disagree

**34.** I would like to listen to English Movies.

Agree

Disagree

**35.** I would like to listen to comedy shows.

Agree

Disagree

**36.** I would like to listen to English taped short stories and novels.

Agree

Disagree

**37.** I would like to listen to dialogues and different interviews

Agree

Disagree



**APPENDIX D**

**Learners' Interviews**

Semi-structured interview questions are prepared and conducted with ten learners of the experimental group to gather information about their opinions and comments on the use of authentic listening materials.

1. Would you support the use of authentic materials in your listening classes? Why?
2. Which factors, if any, do you think would hinder the use of authentic listening materials in EFL instruction?
3. How do you think EFL teachers at Malek Bennabi secondary school can make appropriate use of authentic materials for listening instruction?
4. Do you think that you can listen to and enjoy authentic materials? What do you need in order to succeed in dealing with authentic materials?
5. What types of activities would facilitate your comprehension of authentic materials?

**Thank you for your collaboration**

## **Appendix E**

### **Learners' Interview Answers**

## The learners' answers

- When the learners are asked about their feelings towards using authentic materials on the first day of the class in their EFL listening classes, all ten interviewees felt uncomfortable and had difficulty understanding the instructor's English on the first day of the class, but they became more relaxed afterwards. Having experienced some authentic aural materials in the classroom.
- The learners found themselves feeling more comfortable than the time they started the class. Many of them admitted that authentic materials are interesting because they are so excited to watch how native speakers of English spoke.
- The language they listened to outside classroom (American or British movies, educational CDs, DVDs, etc.) has been normally spoken rather rapidly, generally had regional ways of pronouncing, and sometimes contained slang words and ungrammatical features.
- The first preferred type of authentic materials is the videos. Here are some comments from the learners :

"I enjoy seeing people speak English because I am interested in learning about their mimics and gestures."

"It helps me learn better since I learn better when I see genuine people chatting."

"I look forward to watching these films in class every week."

"I wish we could also see videos in other classes."

"I also enjoy English-Language films, particularly those with a British accent, such as Harry Potter, Lord of the Rings, Pirates of the Caribbean, and Hobbits".

- The experimental group who listened to the conversations without seeing them being acted out expressed their ideas as seen in the comments below :

“They speak really fast and they sound different than our Algerian teachers here.”

“I think it is better than just reading a conversation.”

“I like listening to the conversations but I wish they could speak more slowly.”

“Listening and filling in the gap activity help me to learn the phrases.”

- The learners recognized the difference between English they heard in class and that they experienced in English programs they watched or listened to in the real world. had the experience, opinion, and suggestion who responded that :

“The authentic materials are both good and bad materials for me in learning English.

Even though I love listening to online news in the internet, I still face many problems related to the materials until now. The first problem is that I cannot understand any topic discussed as I listen to the news. I think they sometimes talk about particular areas, habits, cultures, and discoveries that I have never heard before. The second problem is that it takes a long time to listen to the news since they are too long or even continued. Fortunately, listening to the stations and channel give me special advantages. I have not been able to pronounce English words correctly years before, but now I am like a native”.

- One learner reported that :

“The advantage of authentic materials for me and all of us as EFL learners is AMs from the internet are up-to date. The materials are really enjoyable that I can find the variety easily in the internet. Other materials such as movies and songs do not only entertain me, but also give me chance to learn real English from native speakers”