

Teachers' and Learners' Attitudes toward Using Authentic Materials to develop the Listening Skills Case study: Fourth Year Learners at Bechar Middle Schools Classes.

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Abstract:

This paper aims both to find out teachers' and learners' attitudes towards using authentic materials as an aid to develop the English listening comprehension, and to examine whether the English teachers are aware of its positive effects on motivating learners in learning language especially listening. The descriptive analytical approach was chosen as method of research, and to extract results the SPSS program version 20 was used. The data were collected through two questionnaires, the first designed to Fourth year learners, studying at Mbarak Mili and Rahimi Mohamed Middle Schools in Bechar, whereas the second questionnaire is administrated to Ten English teachers teaching at the same schools. The results revealed that the use of authentic material in teaching the English listening skill had positive effects on learners' motivation, and English teachers are aware of its effectiveness in developing learners' listening abilities.

Keywords: *Authentic material; Comprehension; Listening Skill; Motivation*

Attitudes des enseignants et des apprenants à l'égard de l'utilisation de matériels authentiques pour développer les compétences d'écoute Étude de cas : Apprenants de quatrième année au collège de Bechar Classes.

Résumé :

Cet article a pour but de découvrir les attitudes des enseignants et des apprenants à l'égard de l'utilisation de matériaux authentiques comme aide au développement de la compréhension orale en anglais, et d'examiner si les enseignants d'anglais sont conscients de ses effets positifs sur la motivation des apprenants dans l'apprentissage d'une langue, en particulier la compréhension orale. L'approche analytique descriptive a été choisie comme méthode de recherche et le programme SPSS version 20 a été utilisé pour extraire les résultats. Les données ont été collectées à l'aide de deux questionnaires, le premier destiné aux élèves de quatrième année des collèges Mbarak Mili et Rahimi Mohamed de Bechar, tandis que le second a été administré à dix professeurs d'anglais enseignant dans les mêmes établissements. Les résultats ont révélé que l'utilisation de matériel authentique dans l'enseignement de la compétence d'écoute en anglais avait des effets positifs sur la motivation des apprenants, et que les professeurs d'anglais étaient conscients de son efficacité dans le développement des capacités d'écoute des apprenants.

Mots-clés : *Matériel authentique ; Compréhension ; Compétence d'écoute ; Motivation*

Introduction

Teaching and learning English is spread all over the world where it became the international language. Learning English means learning the four skills “listening, speaking, reading and writing”. All these skills are important, yet, teaching listening was always given a little intention rather than other skills. Consequently; English learners still have great difficulties in understating native speakers’ language especially in the early stages of their learning experience. Considering this issue, many researchers (Harmer, 2007 and Kilickaya, 2004) recommended the implementation of the authentic material to provide the learners with successful listening practices. In recent years, teaching the listening comprehension in classroom has received more and more attention; its increased importance may be attributed largely to the development of communicative language teaching approach. Many researchers suggested the need for language experience that provides many opportunities for listening, particularly at the early stages of language learning. As a result the use of Aural Authentic language has been established for the second and foreign learners in the classroom of many countries. Therefore, it is advantageous to address this gap of knowledge in the Algerian context, where it is noticeable that middle school learners face great difficulties in comprehending the speech spoken by English native speakers. However, the point is not the integration of the authentic listening materials but rather their affect. Accordingly, the study problem is about the learners’ attitudes toward the importance of using the authentic listening materials on the development of their listening skill. For that sake, it is important to address the following questions

- What are the teachers' attitudes toward using authentic listening materials?
- What are the learners' attitudes toward using authentic listening materials?

Based on the research questions, the hypotheses are as follows:

- Authentic Materials have a significant effect on learners' listening comprehension.
- Authentic materials could develop learners' listening skills.

1. Definition of Authentic Material

During the last few years, many researchers have investigated the influence of using authentic speech in foreign and second language classroom. According to Thanajaro (2000, p.06), authentic materials refer to audio and video recordings of conversations and discourses produced by native speakers; those mediums record the natives' speech and then present it to audiences in its natural form. Roger and Modely used the term "authentic" to describe the natural aural and written language forms created by native speakers in real life situations based on an appropriate cultural contexts.

According Gilmore (2007, p.81) authentic materials sometimes called "authentic" or "contextualized", real-life materials are those that a student sees in everyday life but that weren't created for educational purposes. The materials include newspapers, magazines, and Websites, as well as driver's manuals, utility bills, pill bottles, and clothing labels.

2. Types of Authentic Listening Materials (ALM)

In order to expose learners to the language which is produced by foreigners in real life contexts, various kinds of authentic language can be used such as:

- Conversation which is a type of authentic materials that discusses a wide variety of subjects; social, political, or economical ...etc. therefore; listening to it would naturally broaden the listener knowledge about unlimited topics and develop his listening and speaking ability .
- The News Broadcast which is an innovative way of practicing listening, Anusiene and Kavaliauskiene (2009, pp. 34-35) indicated that implicating broadcast in ESL classes could enhance listening comprehension; it brings reality into classroom; raises language awareness and enable the learners to listen to different topics.
- Films which regarding its use as pedagogical authentic language input, Jiangfeng (2016, p. 1778) states that the use of films for listening is a helpful tool as learners can be in contact with gestures and body language. I-e; the use of authentic films in English classes exposes the students to the real language.
- Music which is an essential part of the human experience; it is part of the most important public events in life. It represents ones feelings, emotions and may be problems while songs are a powerful means of conveying messages about social issues (Sonila and Gjinali, 2014, p. 30).

3. Methodology

In this study we try to find out teachers' and learners' attitudes towards using authentic materials in developing the

listening comprehension; thus; we have applied a descriptive and analytical method to conduct our research. The questionnaire is used because it is very suitable for a large sample and it is easy to be administered. The learners' questionnaire was administered to fourth year levels from two different middle schools in Bechar; it aims at finding out whether the use of authentic listening material in classroom eases their listening comprehension and tries to investigate their attitudes toward it. While the teachers' questionnaire is intended to investigate their opinion about the implementation of authentic listening material in classroom pedagogical tool to enhance the learners' listening skill.

5. Sample

The study sample covers Fifty 50 learners and ten 10 teachers selected randomly from two different middle schools in Bechar. The choice of the fourth year learners was based on the idea that they already overcome the first, second, and third levels, so they are supposed to have an acceptable level in English that enable them to answer our questions. We have also selected 10 teachers randomly due to the limited number of English teachers; each school contains five English teachers.

6. Questionnaire Description

6.1. Teachers' questionnaire

It organized in three sections; each section has a specific aim. The questions are either closed requiring from the respondent to choose YES/NO answers or to pick up the appropriate answer from a number of choices, or open questions where the respondent are requested to give their own opinions or justifications. The following is a brief description of each section.

Section One: Biographical and Professional Data

It consists of 03 items aim at obtaining information about the teachers' background, their gender, age and teaching experience because these variables may influence the way of teaching English.

Section Two: Listening Comprehension

It contains 03 items and the focus is made on listening comprehension, all questions are designed to investigate the teachers' awareness of the importance of listening comprehension.

Section Three: Authentic Listening Materials' usage

In this section the teachers are first asked to define the term "authentic language" to refresh their memory to introduce them to the following questions. Then, they are also asked about their opinions regarding the use of authentic materials in developing the middle school learners' listening skills, and if they use such materials in their classes.

6.2. Learners' questionnaire Learners' questionnaire was organized in two sections:**Section One:** Listening Comprehension

It contains 04 questions which were devoted to investigate learners' listening comprehension competence and their awareness about the importance of using authentic listening materials inside the classroom.

Section two: learners' attitudes toward using authentic listening materials.

It contains 02 questions set to investigate learners' attitudes toward using the authentic materials as a facilitating tool that may help them develop their listening comprehension competence in English language.

7. Results and discussion

7.1. Results

Teachers' questionnaire analyses: Section one: Informants' Biographical and professional Data

Table 1: Teachers' gender

Gender	Number	Percentages
Male	04	40%
Female	06	60%
Total	10	100%

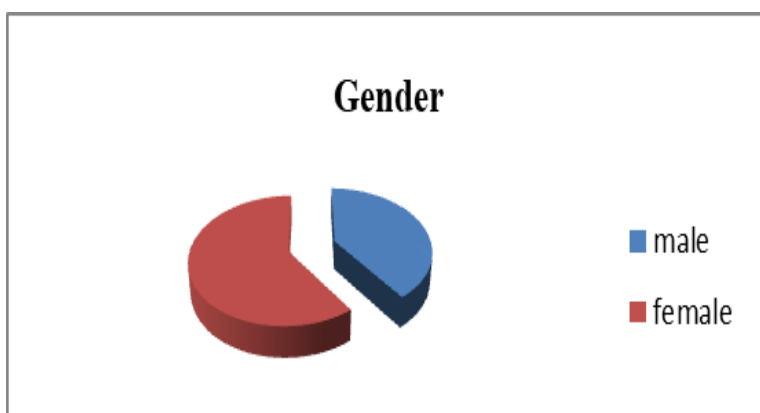


Figure 1: teachers' gender

Table 01 indicates that 60% of the participants are females and 40% are males. That means the chosen sample contained more females than males.

Table 2: Teachers’ age

Age	Number	Percentages
20-30	03	30%
31-40	03	30%
41-50	04	40%
Total	10	100%

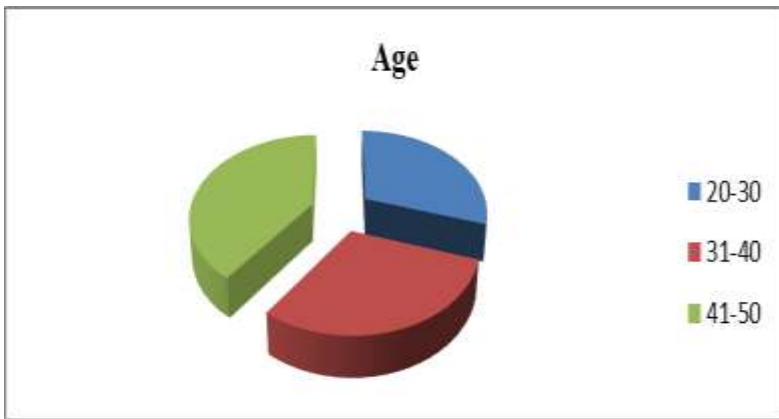


Figure 2: teachers’ age

Table 2 indicates that the majority of teachers 40% belonged to 41-50 years, the other teachers from both 20-30 and 31-40 had the same percentages 30%.

Table 3: Teaching experience

Years	Number	Percentages
1-5	5	50%
6-10	1	10%
More than 10	4	40%
Total	10	100%

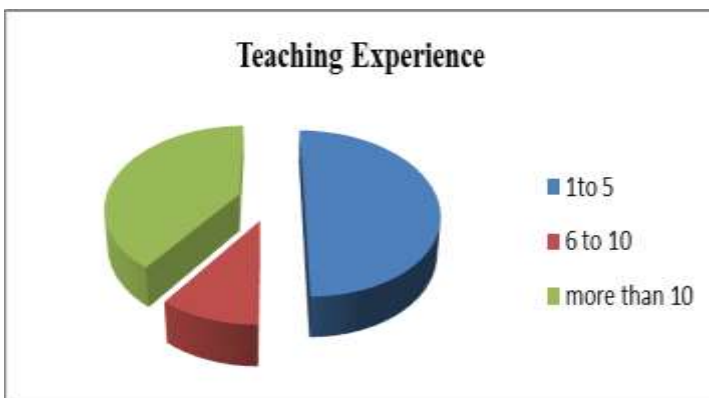


Figure 3: teaching experience

From table 03, we can notice that half of the whole population affirmed that they have been teaching English between 1-5 years. 40% declared that they have a teaching experience for more than ten years. However, only 01 teacher noted that he has been teaching English for a period from 6 to 10 years.

Section two: Listening Comprehension

Q1: Do you think that teaching listening comprehension is an important part in teaching English?

Table 4: Listening comprehension importance

options	Number	Percentages
Very important	07	70%
Important	03	30%
Not important	00	00%
Total	10	100%

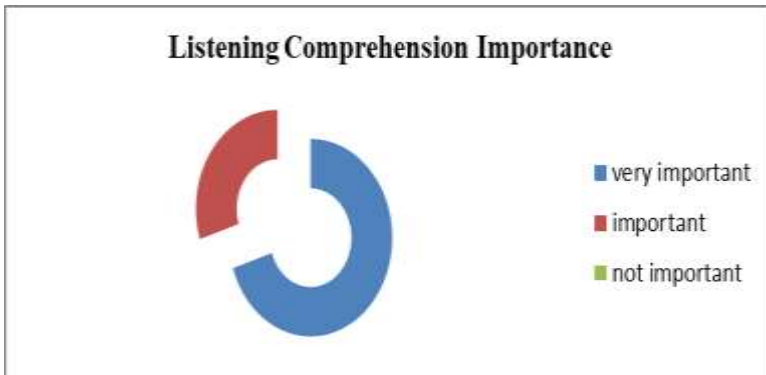


Figure 4: Listening Comprehension Importance

As the results shows, 70% considered listening comprehension as a very important element in teaching English. The rest 30% found listening just important. For the last choice, no teacher chooses it.

Q2: How much is devoted to listening comprehension per week? Is it enough?

Table 5: The sufficiency of Listening Comprehension’s hours per week

Questions	Responses	Number	Percentages
QA	One section	10	100%
QB	Enough	3	70%
	Not enough	7	30%

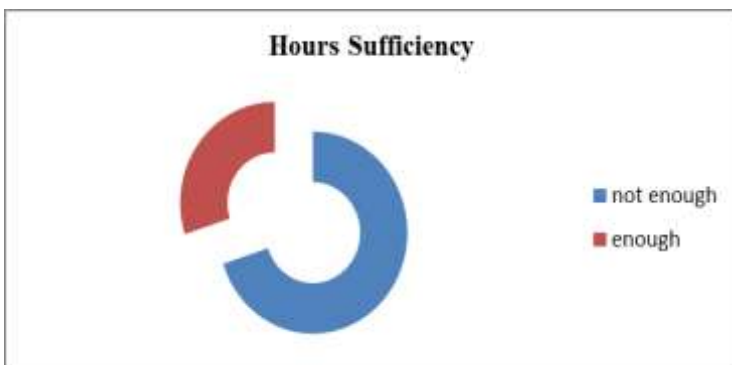


Figure 05: The sufficiency of Listening Comprehension's hours per week

All teachers informed that only one hour is devoted to listening comprehension per week in their classroom. 70% think that one hour is not enough for the development of learners' abilities. According to them, the learners probably listen to English just at schools so they need to be exposed to the English language at class as much as possible. For the three remaining teachers 30%, one hour is enough since learners have other skills to develop.

Q 3: how would you evaluate your learners' level in listening comprehension section?

Table 6: Teachers' evaluation of their learners' level in Listening compression

Options	Number	Percentages
Very satisfying	01	10%
Satisfying	04	40%
Not satisfying	05	50%
Total	10	100%

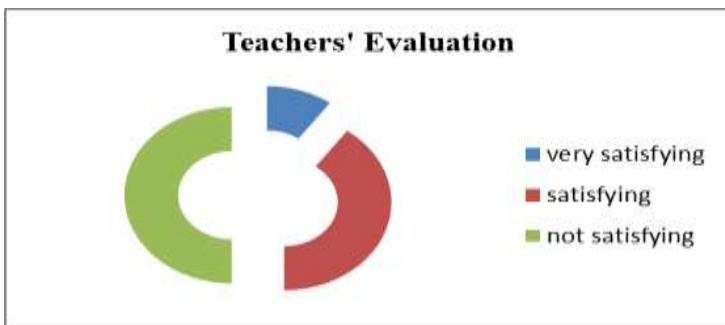


Figure 06: Evaluation of learners’ level in Listening comprehension

From table 7, we can notice that half of the participants 50% valued their learners’ listening comprehension as not satisfying, four teachers 40% found it satisfying, whereas only one teacher 10% claims that his learners’ level is very satisfying

Section three: Authentic Listening Material in classroom

Q1: how would you define the term authentic language?

Table 7: Teachers’ definitions of authentic language

teachers	Their definitions
1	It refers to the oral and written messages that produced by native speaker
2	It is the language produced by native speaker British or American
3	It is the language spoken in a natural rhythm using daily life expressions
4	It represents the natural language spoken by the native speaker of certain language
5	It refers to any kind of spoken or written language produced by native speakers; for instance the language used in videos and songs.

The table above contains some of the teachers' definitions of the term authentic language, only five 05 teachers answered that question. Their definitions shared the words "native, spoken, and natural" as a key words. While some of them 03 and 04 provided a general meaning of the above terms, which was the natural speech of language natives. Teacher 1 and 5 expanded the term to involve the oral and written language produced by the native speaker. Teacher 02 explained the term by providing the example of the English language spoken by British and American speakers.

Q2: do you that authentic listening material could improve learners' listening skills? Justify?

Table 8: Teachers' perceptions of the positive effect ALM

Options	Number	Percentages
Yes	10	100%
No	00	00%
Total	10	100%

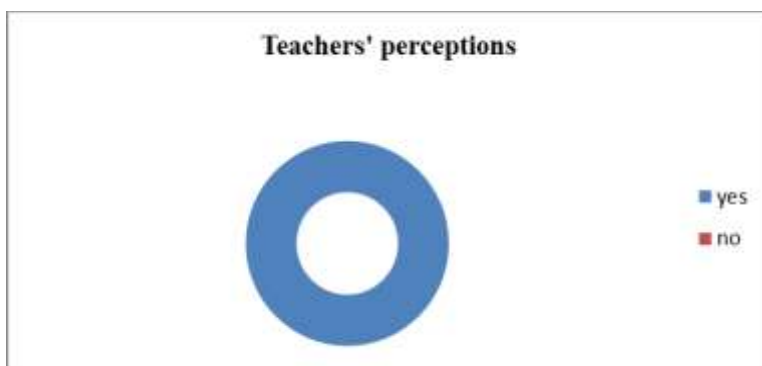


Figure 07: Teachers' perceptions of the positive effect ALM

As it shown above all participants' answers are equivalent, 100% argued that ALM could develop learners' listening skills. They are asked to provide justifications concerning their answers; which indicated that ALM offers learners the opportunity to hear the natural pronunciation of the spoken English which motivates and helps them improve their pronunciations and learn grammar. Thus; their listening and speaking abilities would develop automatically.

Q3: Do you use ALM in your classes? If no justify?

Table 9: The average of using ALM in teaching listening

options	Number	Percentages
Yes	06	60%
No	04	40%
Total	10	100%

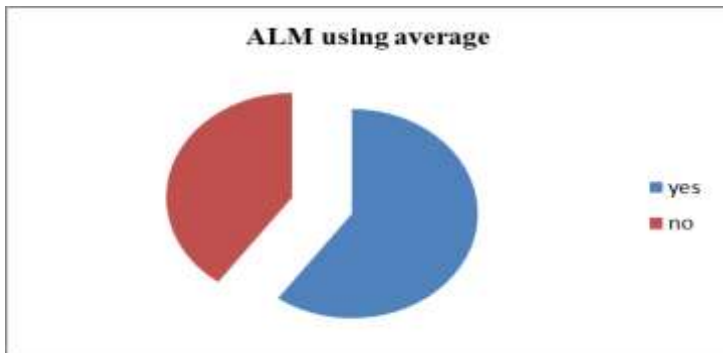


Figure 08: ALM using average

Six teachers stated that they used these materials inside their classes. The remaining admitted that they do not use

any kind of ALM, due to the two main factors; the lack of laboratory and materials and the time limitation.

Q04: if yes, what kinds of ALM do you used?

Table 10 : Kinds of ALM used by teachers

Options	Number	Percentages
Songs	04	40%
Films	01	10%
Broadcasting	01	10%
Total	06	60%

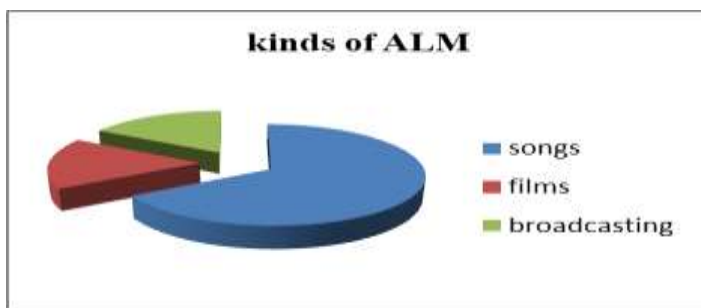


Figure 09: ALM types used by teachers

The answers revealed that the most preferable kind of ALM were songs, followed by films and broadcasting as the last options.

Q05: How often do you use it?

Table 11 : The frequency of using ALM inside classroom

Options	Number	Percentages
usually	00	00%
Sometimes	06	10%
Rarely	00	00%
Total	06	60%

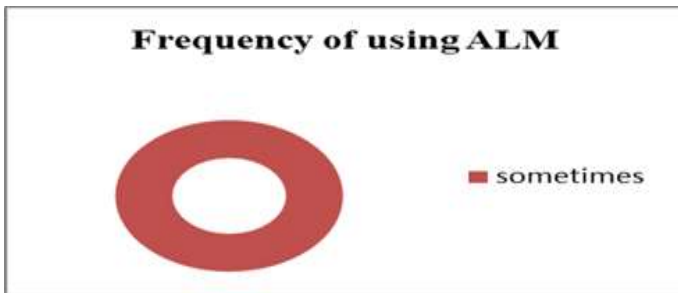


Figure 10: Frequency of using ALM inside classroom

From the whole number of participants, six 06 teachers used ALM inside their classroom, 60% chose the answer sometimes which means that they used it from time to time.

Learners’ questionnaire analysis

Section one: Listening Comprehension

Q1: as a foreign language learner, do you appreciate the English language lessons?

Table 12: Learners’ Appreciations of the English language lessons

Options	Number	Percentages
Yes	41	82%
No	9	18%
Total	50	100%

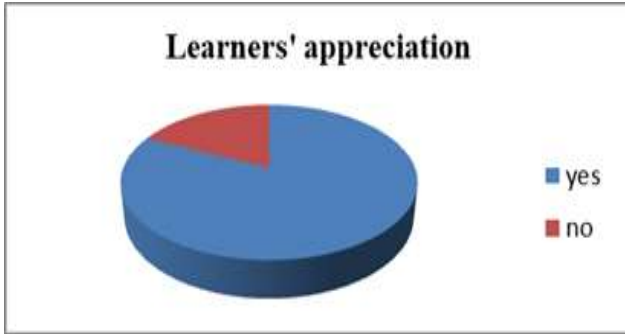


Figure 11: Learners' Appreciations toward English language lesson

The results from table 12 demonstrate that 82% of learners appreciate the English language lessons. While only 18% showed no appreciation toward those lessons.

Q2: Do you think that it is important to non- native learners to listen to English native speakers?

Table 13: Learners' perception toward the importance of Listening to native speakers.

Options	Numbers	Percentages
Yes	36	72%
No	14	28%
Total	50	100%

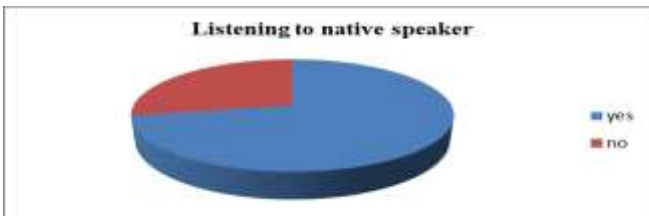


Figure 12: Importance of Native speaker Speech

We can notice that 72% thought that is it important to listen to native speaker to develop their English comprehension. Whereas, 28% though that no need to listen to native speakers.

Q3: Do you think that your listening abilities will develop while listening to your teacher?

Table 14: Learners’ perceptions regarding the teachers’ role in developing the listening abilities.

Options	Number	Percentages
Yes	40	80%
No	10	20%
Total	50	100%



Figure 13: teachers’ role in developing the listening abilities.

According to the above results, a high majority of learners 80% agree that their listening abilities will develop simply by listening to their teachers, while only 10% said that listening only to their teachers only is not sufficient to develop their listening abilities.

Q4: Do you think using ALM helps you understand the English language?

Table 15: Learners' perceptions regarding the role of ALM in facilitating language comprehension

Options	Numbers	Percentages
Yes	45	90%
No	05	10%
Total	50	100%



Figure 14: role of ALM in facilitating language comprehension

The results revealed that the majority of learners 90% agree with the fact that the use of ALM helps them understanding the English language, while 10% see no benefits from its used inside the classroom.

Section two: Learners' attitudes toward the use of ALM in Classroom

Q01: what kind of ALM you prefer listening to in classroom?

Table 16: Learners’ favorable ALM kinds inside the classroom

Options	Numbers	Percentages
Films	38	76%
Songs	05	10%
Broadcasting	04	08%
Conversations	03	06%
Total	50	100%

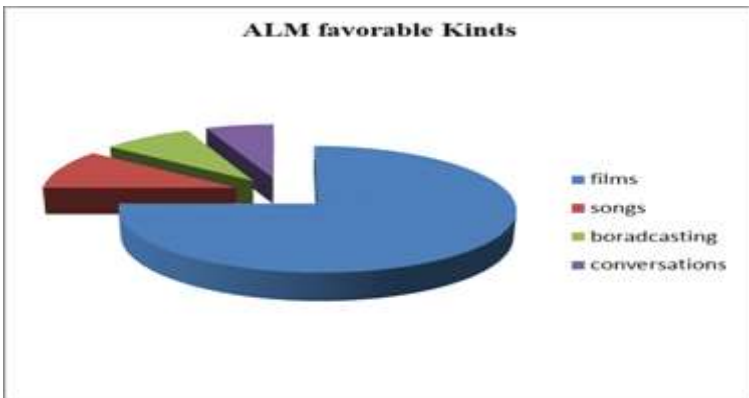


Figure 15: ALM favorable kinds in classroom

Most informants 76% preferred films rather than the other kinds, 10% liked songs, whereas 08% said that they prefer broadcasting and only 06% who choose conversations as favorable kind.

Q02: does the use of ALM make the lessons easier?

Table 17: Learners' attitudes toward the use of ALM during the lesson

Options	Numbers	Percentages
yes	45	90%
No	05	10%
Total	50	100%

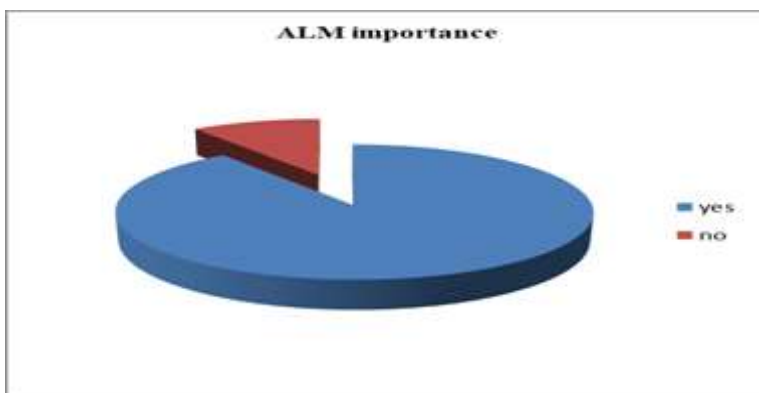


Figure 16: The importance of using ALM during the lesson

The above results indicated that 90 % of learners stated that their attitudes toward using ALM in classroom are positive since they make lessons easier and enjoyable. They also indicated that ALM is needed in learning English language; because they encourage them learn better. However; 10% claimed that they are not important and boring.

7.2. Discussion

After analyzing the data, findings shows that both teachers and learners consider authentic materials as a very important tool that may help learners develop their listening comprehension as an important element in learning.

The participants' views concerning teaching Listening comprehension were almost similar. While the majority considered it as a very important part in teaching English, only few found it just important. English teacher is advised the use of authentic materials in teaching listening comprehension to learners because it can help them both ; to get better understanding in listening comprehension, and to encourage their confidence and to improve their achievement in their listening. This result is supported by the study of Abdulhakim (2005), who state that authentic materials help to motivate learners learn the language by making them feel they are learning the real language. In addition, they reflect positively on their learning process. Thus the first hypothesis was supported.

The analysis of the second hypothesis revealed that the learners' listening comprehension appeared to have improved after being exposed to authentic aural materials in the classroom; the learners enjoyed the lesson and found it very interesting and attractive, they appreciate learning with authentic materials, and consider them very interesting and more encouraging since they want to be closer with the native speakers' language. The results have been stressed by many researchers as Jiangfeng (2016) stated that the motivation factor is one of the key justifications for the use of authentic texts for language learning "(p. 1775).

Conclusion

The current study focuses on the importance of ALM on the development of the fourth year learners listening skills. The findings and the analysis of the obtained data, have confirmed our hypothesis that authentic materials are an essential component in teaching and learning process. Both teachers and learners use them as tools to facilitate learning and make it more pleasant and efficient. The use of ALM in teaching the English language is very important because it introduces the target language in its authentic frame which improves learners' listening skill, helps them generate a wide range of vocabulary items and betters their pronunciation. However, the Algerian learners still have listening difficulties due to the limited time devoted to listening comprehension. All teachers are aware of the importance of the listening skill development through the use of authentic material but still some of them do not use these materials due to the constraints they face as the lack of language laboratory, the lack of listening materials and time limitation.

From what have been explained previously, it can be concluded that authentic materials play important roles in developing appropriate and effective listening skills as evidenced by several studies. However, it should be noted that the use of authentic materials in listening study must consider the learning strategies and contexts as well as the learners themselves, moreover; It is better for English teachers to be more selective in choosing the materials which contain the appropriate words choice and contents.

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