

Appendix One
Teachers' Questionnaire

Dear teachers,

This questionnaire is a part of research work that aims at examining the effectiveness of using music and songs in EFL classrooms; it would be a great honor if you could answer the following questions.

1-Gender: Male Female

2-How long have you been teaching?
.....

3-How frequently do you use music and songs in your lessons?

Often Always Sometimes Rarely

4-How do you integrate songs in your lessons?

Audio-songs video-songs both

Other:.....

5-Do you find using music and songs an effective way to help your pupils?

Yes No

Justify.....
.....

6-Do you see that music and songs make pupils

Motivated less motivated

7-Do you think that preparing and presenting songs is hard? If yes is it because:

It takes and wastes time

It needs material

8-What do you think songs can affect more?

Listening

Vocabulary

Speaking

All of them

9-what are the obstacles that you may face when presenting songs to your learners?

Thank you so much for your cooperation in completing this questionnaire

Bibliography

Buck, G. (2001).Assessing listening. Cambridge: Cambridge University Press.

Brown, H.D. (2004).Language Assessment Principle and Classroom Practice.NY: Pearson Education.

Carool, D.W. (2008).Psychology of language.USA: Thamson Learning.Inc.

Dancyger, K. (2007) The Technique of Films and Videos Editing: History, Theory, and Practice. United State of America: Elsevier Inc.

Haddston, J. (2006).Authentic learning environments in higher education. United States of America: Information Science Publishing.

Lui, Y.Q., (2008).On teaching listening through authentic videos for non-English majors. Institute of Technology.

Lutikhuzen, F. (2000).Congress International Sobre Liengues Per a Finalisais Especificue.

Spain: Publication de L'Universila de Barcelona.

Nation, I.S.P. (2009).Teaching ESL /EFL Listening and speaking .New York and London: Rutledge.

Newton. (2009) .Teaching ESL/EFL listening and speaking . New York and London: Routledge.

Nuan, D. (2002).Listening in Language Learning.Cambridge:CUP.

Richard, G.C (1999).The Language Teaching Matrix.Cambridge: CUP.

Rost, M. (2002).Teaching and Researching Listening. Person Education England.

Rizvi, W.A. (2005).Effective Technical Communication .Delhi:Tta McGraw Hill Publishing Company Limited.

Schnap, D.C. (2001).Listening in Spirituality and Religion.Malysia:Blackwell Publishing Ltd.

Sherman, G. (2003).Using Authentic Videos in Language Classroom.UK.: Cambridge University Press.

Stemplski, S., (1987).Video in Action: Recipes for Using Video in Language Teaching .New York, NY/Pensive Hall.

Wallace, G.M. (1998).Cambridge Teacher and Training and Development
Action Research for Language Teachers .Cambridge University Press.

Wang, Z. (2014) Analysis on The Use of Videos Materials in College English
Teaching in China .International Journal of English Language Teaching.

1.1.Introduction

Nowdays, English has become an important tool in order to succeed professionally all around the world; it is the language of business, technologyetc .

For this reason teaching the english language depends on different methods like the use of authentic videos in English foreign language classrooms to ensure effective communication and serve learners needs and make them engage actively in the class .

In this contex , the entire chapter provides the theoritical part of this work , that present the previous views that deal with the use of authentic videos in teaching listening skill .

1.2. listening definition

Many researchers in the field of listening proposed many definitions for the term “listening”. Schnap (2010,p.239) define it as “the process of receiving , constructing , and responding to spoken and/or nonverbal messages”. Another definition stated by Buck (2001,p.105) “listening is the ability to understand spoken language ”, verbal nonverbal messages.

1.2.1. Definition of listening skill

The listening skill plays an important role in learning language and in communication .It is a basic language skill prior to the other lge ones.

Many and different definitions are proposed to define this skill in different ways.

According to Wallace (1998, p, 25) “listening is a fundamental language skill that typically develops faster than speaking and what often influence the development of reading and writing ability in the language”. For Rost(2002 ,p ,45) “listening is viewed as part of transactional process in which all participants are simultaneously sending and receiving message” .In other hand there is Rizvi(2005,p,70) when he claimed that “listening is the act of understanding an oral message”,that is to say that listening includes comprehension of meaning ,phrases , clauses and sentences .

1.3 Stages of listening process

Listening follows three main steps : pre-listening , during-listening and post-listening.

1.3.1 Pre-listening stage

Also called before listening , teachers usually before start teaching should prepare the students about what they are going to listen to , by helping them to activate their prior knowledge and background . In addition to provide them with the key words that needed to understand .

The role of teachers in this stage is selecting the appropriate passage which students are going to listen to which is in the line with the students' level . and he / she may state a purpose behind this text or passage .

1.3.2 During-listening stage

In this stage students need to focus and take information and identify the main words that are important and needed for the understanding and the comprehension . They also should pick out what is essential and not every single word that what is stated by Haggstron(2006,p,77) “students should know that they have to identify only those words that are necessary for comprehension of the message ”.

While listening students will exchange ideas with each other , and ask the teacher about difficult and new words .

1.3.3 Post- listening stage

It is called also follow up stage ,it is complementary to the previous stages because it is a kind of memorizing . Here, the teacher will evaluate the understanding of their students about what they listen to , by asking them different questions to investigate if they catch the general idea about the passage or not .

Carooll (2008, p.153)defined this technique as “the one in which students summarize , interpret , and test the main ideas , share opinion and make personal

responses , and assess their listening ” . This stage focus on language as well as on the content of listening task .

1.4 “ Bottom up” and “Top down” strategies

1.4.1 Bottom up

It happens when the listener understand the language sound by sound or word by word , with less use of background , it means the decoding of smallest units to lead the listener toward the meaning . Nunan (2002,p.239) defined it as “the process of decoding the sounds that one hears in linear fashion , from the smallest meaningful units to **complet test**”, this quote means put up the meaning from lower to highest level , starting from sounds to words ,to sentences to whole text .

Richard (1999,p.50)saw that “the process of comprehension begins with the message received sounds , words , clauses and sentences until the intended meaning ”.

1.4.2 Top down

this sterategy occurs when we working from general to specific and using background and prior knwoledge to make sense of what we are listening to . And this is expressed in the quote of Lutikhuizen (2002,p .329) when he defines the “Top down” as “the use of background knwoledge or schemata which the listener brings to the lecture and which helps him to make predictions about what he is listening to”.This previous knowledge stimulates a set of expectations that help the listener to guess will come next .

1.5 Extensive listening and intensive listening

Extensive listening and intensive listening the two are types of listening , but they are different in meaning .

a) extensive listening

takes place out classroom in students' home , cars , ...etc . Here , students choose for themselves what they are going to listen to for pleasure and entertainment as listening to English dialogue , watch films , ...

It is all about general listening and getting the general meaning what we listen to .

b) Intensive listening

This type is totally different from the first one . It takes place in side classroom , it means listen carefully and focus on every detail in order to working on listening skill and to study the language use and the way language is spoken .

It is all about analysing the text . It can be very time consuming and often boring . What students need to do is to break the text down to understand every word , phrase , sentence , expression and grammar structure , to make sure they fully understand the text .

1.6 importance of listening

Listening is the first essential language skill because we start to learn the language through listening then speaking , reading and writing . It is like the key factors of understanding a language , while listening the listener is going to focus on body language , gesture and facial expression .

Nation and Newton (2009,p.38) views that listening is very important in learning the foreign language by saying “listening is the way of learning the language . It gives the learner information from which to build up the knowledge necessary for using the language” , it means that we can't imagine someone speak without understanding what he / she listen to before .

According to Brown (2004,p.119) “listening plays a role as a key factor in understanding and facilitating language learning and emerged as a component in the process of language acquisition ”.

1.7 Definiton of Authentic Videos

Authentic videos are audio-visual materials which show the native language used in the real life communication . For Sherman (2003,p.2) authentic videos “are any type of programs that we can see or watch directly through cinema ,television or DVD , films , documentary , adverstisement ,and game show”

Videos are an essential tool in education , it is a technology which provides with the opporunity to learn in interasting and attracting way .

Stempleski (1987 ,p.1) stated that “authentic videos are a kind of material designed for its entertainment value rather language teaching” .This material provides students with real language a,d makes them proficiency utilize meduim.

In addition to Lui (2008,p.08) in his views AV “is a kind of materilas which are all real text and designed not for language students ,but for the speaker language ”.

1.8 Types of Authentic Videos

The use of authentic videos in EFL classes is seen as an appropriate strategy to improve the students’ level in different skills.

There are different types of this material , like documentary , music videos and movies .

1.8.1 Movies

The implementation of movies in learning makes the learners interested and motivated to learn and expose them to real life language .Thus , movies can be a good way that push the learners to develop their oral and listening skill because it presents a real language with different types of words and expression .

Movies can create the environment to learn a language and this makes students involved in the english teaching and they can easily remember how to use language and imitate the dialogues ; try to taste the pronunciation and intonation in real context of words .

1.8.2 Documentary videos

It is considered as non-fictional moving pictures because it presents aspects of reality .

Dancyger (2007,p.304) defines documentary videos as “ a film of real people in real situation doing what they usually do ” . Means that this type of displays events and facts related to reality without changing it or modify it and provides information about a particular subject .

This type of videos are generally more educational , they have a serious style with regular expressions and a standard English .Also, they teach useful knowledge to learners which make them understanding the world and its facts .

The language of documentary videos is carefully chosen and delivered in standard language and this make it more suitable as teaching materials for EFL students .

1.8.3 Music videos

Is a short film that integrates a song with imagery , and is produced for promotional or artistic purposes . It is one of the most popular videos and may interest students , because they feel motivated when they work with such kind of material .

Music videos use a wide range of styles and contemporary video-making techniques , including animation , live action ,...

This combination of music and videos can make students motivated , enjoyed and reinforce their ability to watch the performers singing , and follow their lips pronouncing .

Furthermore,songs present new vocabulary ideas and expressions in context and through it students become common with the pronunciation of native speakers . In addition to that , they facilitate the learning of language in interesting and effective ways .

1.9 selection of authentic videos

In process of selecting the appropriate video to present in EFL classroom there are some points must be taken into consideration which are as follow :

a) Students' interest

teachers must choose the topics or subject that his/her students are interested in . This important factor can make students engage positively with the topic in the classroom, and makes them more skilled and knowledgeable .

Being interested in such topic enhances learning , which then leads to better performance and achievement .

b) Students proficiency

In sens to avoid difficulties and problem of misunderstanding teachers should take their students' proficiency into consideration . Wang (2014,p.26) stated that “ unmatched language level between the video and students will lessen students' learning attention and acheivment” , it means that teacher in selecting the topic they must pay attention to the language used in the videos , when it is at the level of their proficiency , it will definitely affect and improve their performance .

c)Quality of authentic videos

The clear visual pictures , distinct aural voices and moderate speed can have positive effect on students' language learning .

It is very important to choose scenes that balance dialogue with a high degree of visul support .It is good to choose academic events because the language is well published .

1.10 The importance of authentiv videos

In the recent years , the using of authentic videos occupied agreat time of people in comparison with the printed materilas . It seems motivated and interested in showing real things .

Sherman (2003,p32) declares that behined the use of authentic videos there are different main reasons which are as fellow : accessibility , motivation and the language use .

1.10.1 Accessibility

In our current time, the access of English language television programs, shows, songs, films become a fact of life because in different places films and series with English subtitles are sold in newsagents with high quality materials. Sherman (2003, p.50) saw that “authentic video input are now as accessible as print, and it is a resource we can not ignore”.

1.10.2 motivation

The videos can attract the students' attention and make them focus on it in the classroom.

Many students will touch the power of videos. Authenticity itself plays the role of inducement that pushes students to do effort to understand and enjoy what they are listening to and they show great interest when they observe the use of English language in real situations.

1.10.3 uses in language teaching

Authentic videos can encourage students to select and use the target language in accurate and good ways. They help students to understand oral English language from all its aspects like vocabulary, grammar and syntax.

In other hand, this material can be supposed to increase the learners' awareness of language use and aid the improvement of comprehension in real situations.

1.11 conclusion

This chapter was devoted to the theoretical ground of this research work. It provides different listening and listening skills and presents its strategies and its different stages.

In addition to the type of this skill and its importance. Next, it tackled the definition of authentic videos with the mentioning of its types and its importance then sheds the light on the way of selecting this material in classroom.

2.1 Introduction

The first chapter presented the theoretical part of this research and integrate the use of authentic videos to improve listening skill and to facilitate the learning and the teaching process. Whereas, the second chapter will deal with the praactical part of this research paper through questionnaire submitted to teachers and the other one to students.

2.2 Sample of The Study

This work deals with the second year students in English Department at Naama University Center with the Academic Year 2019/2020. The sample was chosen randomly to answer the questionnaire and give quite different answers, it includes 40 students 25 females and 15 males.

2.3 The Research Instruments

To collect and gather information, a questionnaires are applied, one for teachers of oral expression and the other one is for students. The questionnaire of teachers contains 9 questions which are devided into three types : 2 closed ended questions, 2 open ended questions , and 5 multiple choices questions. For the students' questionnaire it is also devided into three types : 3 closed ended questions, 2 open ended questions, and 7 multiple choices questions. The collected data will be analyzed both quantitatively and qualitatively then it will be interpreted.

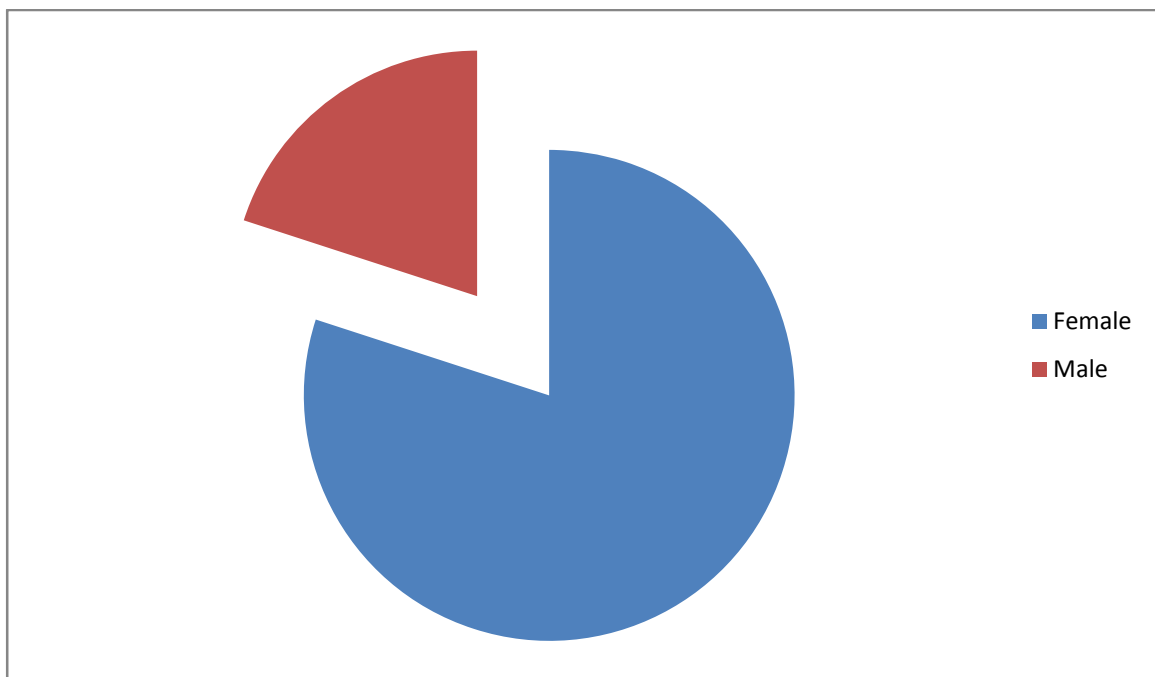
2.4 Teachers' Questionniare

Teachers' questionnaire seeks to collect data about the use of authentic videos as teaching strategy, and to see its effectiveness on students' listening skill in EFL class. The teachers were required to answer the questionnaire which consists 09 questions. This research instruments contains both open ended and closed ended questions in addition to multiple ones. The result of the questionnaire will be analyzed quantitatively and qualitatively.

2.6 Teacher Questionnaire Analysis

The questionnaire is used in order to collect data from the answers of the teachers. After collection of data from the answers of the questionnaire the analysis will be as follow:

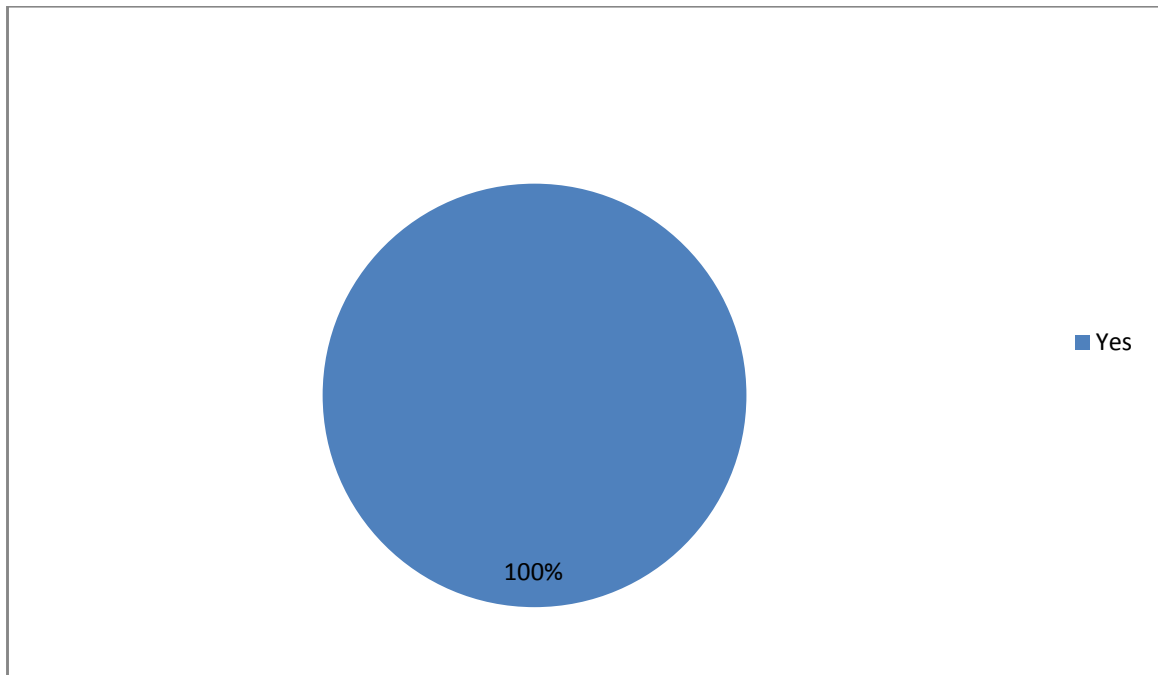
The first question which is a multiple choice one , teachers were asked about their gender in order to differntiate between males and females teachers .



2.1 Teachers' Gender

As the pie chart shows 20% of the teachers that were asked are male , and 80% of them are female.

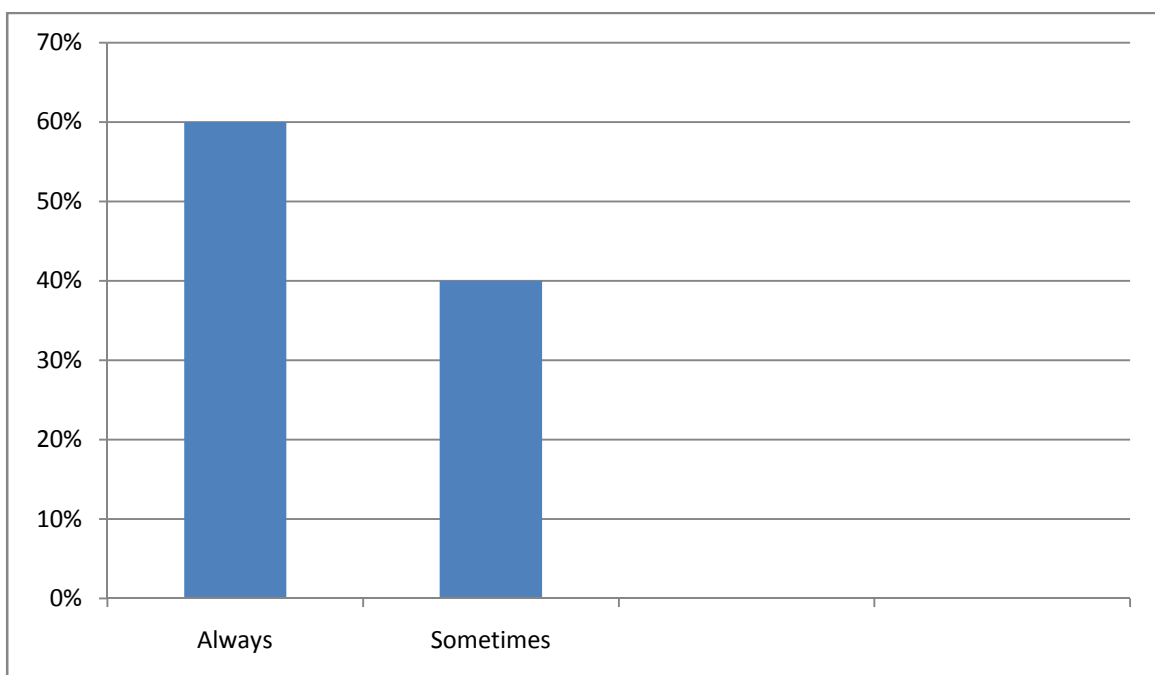
Question number two is closed ended question , in which teachers were asked about the use of authentic videos in delivering their courses.



2.2 Teachers Agreement about the use of authentic videos

As it is shown in the pie chart all teachers used authentic videos in delivering their oral courses.

Question number three is a multiple choice one, in this question teachers were asked about the frequency of using authentic videos in their lessons by providing them with four possibilities: often, sometimes, always, rarely. The aim of this question is to observe the interest of teachers in applying this technique and the frequency of using it.

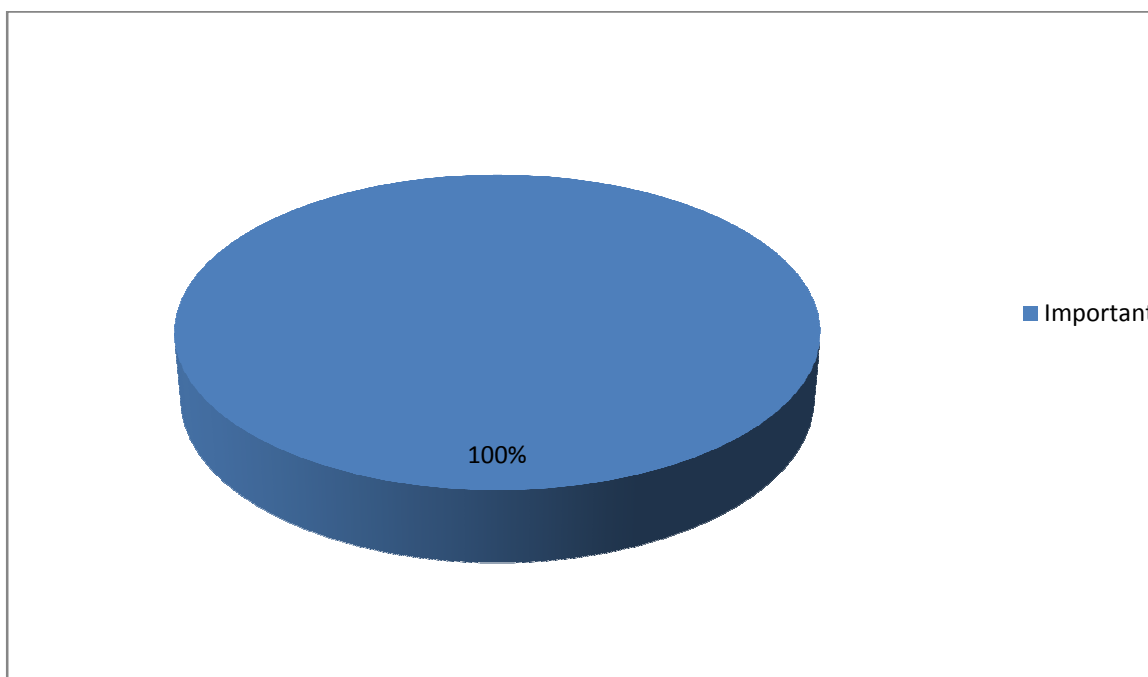


2.3 The Frequency of using authentic videos

Chapter Two: Research Design and Data Analysis and Interpretations

As the bargraph shows 60% of teachers picked up the possibility “always” , whereas 40% of them replied that they are sometimes use it , and the two other possibilities were ignored .

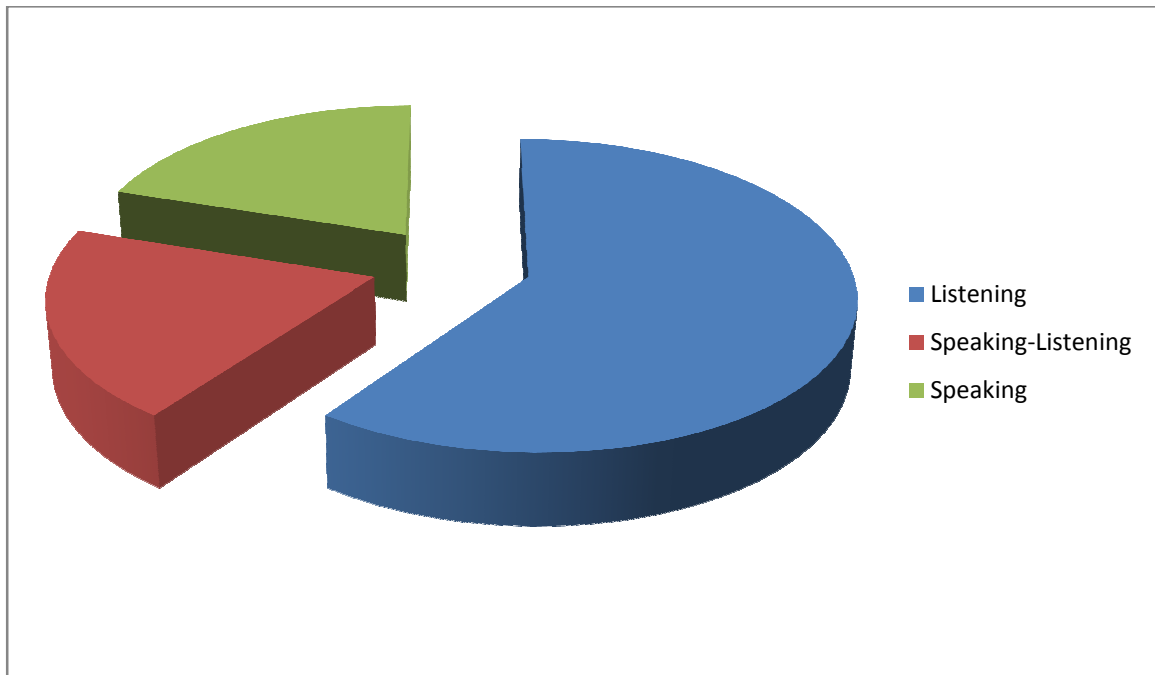
The question number four is also a multiple choice question , in this question teachers were questioned to investigate the importance of authentic videos in teaching English . They were provided with three possibilities namely : very important , important, not important .



2.4 The Importance of Using Authentic Videos

As it is shown in the bargraph all most of teachers are agree about the greet important of authentic videos in teaching English .Thus , no one of them denies its importance .

Moving to the fifth question , it is a multiple choice one .It is about the teachers'preference skill , it contains four possibilities : listening , speaking , readi,g a,d writing. The aim behind this question is to know which one of the four skills teachers focus more .



2.5 The teachers' preferred skill

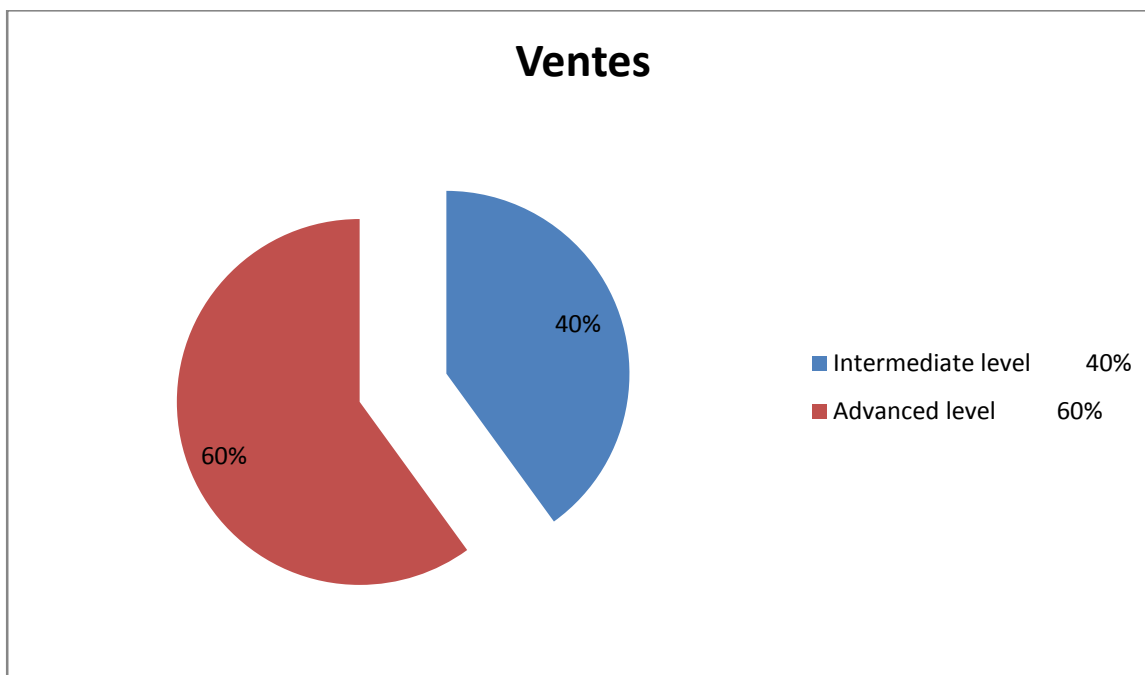
The finding of the pie chart above show that 60% focus most on listening skill .While 20% focus on speaking and listening skill.At the same time 20% focus on speaking .

The sixth question is closed ended question , seeks to know the effectiveness of authentic videos in helping students to improve their listening skill .

2.6 Teachers Agreement on The effect of Authentic videos

As the bargraph shows all the teachers are agree with the effectiveness of authentic videos in helping students to improve their listening skill .

Question number seven is multiple choice one , it is about the level that teachers select to use authentic videos .



2.7 Level of Using Authentic Videos

As it is shown in the pie chart 40 % of participants believe that authentic videos can be used at the intermediate level . While 60% say that the advanced level is the suitable one and the other possibility was ignored .

The eight question is open ended question , it is about the difficulties that teachers encounter withle their students when they are using authentic videos.It aims to know the problems that teachers faced while the integration of authentic videos in EFL classrooms.

Some teachers mention that they sometimes face the problem when students are not interested when they do not understand the new words . Other state that the lack of vocabulary and self-confidence are the main problems that stand as barrier in front of them . And others mention that students get shy and interepted when they do not get meaning .

The question number nine is also an open ended question , most of them declare that its role lies in improving students' listening and pronunciation and they can motivate them . Others reported that , authentic videos help students to know different aspect about the target language such as , accent and new vocabulary.

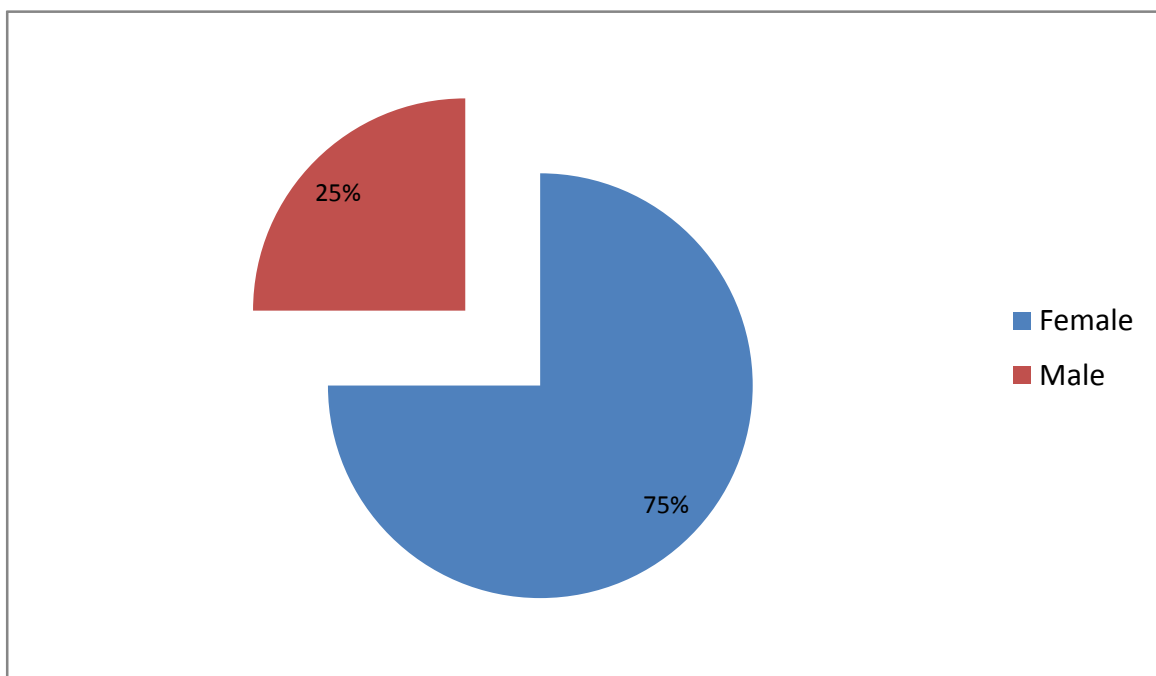
2.7 Students' Questionnaire

Questionnaire is one of the instruments that are used for the sake of collecting data from the answers of students. After the collection of data , the analysis will be as follow :

2.8 Students' Questionnaire Analysis

Students' questionnaire is used for the sake of collecting data from the answers of students. After the collection of data , the analysis will be as follow :

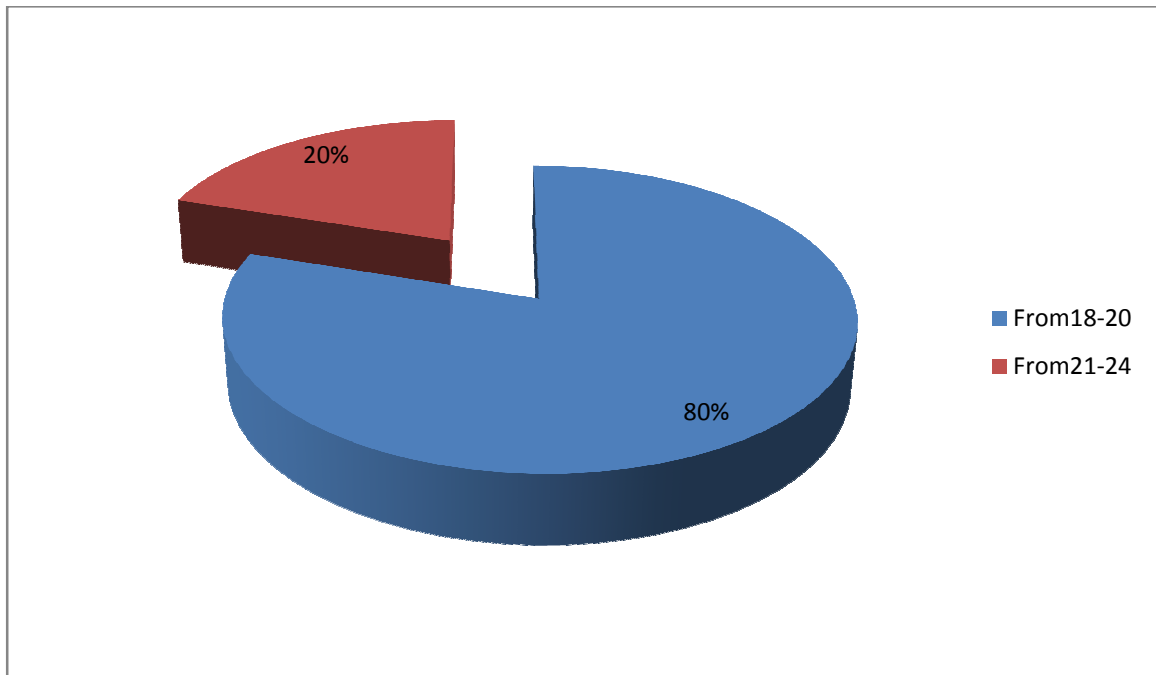
In the first question which is a multiple choice one , students were asked about the gender in order to differentiate between male students and female ones .



8.1 Students' Gender

As the pie chart shows 75 % of the students are female , and 25 % represents the male students .

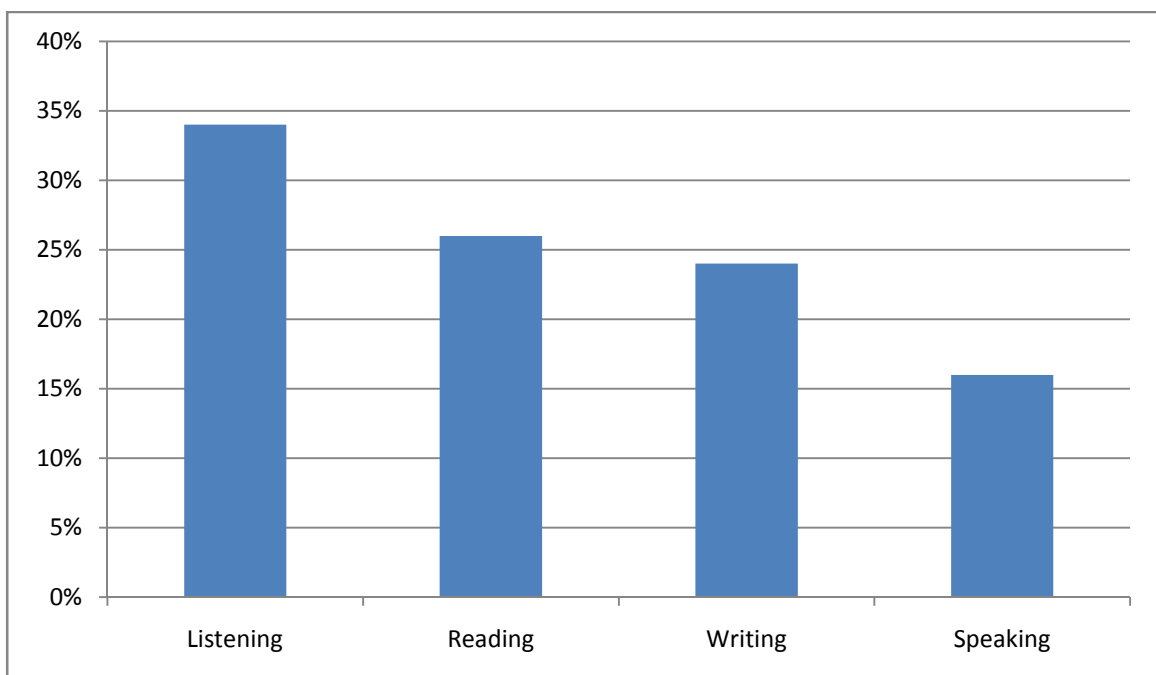
The second question is about students' age.



8.2 Students' Age

As the pie chart shows that the students' aged between 18 and 24 were about 80% while 20 % of the participants were between 21 and 24 years.

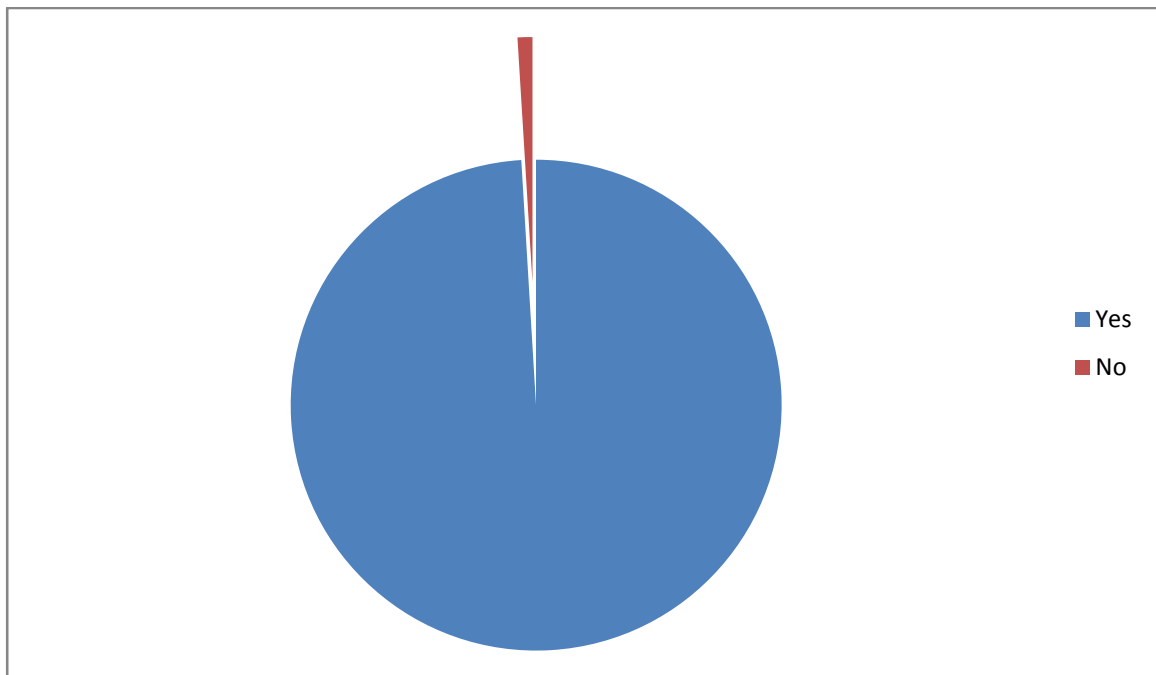
The third question is a multiple choice question , in which students were asked about the most skill that they are good in .The aim of this question is to know in which skill they perform well .



8.3 Students' Skill Level

As it is shown in the bargraph above 34% of participants are good in listening and 26% declare that they are good in reading . At the same time 24% mentioned that they are good in writing and the rest 16% are good in speaking .

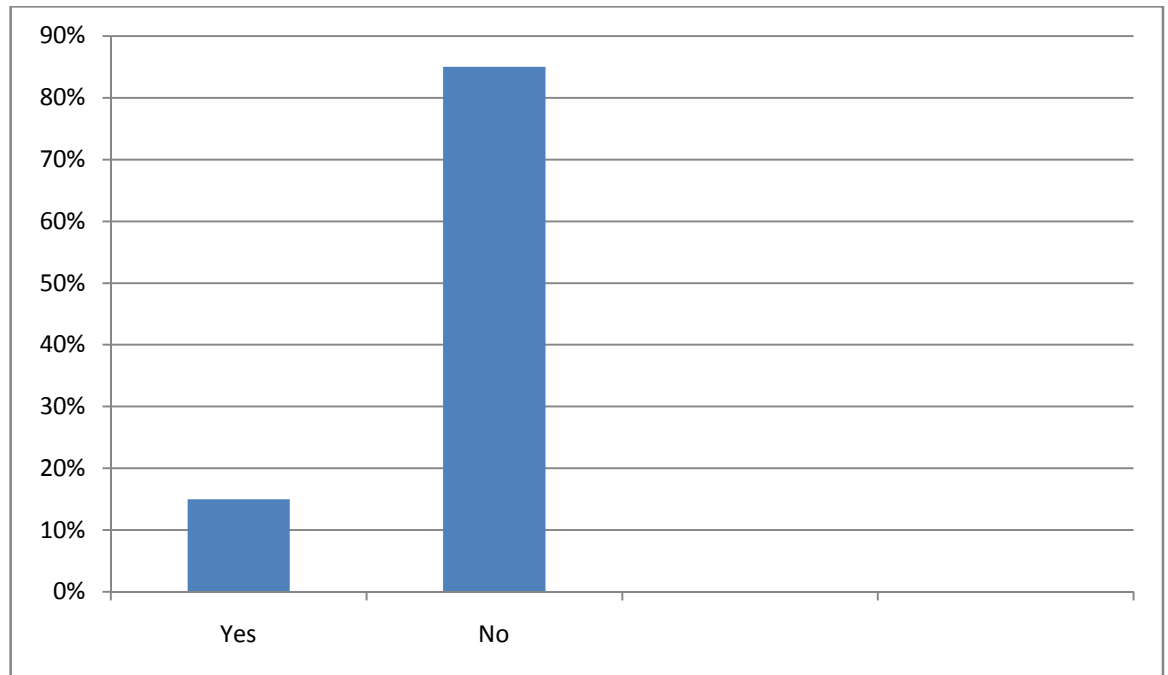
For the fourth question is closed ended one , it seeks to know the students' attitude towards listening to native speakers .



8.4 Students attitude toward listening to natives

As the pie chart shows 92% of students are interested in listening to natives . Whereas only 8% of them are not interested in .

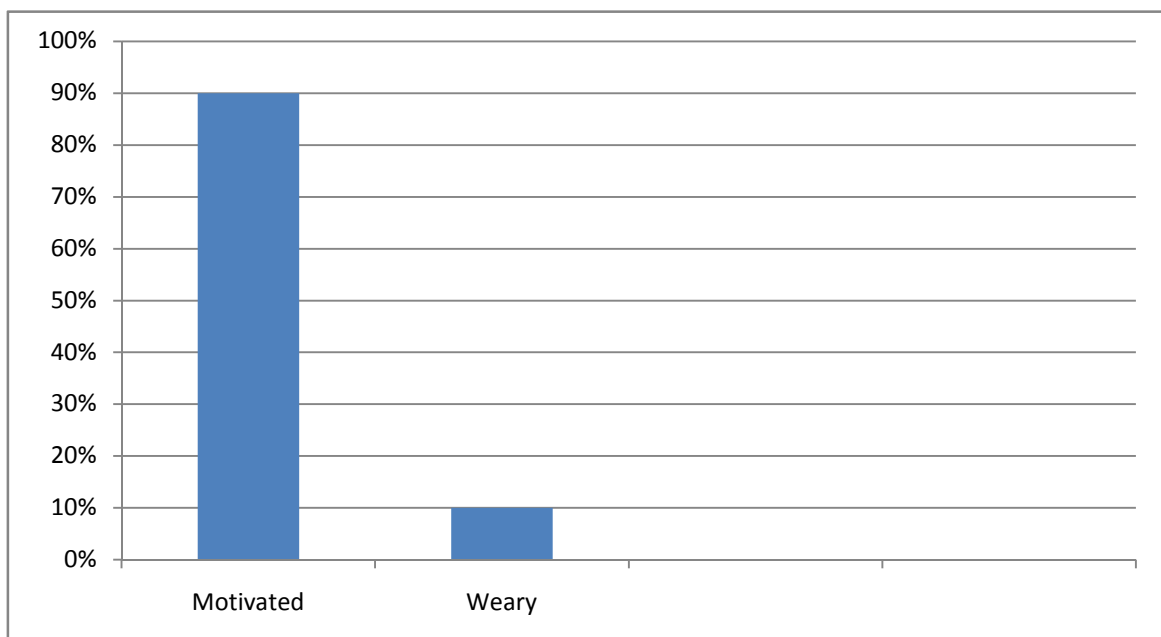
The fifth question is also closed ended question ,in this question students were questionned about , it aims to know their feeling when they watching authentic videos.



8.5 Students' Feeling while Watching Authentic Videos

As it is shown in the bargraph , 85%don't feel boring . While ,15% feel boring when they are watching authentic videos .

The sixth question which is multiple choice .It aims to know if the use of authentic videos make learning process enjoyable or weary .

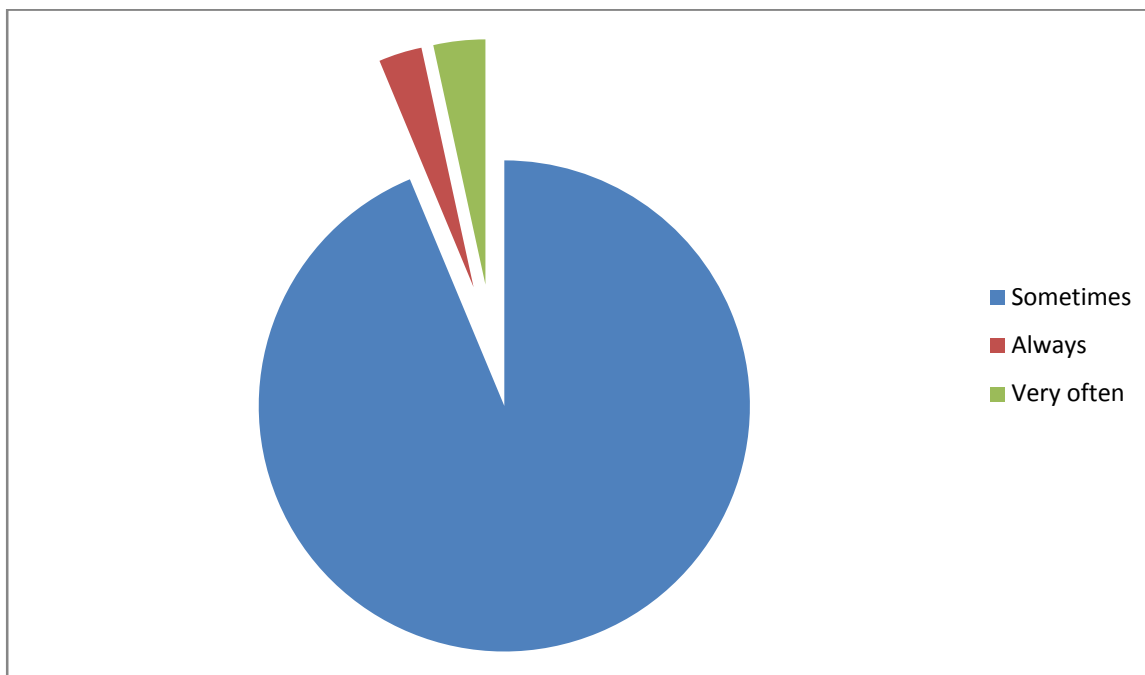


8.6 The Role of Authentic Videos in Learning Process

Chapter Two: Research Design and Data Analysis and Interpretations

As it is shown in the bargraph , 90% stated that learning through videos is motivated while 10% stated that it is weary .

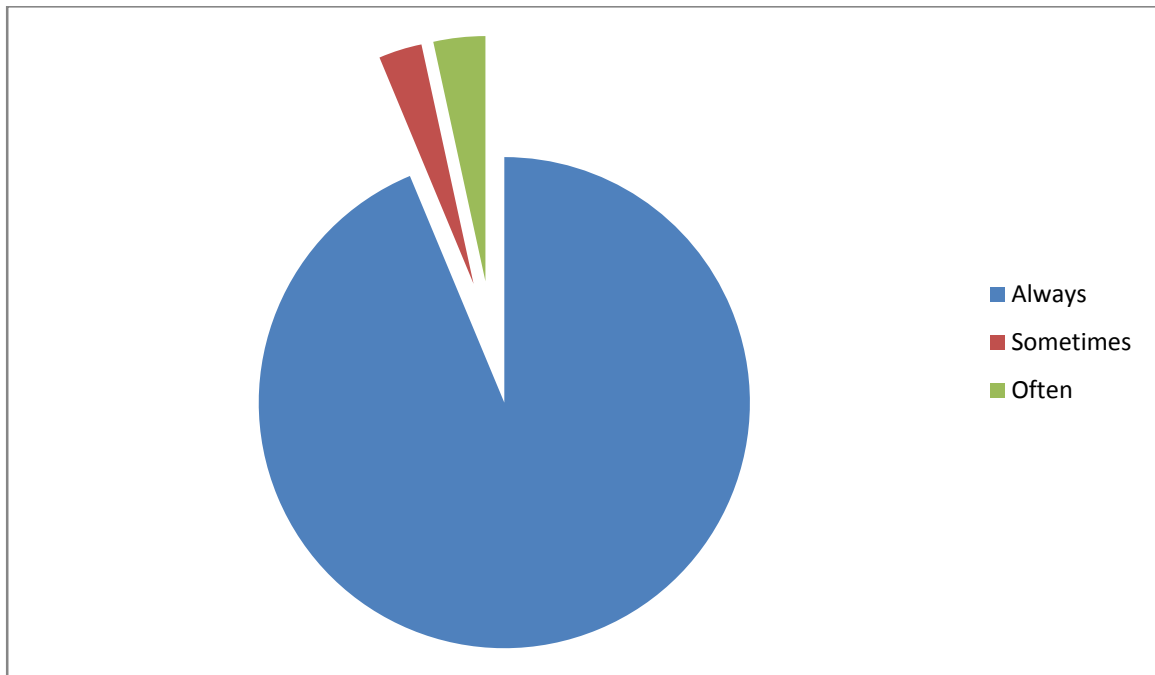
The question number seven it is a multiple choice question , in which students were asked about the frequency of practicing the listening skill in classroom, by providing them with three possibilities that are as follow : sometimes , always , very often .The aim of this question is to observe the students ability in listening skill .



8.7 Students' frequency of practicing listening skill

As it is shown in the pie chart . 45% of them replied by the possibility “sometimes” . While 25% picked out the possibility of “always” and the rest 30% answered by “very often”.

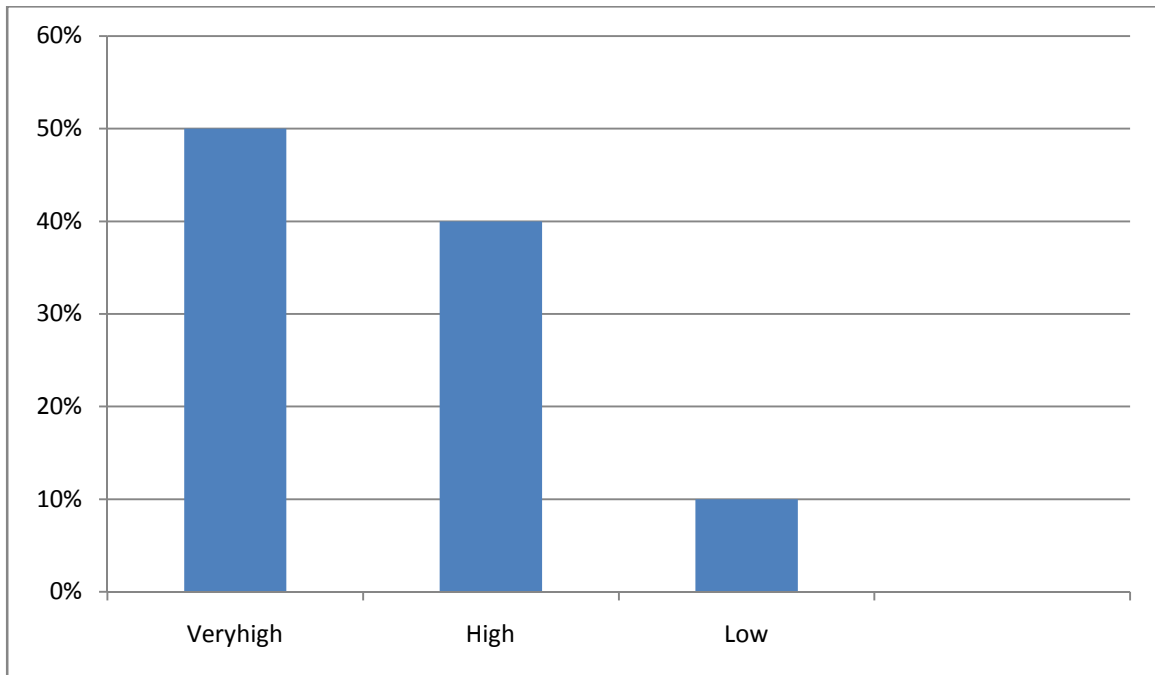
The eight question is a multiple choice one about the frequency when they feel motivated in learning .



8.8 Students' Frequency when they feel motivated

As it is shown in the pie chart. 45% of the participants answered by the possibility “always” and 25% said that they are sometimes feel motivated . While 30% picked the possibility of “often” and the rest two possibilities were ignored .

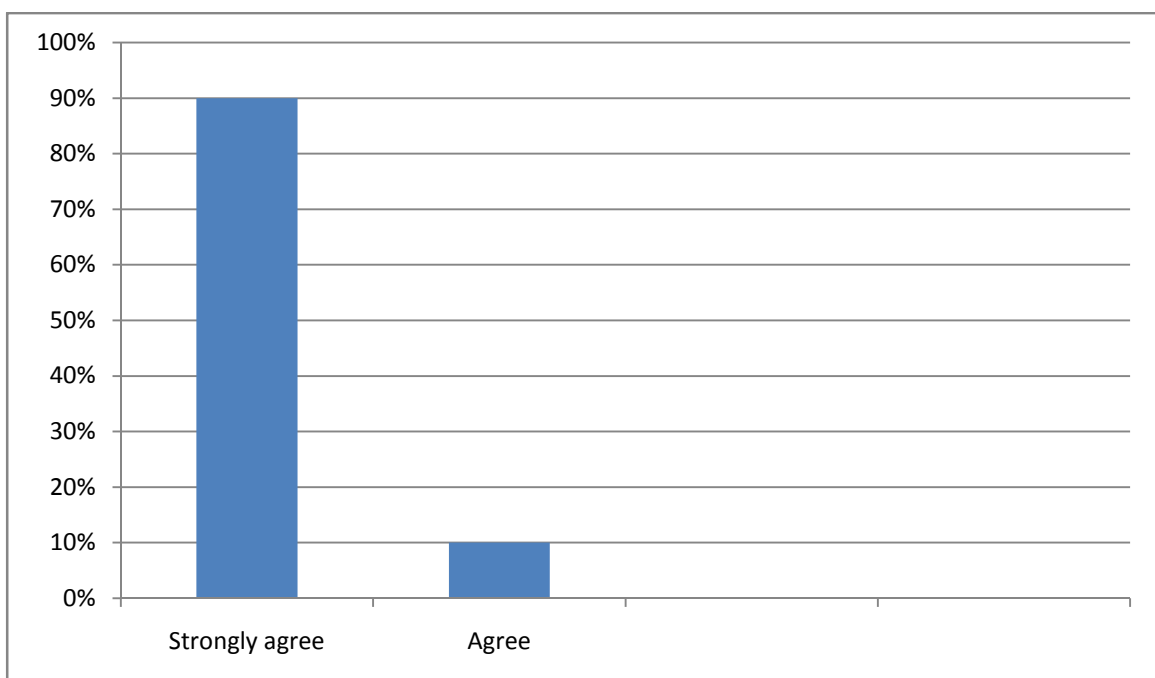
For the question nine , it is also a multiple choice one. Where students were asked about their interests toward authentic videos. It seeks to investigate to what extent this material can attract learners' attention .



8.9 Students' Interest towards Authentic Videos

As it is shown in the bargraph , 50% of students were chosen the possibility of “very high” and the other 40% answered by “high” . While 10% replied by “low” .

For the question number ten , it is also another multiple choice question .It seeks to investigate the students ‘awareness about the importance of listening skill .



8.10 Students ‘Opinion about the Importance of Listening Skill

Chapter Two: Research Design and Data Analysis and Interpretations

As it is shown in the bar graph, 90% of students are strongly agree about the importance of listening skill and 10% replied by “agree”. And the two other possibilities were ignored.

The eleventh question is open ended question , in which students were asked about the difficulties that they encounter while learning English language through tachnology . The aim of this question is to know the obstacles that students face with the use of technology.

Most students stated that the lack of vocabulary is the main problem that they are faced and they find it difficult to to listen to a tape message , and few of them claimed that they don’t face any difficulties and authentic videos is a good way to overcome their weakness.

The question number twelve is also an open ended question, it is about the way that authentic videos help students to develop their listening ability.

In this question the majority of students claimed that listening to natives motivate them and push them to listen carefully and focus more on the pronunciation and language use.

2.9 Data Interpretations

After the dealing with the analysis of teachers’questionnaire and the students’ questionnaire, the data interpretation will be as follow:

According to the teacher’ answers of the questionnaire that has been submitted to 05 teachers whom are teaching at Naama University Center .It seems that the females dominate the field of teaching rather than males (see the pie chart 01) .

From the result of the second question, it is denoted that most of teachers are really using authentic videos and integrate it within in their courses (see bar graph 02).

The percentage presented in the bar graph (see bar graph 03) indicates that most of teachers depend on authentic videos and use this material continuously. Unlike, the remaining that they sometimes use it.

Chapter Two: Research Design and Data Analysis and Interpretations

Based on the result of the fourth question, it shows clearly that all teachers are aware about the importance of authentic videos (see bar graph 04).

Moving to the question number five, its results indicate that most of teachers focus on listening skill with the percentage of 60% and others focus on listening and speaking. While the rest focus on speaking skill (see pie chart 05).

As the pie chart shows (see pie chart 06) all teachers are agree that authentic videos help students to improve their listening skill.

Question seven is about the level that teachers prefer to use authentic videos in. The results show that most teachers believe that authentic videos can be used at advanced level. While the rest prefer the intermediate one.

The question number eight is open ended question. It is about the difficulties that teachers encounter with their students .Most teachers stated that the lack of vocabulary and self-confidence and difficult, unclear language are the main problems that they are facing. Others mentioned that the problem of shyness interrupt students and this cause the problem of misunderstanding.

For the question number nine, it is also an open ended question, in which teachers were asked about the role of authentic videos. Most teachers answered that its role lies in improving their listening skill and level up the ability of students and it can be a good material to motivate them. Others reported that authentic videos help learners to know the different aspects about the target language.

After the analysis of students'questionnaire, the data interpretation will be as follow:

According to the students' answers of the first question, it seemed that the females are dominate rather than males(see pie chart01)

The results obtained from the second question denoted that students'ages are about . (see pie chart02)

Chapter Two: Research Design and Data Analysis and Interpretations

According to the students' answers on the third question, 23% of participants are good in listening and 26% are good in reading. 24% good in writing and the other 16% are good in speaking.

Based on the answers of the fourth question, the majority of students are interested in listening to natives (see bargraph04) and few of them are not interested in.

The percentages presented in the previous pie chart (see pie chart 05) the results denoted that 85% of students don't feel boring while watching authentic videos while 15% feel boring.

According to the obtained results from the students' answers on the question number six, 90% mentioned that learning process is motivated with the use of authentic videos and 10% mentioned that it is weary. (see pargraph06).

The results of the question number seven showed that 45% of students are sometimes practicing the listening skill and 25% are always practicing this skill and the remaining are very often when they practice it. (see pie chart07).

From the answers of the eight question, the majority of them stated that they are always feel motivated and 25% mentioned that they sometimes feel motivated and the rest cited that they often feel motivated and the other two possibilities were ignored. (see pie chart08).

From the result of the question number nine, it is also a multiple choice one. Where students were asked about their interests toward authentic videos, its results indicate that 50% were chosen the possibility "very high" and others answered by "high" and few of them answered by "low". (see bargraph09).

For the question number ten, it is a multiple its results showed that all students are agree and aware about the importance of authentic videos in developing listening skill. (see bargraph10).

The eleventh question is open ended question, in which students were asked about the difficulties that they encounter while learning English language through tachnology,

Chapter Two: Research Design and Data Analysis and Interpretations

Most students stated that the lack of vocabulary is the main problem that they are faced and they find it difficult to listen to a tape message, and few of them claimed that they don't face any difficulties and authentic videos is a good way to overcome their weakness.

The question number twelve is also an open ended question, it is about the way that authentic videos help students to develop their listening ability. In this question the majority of students claimed that listening to natives motivate them and push them to listen carefully and focus more on the pronunciation and language use.

2.10 conclusion

Unlike the first chapter, which was totally theoretical and tackled different points of view about the impact of using authentic videos in order to enhance the listening skill. The second chapter was purely practical and was concerned by collecting data from the questionnaires that were submitted to teachers and students. On the basis of these findings from teachers' questionnaire and students' questionnaire, it can be said that the research hypotheses have been confirmed.

General Conclusion

Authentic videos play a great role in the learning process , as it provides the learners with the opportunity to understand more the native speakers' speech and engage with this speech in an appropriate way.

The present study aims to investigate the impact of authentic videos on the listening skill of EFL learners, and to see how songs can enhance the level of students' motivation.

As first step in developing this research study, a review of literature about the studied topic. The last second chapter dealt with the practical side of this work. That presented the sample of population and the instruments. Then, the data gathered from the analysis of the questionnaires that have been submitted to teachers and students have been analyzed quantitatively and qualitatively then, it have been interpreted.

From the interpretation of the results the proposed hypothesis has been confirmed that authentic videos make the students familiar with listening to natives and this improve their listening skill and it create a positive learning atmosphere.

The analysis of the teachers' and students' questionnaire showed that the learners have a chance to improve their listening skill through the use of authentic videos as an important tool in providing the real speech .Both teachers and learners showed their awareness about the effect of authentic videos on developing the learners' listening skill through teachers' help in selecting the appropriate material in classroom. Students' attitudes were positive towards the use of authentic videos in improving the listening comprehension.

General Introduction

Students how are learning English as a foreign language must have the ability of mastering the four skills of this language namely : listening , speaking , reading and writing skills.

Listening is considered as the most difficult and needed skill because we probably spend more time using our listening than any other kind of skill . It plays a great role in our daily communication . We listen to deliver messages , and get information.

While listening , the learners are not going to pay attention just to the words , but also to language use , pronunciation , facial expression and understand what the speaker means by his / her message .Listening is very important in language classroom it provides the students with the ability to recognize the sounds of the foreing lge and helps them to build vocabulary .

In order to attract the students attention and enhance their listening skill in foreign language , many methods and strategies are used .

Authentic videos are one of these sterategies , that are closely associated with developing listening skill . It is assumed that , authentic videos can give apportunities to students to achieve the highest levels and to raise their level of proficiency .

The primary purpose of this work is to investigate the impact of authentic videos on developing listening skill of second year LMD students. It further seeks to discover the main problems that face the process of listening .In addition to this , it aims also to answer the following main research question :

Who does Authentic videos develop students 'listening skill ?

And other sub-questions are raised ?

1.How do Authentic vidoes be a motivational material?

2.What are the difficulties that constitute an obstacles for students' listening skill?

3. What are the difficulties that constitute as an obstacle for students' listening skill?

The above subordinate questions lead to the following hypotheses

As main hypothesis : the frequent use of Authentic videos by teachers will get used to this material and make them familiar with listening to natives and this leads to activate their listening skill and improve it.

Other sub-hypotheses that may answer the previous sub-questions which in the same order :

1. Authentic videos expose the real life situation for students and this factor strengthens the spirit of participation and helps to create a positive learning environment which increases their motivation.

2. The difficulties may consist in the new words or vocabulary, shyness and the loss of concentration which cause the misunderstanding.

The present research consists of two parts. The first chapter is devoted to the theoretical part, it reviews theoretically some key concepts like listening, listening skill, its strategies, its stages, its types and its importance, in addition to its difficulties. This part also highlights the definition of authentic videos and its types, its importance and the way of selecting this material. While the second chapter, it is totally practical because it deals with the sample random selection in order to make generalization and the research instruments used in this work which are: students' questionnaire and another questionnaire submitted to students. The obtained data will be analyzed quantitatively and qualitatively then it will be interpreted. It also exhibits a number of suggestions and recommendations that promote the use of authentic videos in English language classroom teaching by both teachers and students.

List of Acronyms and Abbreviation

EFL: English as Foreign Language

LMD :Licence Master Doctorat

TEFL:Teaching English as Foreign Language

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
University Centre SALHI Ahmed Naama
Department of Foreign Languages
Section of English



***The Impact of Authentic Videos on Enhancing Listening Skill:
The Case of Second Year LMD Students of English at SALHI Ahmed
University Centre in Naama***

Dissertation Submitted to the Department of Foreign Languages as a Partial Fulfillment of the Requirement for the Degree of Master in Linguistics.

Presented By:

Ms.Miloudi Samira

Supervised By:

Ms.Asmaa.MERINE

BOARD OF EXAMINERS

President:Mrs.Bousebha Nadjia

Supervisor:Ms.Merine Asma

Examiner:Dr.Berahoui Hanane

Academic Year: 2018/2019

Questionnaire

Dear Informants,

In order to explore EFL students interests through educational videos, the present questionnaire was prepared. Therefore; you are kindly invited to fill in the following questions by putting a tick on the appropriate answer or expressing your view points where necessary.

Thanks for your collaboration

Age:

Gender: Male Female

1: Are you good at?

Listening skill Speaking skill Reading skill Writing skill

2: Are you interested in listening to native speakers ?

Yes No

3: Do you support the idea of using authentic videos in learning?

Yes No

4: Do you feel boring while watching authentic videos in classroom?

Yes No

5: Do you think that Learning English through videos is?

Enjoyable Motivating Weary

6: How often do you practice the listening skill?

Always Sometimes Very often

7: How often do you feel motivated in learning?

Always Often Sometimes Rarely Never

8: how much the videos attract your interests while learning?

Very High High Neutral Low

9: Listening comprehension is important in learning a language?

Strongly agree Agree Strongly disagree Disagree

10: What difficulties do you encounter while learning English language through technology?

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

11: How may authentic videos help the students to develop their listening skill?

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

Table of Content

Dedications.....	I
Acknowledgements.....	II
List of Acronyms and Abbreviations.....	III
List of Figures.....	V
Abstract.....	IV
Table of Content.....	VI
General Introduction.....	1
Chapter One	Literature Review
Table of Content.....	3
1.1. Introduction.....	3
1.2. Listening Skill.....	3
1.2.1 Listening Definition.....	3
1.2.2. Definition of Listening Skill.....	4
1.3. Stages of Listening Process.....	4
1.3.1. Pre-Listening Stage.....	4
1.3.2. During-Listening Stage.....	4
1.3.3. Post-Listening Stage.....	4
1.4. Bottom-up and Top-down Strategies.....	5
1.4.1. Bottom-up.....	5
1.4.2. Top-down.....	5
1.4.3. Interactive Listening.....	6
1.5. Extensive Listening and Intensive Listening.....	6
A) Extensive Listening.....	6
B) Intensive Listening.....	6
1.6. Importance of Listening.....	6
1.7. Problems of Listening.....	7

1.8. Definition of Authentic Videos.....	8
1.9. Types of Authentic Videos.....	8
1.9.1. Movies.....	8
1.9.2. Documentary Videos.....	8
1.9.3. Music Videos.....	9
1.10. Selection of Authentic Videos.....	9
a) Students ‘Interest.....	10
b) Students’ Proficiency.....	10
c) Quality of Authentic Videos.....	10
d) Course Objectives or Activities.....	10
1.11. Importance of Authentic Videos.....	10
1.11.1. Accessibility.....	11
1.11.2. Motivation.....	11
1.11.3. Use in Language Teaching.....	11
1.12. Conclusion.....	11

Chapter Two

Research Design and Data Interpretations

2.1.Introduction.....	13
2.2. Sample of Study.....	13
2.3. The Research Instruments.....	13
2.4. Teachers’ Questionnaire.....	13
2.5. Teachers’ Questionnaire Analysis.....	13
2.6. Students Questionnaire.....	19
2.7. Students’ Questionnaire Analysis.....	19
2.8. Data Interpretation.....	26
2.9. Conclusion.....	29
General Conclusion.....	30

Bibliography.....	32
Appendices.....	35
Appendix one (Teachers' Questionnaire).....	34
Appendix two (Students' Questionnaire).....	36