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The Importance of Authentic Videos as a Teaching Material in EFL Listening Sessions:

The Case of 3rd Year LMD Students in Naama University Centre

Extended Essay submitted to the Department of English in Candidacy for the requirement of the 'Master' Degree in Linguistics

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Dedications

In the name of ALLAH the most beneficent the most merciful all the gratitude goes to him for helping his weak servant accomplishing this work. To whom I love, to whom I need, to whom I believe, to You... my dear parents, To tender and loving mother, a strong and gentle soul who taught me to trust in Allah, believe in hard work and that so much could be done with little. I would have done nothing without your caring advice, support, and encouragement. To my dear father, without him I would not be who I am. I am so glad that you are my dad. I dedicate this work To my brothers Mohammed Amine, Imad Eddine and Youcef , To my lovely sisters Linda and Omaima , To my friends: Sara, Khadidja, Ikram, Karima. And to my best friend: Saif Eddine for the nice moments that we spent To everyone together. With whom I share love and respect.

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I render greetings to all teachers in our division of English at Salhi Ahmed over the five years.

Special thanks go to the third year LMD students and teachers for their collaboration and acceptance to participate in this study.

List of Acronyms and Abbreviations

EFL: English as a Foreign Language.

LMD: License, Master, Doctorate.

ESL: English Second Language.

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Abstract

Learning English has always been a difficult task for foreign learners, especially when referring to the improvement of the listening skill. Listening skill is still considered as one of the most difficult skills for English language learners although they have been learning English for few years. Many researchers in the field of English language teaching try to provide this field serval tools in sake of enhancing and improving the process of both teaching English language. One of these instruments is the use of authentic videos. This material appears to be the most useful and convenient tool that can raise the level of a student's listening skill, increase motivation, and provide learning in a selectable atmosphere. For this purpose, this research attempts to investigate the effectiveness of authentic videos in English language teaching and its impact on third year LMD students in the department of English at Salhi Ahmed Naama University Center. The main research tools used are the questionnaire given to both teachers and students. Questionnaire analysis showed that both teachers and students consider authentic videos to be a very useful tool in improving listening skills.

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General

Introduction

General Introduction

There are four skills in teaching and learning English: listening, speaking, reading and writing. Those skills are related to each other and cannot be independent; therefore, learners need to master all of the four skills.

Listening is the most difficult and need skill because we probably spend more time using our listening than any other type of skill. It plays a great role in our daily communication listening is the ability to accurately receive and interpret messages in the communication process.

Listening is a process by which listeners share their mutual beliefs, the listeners must understand vocabularies and grammatical structures to interpret the meaning of language. Listening is very important in language classroom because it provides the students with the ability to recognize the sounds of the foreign language and help them to build vocabulary.

To attract students' attention and enhance their foreign language listening skills, there are methods and strategies are used. Authentic videos are one of these strategies. It can be beneficial for second language learners to improve listening skill, since considerable research has been focused on investigating the effects of using videos with caption on comprehension and students' perception toward using videos, there is a need to explore the potential of using authentic videos resources among different proficiency level students.

The main objective of this research is to investigate the impact of authentic videos on the development of listening skill of third year LMD students. It also seeks

to discover the main problems facing the process of listening and answer the following main research questions:

1. How do authentic videos develop students listening skill?
2. How do authentic videos be a motivational material?
3. What are the difficulties that constitute obstacle for students listening skill?

The following hypotheses:

1. The use of authentic videos by teachers will make the students acquire habits of dealing with the material and make them familiar with listening to the natives and this leads to motivating them and activating and improving their listening skill.
2. The authentic videos show the real life of the students and this factor enhance the spirit of participation and helps to create positive learning environments that increase their motivation and encouragement.
3. The difficulties consists in the pronunciation and new words and the lack of vocabulary.

The current research contains of two parts. The first chapter is the theoretical part through stating its definition, its strategies, types and its importance. In addition to difficulties. It also concerned with the definition of authentic videos and its types, its importance and the way of selection this materials. While the second chapter is practical, the research instruments used in this work which are: teachers' questionnaire and students' questionnaire. It deals with the findings of the study through analyzing and interpreting.

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Chapter One. Literature Review

1.1. Introduction

With the spread and improvement of English around the globe, English is utilized as a second language in many countries like and for some individuals it is the first language. It is regarded as the most famous and used language in writing and publishing research papers around the world. For this reason, English language teaching relies on various methods such as using authentic videos in English foreign language classes to ensure effective communication, serve the needs of learners and make them actively participate in the class. In this context, the whole chapter provides the theoretical part of this work, which introduce previous perspectives dealing with the use of authentic videos in teaching listening skill.

1.2. Listening skill

First, it is important to define what does it mean by the word " listening ".

1.2.1. Listening definition

Listening is the ability to accurately receive and interpret messages in the communication process. It is receiving language through the ear. Listening is key to all effective communication without the ability to listen effectively messages are easily misunderstood.

Many researchers in the field of listening proposed many definitions for the term « listening ». Listening is an active, purposeful process of making sense of what we hear (Helge Sen , 2003). Buck. G (2001.P105)"listening is the ability to

understand spoken language". In a listening class, pre-task activities actually serve the aim of arousing interest in students before the impact main activity.

Apart from this, cultural accessibility is a crucial factor too. Learning about a new culture is beneficial for improving inter-cultural competence (Wilson, 2008) but if the aim is to understand a listening text, then any possible culturally based meanings in the text should be understandable for the target group. Density of the listening text also influences the listening text quality.

1.2.2. Definition of listening skill

Listening skill is an essential part of the communication process, Student spent the majority of each school day listening and much of what students know is acquired through listening. Many and Different definitions are proposed to define this skill in different ways.

According to Rebecca. L (1993)« Listening is fundamental language skill, but it is often ignored by foreign And second language teachers ». For Rost (2002.P45)« Listening is viewed as a part of transactional Process in which all participants are simulation Sending and receiving messages ». John field (2008 p56) considered listening as a skill, which affect in specific ways upon the classroom context in general and upon the individual learner in particular. He also claimed « listening is the process of receiving, attending to and assigning meaning to aural stimuli ». That is to say, listening includes comprehension of meaning, phrases, clauses and sentences.

1.3. Stages of Listening Process

In order to help students and facilitating the improvement of their listening abilities in classroom, it is helpful to divide a listening activity into three distinct stages: the pre-listening, the while listening and the post listening.

1.3.1. Pre-listening stage

Pre-listening activities help to hear and give some clues about the activity expectations mostly by activating schemata. Imagine that you enter the classroom a little bit late and you see that the teacher has already started lecturing. Most probably, it will be difficult for you to grasp the topic and understand what is going on. Why do you think this happens? As you do not know the context and you do not have any prior knowledge about the context, the context will initially be inaccessible.

Consequently, pre-listening activities serve the goal of ensuring students know what they need to know before they listen. Listeners need to know things like the speaker's way of talking, the length of the text, the listener's role, information about the topic, specialized vocabulary, and the relationship between listener and speaker (Wilson, 2008). A study conducted by Zohrabi et al. (2015) states that learners who are exposed to pre-listening activities performed better than those who did not take pre-listening activities.

They also assert that pre-listening tasks are effective for students in understanding authentic English movies**.** Underwood declares that pre-listening task

can consist of a variety of activities, which can help the teacher to focus the students' minds on the topic by narrowing down the things that the learners anticipate to hear and stimulating relevant previous knowledge and already known language, including:

- the teacher providing background information;
- the students read something relevant to the listening text;
- the students look at some pictures**;**
- discussing the topic or situation to the listening text;
- a question and answer session to the listening text;
- written exercise to the listening text;
- following the set of instructions relevant for the while-listening activity;
- students think about how the while-listening activity will be organised

1.3.2. Whole listening stage

This phase refers to the time of listening in classroom. Most teachers use tape recorders for their classroom listening practice. During performing the listening activities, students are denied all the physical and visual clues that make face to face communication easier, and they are left with only disembodied voice on what may be a technically poor piece of equipment. Sometimes video can cover these difficulties but still in other cases, teachers when using tape recorders must be encouraged to offer visual clues to help students (flashcards, white board…).

Well-designed while-listening activities help students to understand the listening text, to give clues about how to respond, to provide a focus, to indicate

the important parts while listening, to keep listeners alert and to permit them to understand the text's structure (Wilson, 2008)

1.3.3. Post-listening stage

Consist of tasks which main aim is to help students reflect on the listening experience. These activities are carried out after teacher have carried out pre-listening and while listening activities successfully**.** Underwood (1989) describes the post-listening task as an activity that is realized after the listening, merging all the work performed. Post-listening tasks may be directly related to the pre- and while-listening activities or they can just be loosely related to these activities. She also asserts that post-listening tasks require more time than the other tasks because students deal with thinking, discussing, reflecting and writing processes. It can be named as the more reflective part of the lesson. This phase of post listening may include:

- Multiple choices or true false questions to be done by students to reflect their comprehension of the passage.
- Summarizing the passage depending on student's notes which had been taken during the while listening stage.
- Check answers to any comprehension tasks in pairs or groups which are less motivating for many students who find listening difficult, or push different groups to listen to different passages might be linked together after which they exchange information to complete the whole original text or passage

- Using debates, discussions, role-plays…as means for practicing speaking as well as writing messages and letters to practice the writing skill.

1.4. Extensive listening and Intensive listening

Most researchers like to make the difference between "extensive and intensive" listening. The two types are described by Harmer (1998) to have a special importance. They provide students with the perfect opportunity to listen to other speakers than their teacher's. "They help them to develop their pronunciation and acquire good speaking habits they absorb" (Harmer, 1998, 228)

1.4.1. Extensive listening

Extensive listening is very similar to extensive reading except instead of reading the students are listening. What this means is that like in extensive reading, learners self select material according to their level, and listen to a lot of material. The learners select materials, which they can comprehend fairly well without having to refer to a dictionary. Extensive listening provides a very important condition for language learning, namely, it gives the students a lot of comprehensible input. As Krashen （1981） says, comprehensible input is a necessary and sufficient condition for second language acquisition.

1.4.2. Intensive listening

This type is totally different from the first one, It is practiced in every day situations the, ability to listen intensively is considered to be an essential part of listening proficiency. It refers to" the process of listening for precise sounds words, phrases, grammatical units and pragmatic units" (Rost, 2002, 138).

As far as intensive listening is concerned, it invites the learners to meet different characters specially when real people are talking in real life situations, interact with speakers, interrupt them and why not asking for clarification this is what is named " live listening". "Live listening" is among the good ways to carry out intensive listening. It can take many forms; such as the teacher is reading aloud to a classroom. Students dealing with this task listen to a natural spoken language of a written passage

1.5. Importance of listening

Listening, as we know, is the skill of understanding spoken language. Listening is an essential skill, present in most of the activities we carry out throughout our lives, as Lindsay and Knight shows: We listen to a wide variety of things, for example; what someone says during a conversation, face to face or on the telephone; announcements giving information.

Nation and Newton (2009, p.38) views that listening is very important in learning the foreign language. They point out that "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 speaks without understanding what he / She listen to before. According to brown

“ 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 “ (2004, p. 119)

1.6. Problems of listening

Foreign language learners face many difficulties during their learning process, these problems are related to the listening skill. Among the problems faced by the learners is the lack of being exposed to the language which is used by its native speakers, students are exposed to unfamiliar accent. It is vital to identify these problems confronted by students and to find solutions to these problems.

According to Goh (1999) the most common problems faced by students in listening in the order of frequency are quickly forgetting what is heard , not recognising the words they know, understanding the message but not the intended message, neglecting next part while thinking about meaning, enabling to form a mental representation from words heard.

Apart from that, Goh also emphasizes the problem of concentrating and missing the beginning of text. Goh also suggests doing more investigations about learners’ attitudes to their listening problems and how they deal with these problems.

Underwood (1989) organizes the major problems as follows:

- lack of control over the speed at which speakers speak
- Not being able to get things repeated
- The listener’s limited vocabulary

- Failure to recognize the "signals,"
- Problems of interpretation
- Inability to concentrate
- Established learning habits

Problems in listening emphasized by Field (2003) are those: Learners know the word, but get the wrong sense. Phonetic variation of a word mislead them. (Reduction, assimilation, elision, classicization, syllabification). Learners know the word in written form but not the oral version. Learners have difficulty to catch the word from a connected speech such as a dialogue.

1.7. Definition of Authentic videos

Authentic video: refers to video designed for entertainment value instead of language teaching. Clarifying the definitions of authentic video is a primary step to analyse whether it is suitable and effective for English teachers to improve students' English proficiency. Stempleski (1987, P.01) has defined authentic video as a kind of material "designed for its entertainment value rather than language teaching".

This material provides students with real language and authentic culture, stimulates students' internal motivation, helps students comprehend the language and makes students proficiently utilize medium (Stempleski, 1987, p.1).

Additionally, Sherman (2003) has described authentic video as "all the kinds of program you normally see at the cinema, on TV or on DVD" (p. 1) and has listed the

types of authentic video. According to Nunan (1988) and Hedge (2000), authentic materials are natural and uncut and with no purpose for language teaching.

Liu (2008, p.08) has defined authentic video as "a kind of materials which are all real text and designed not for language students, but for the speakers of the language". Because authentic video is one kind of authentic materials, it is necessary to figure out what authentic materials are.

Even though the term authentic video has been defined in different ways by different researchers, there is one similarity that authentic video is produced for real communication among native speakers rather than for language teaching.

1.8. Types of Authentic Videos

The use of authentic videos in EFL classes is seen as an appropriate strategy or technique to improve EFL students' level in different skills, such as listening and speaking. These authentic videos involve gestures and faced expression that assist students and motivate them to develop their skills. They are of different types, like documentary, music videos and movies.

1.8.1 Movies

Using movies in foreign language classes can be an entertaining and motivating tool for learners with different skill level. Movies provide teachers and life language input, which may be difficult learners with real to receive otherwise in non-English—speaking environment , i.e. In non-authentic materials. Movies can create an environment for language learning and this makes students participate in

teaching English and they can easily remember how to use the language and imitate dialogue, and try to taste the pronunciation and intonation in the real context of words.

1.8.2 Documentary videos

A documentary film considered to be as a nonfictional moving picture intended to document some aspect of reality. According to Dancyger (2007, P. 304), documentary video is ‘‘a film of real people in real situations doing what they usually do’’. A documentary is a broad term to describe a non-fiction movie that in some way ‘documents’ or captures reality.

Usually documentary films are considered as more educational and have a serious style with regular expressions and a Standard English. In addition, they teach useful knowledge to learners, which make them more appropriate, used as teaching materials

1.8.3. Music videos

The combination of music and videos can be a powerful tool to introduce, reinforce, and review key concepts in education. A music video is a short film that integrates a song with an image, and is produced for promotional or artistic purposes. It is one of the most popular videos and it may interest students, because they get excited when they make such kind of material.

Moreover, the song introduces new ideas and expressions of the vocabulary in context and through it, the students become involved in the pronunciation of the

native speakers. In addition, they facilitates language learning in interesting and effective ways

1.9. Selection of Authentic Videos

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

1.9.1. Students' Interest

Learning can be thought of as the process of acquiring knowledge. Student interest is important in learning and interests play an important role in developing students' thinking ability. This important factor can make students actively engage in the topic in the classroom, and make them more skilled and knowledgeable. Interest in such a topic promotes learning, which then leads to better performance and achievement

1.9.2. Students Proficiency

Students' English proficiency should be taken into consideration in a sense that students can follow the speed, understand the vocabulary and imitate the pronunciation and intonation of the speaker without too much difficulty. "Video materials that are far higher or lower than their English proficiency will not hold students' attention" Wang,(2014, p. 26). He also stated "unmatched language level between the video and students will lessen students' learning attention and achievement". Therefore, when selecting authentic videos, the teachers should choose the topics that students are interested in, pay attention to that the language in authentic video is slightly difficult than students' language proficiency.

1.9.3. Quality of Authentic Videos

The quality of authentic video should be guaranteed. It is important to choose scenes that balance dialogue with a high degree of visual support, appropriate speech delivery, clear picture and sound.

Clear visuals, distinctive auditory sound, and moderate speed can have a positive effect on students' language learning. According to Lu (2009), it is a good choice to choose recent award-winning films because the language is well polished, and the content is up-to-date. Clear authentic video can heighten students' comprehension and strengthen students' confidence in English.

1.9.4. Course Objective or Activities

Teachers should choose videos of an appropriate length according to the objectives or activities of the course. Relatively short sequences often necessitate excerpts from movies, TV series, and documentaries that can be used independently.

Teachers can edit the whole video into short clips and combine one or two short clips with relative activities to excite students' learning interest and avoid watching videos for a whole class.

1.10. The Importance of Authentic Videos

Today, videos become as medium and people take further time with using authentic videos than with printed materials. It seems motivated and interested in showing real things. Sherman (2003,P.32) stated that we can use the authentic

videos because of many reasons: the accessibility, motivation and uses in language teaching.

1.10.1. Accessibility

At the moment, access to TV programs, shows, songs and films in English has become a fact of life because in different places films and series with English subtitles are sold in news agencies with high-quality materials." Authentic videos input are now as accessible as print, and it's a resource we cannot ignore" (Sherman, 2003.P.50)

1.10.2 Motivation

Many students will experience the power of videos in the classroom. Authenticity itself is an inducement there is a specific adventure in being able to understand and enjoy the real thing. In addition, video is our daily medium. Print may still be powerful but many people spend more time with audio-visual media

1.10.3 Uses in Language Teaching

Authentic videos can encourage students to identify and use the target language in an accurate and good way. They help language learners of oral English language. In addition, as language terms of speakers and understand the aspects model, authentic different accents , vocabulary, grammar, and syntax. Video can also be used to learn culture especially that of the English speaking country. Video shows how people converse, take attitude and think about something. Providing stimulus or input, video can be discussion, project and input of a project or study.

1.11. Conclusion

This theoretical part has given a general review about the use of authentic videos on enhancing listening skill. It provides different definitions of listening and listening skill and presents its strategies and its types and importance. In addition, it presented the definition of authentic videos with mentioning of this types and its importance. This literature review will be followed by a situation analysis and a detailed description of data collection procedures. These points will be covered in the next chapter.

Chapter

Two

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General Conclusion

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Appendices

Appendix one

Appendix Two

Chapter Two Methodology

2.1. Introduction

The first chapter introduced the theoretical part of this research and incorporated the use of authentic videos to improve listening skill and facilitate learning and teaching process. The second chapter will deal with the practical part of this research paper through a questionnaire presented to teachers and the other one to students.

2.2. Sample of Study

Regarding this work, it deals with the third year LMD students in English Department at Naama University Center within the academic year 2020/2021. The sample was randomly selected from population about 90 students to answers the questionnaire and give completely different answers. It includes 30 students: 20 females and 10 males. The questionnaire was administered to 07 teachers at the department of English at Naama University Center. The aim of this questionnaire is to investigate the importance of using authentic videos in learning English and to get the teachers overviews about their helpfulness in improving the listening skill.

2.3. The Research Instruments

In this research, a questionnaire was applied, one for teachers and the other one for students. The teachers' questionnaire consisted 10 questions, which are divided into three types: four multiple choices questions, 4 closed ended questions and 2 open ended questions. For the students' questionnaire, it is also divided into three types: 5 multiple choices questions, 3 closed ended questions and 2 open ended questions. The

collected data will be analysed quantitatively and qualitatively and then it will be interpreted.

2.4. Teachers' Questionnaire

The teachers' questionnaire aims to collect data using authentic videos as an instructional strategy, and to see how effective they are on students' listening skills in an EFL class. The teachers were required to answer the questionnaire, which contains of 10 questions. This research instrument contains both open ended and closed ended questions and multiple-choice questions.

2.5. Teachers' Questionnaire Analysis

The questionnaire is used in order to collect data from the answers of the teachers.

The first question, teachers were asked about their gender.

Options	Number of teachers	Percentage (%)
Male	02	28.57 %
Female	05	71.42 %
Total	7	100 %

Table 1: Teachers' Gender

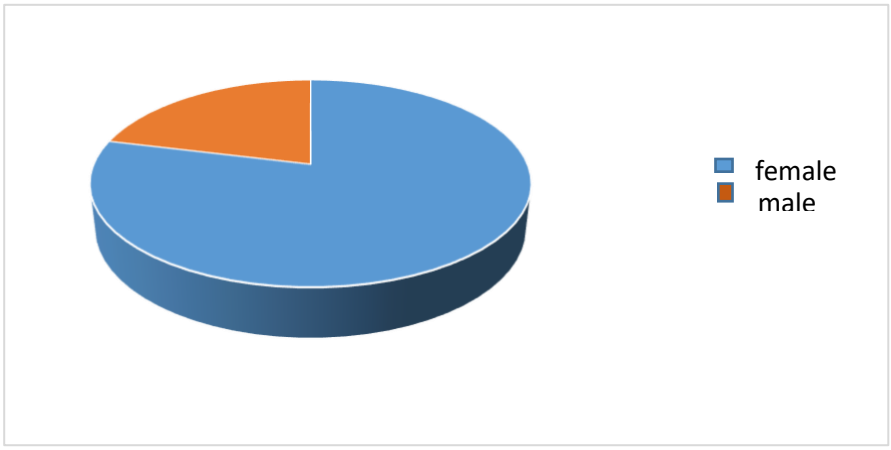


Figure 2.1.Teachers' Gender

According to the figure shows the majority of the teachers are females 71,42% , while 28,57% of them are males, so what can conclude that most teachers in English department are females.

The second question is closed ended question. It is about opinions of teachers in teaching the listening skill

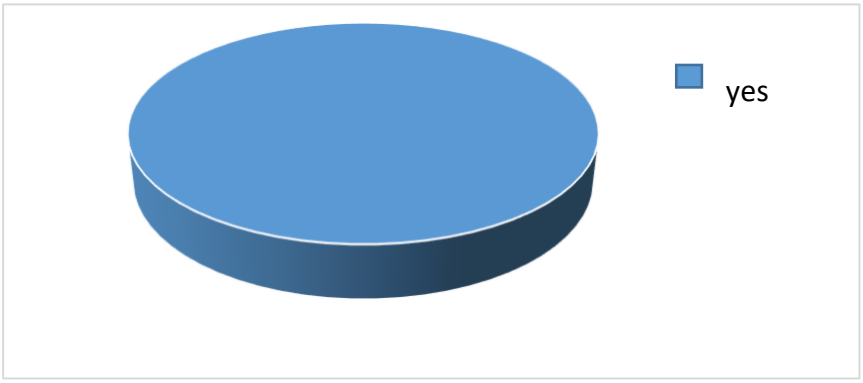


Figure 2.2.Teachers' opinions about teaching the listening skill

Figure shows all participants 100% answered that listening is difficult skill for EFL students because it needs a lot of attention and practice to help students become good.

The third question is also closed ended question. It is about using authentic videos in presenting the courses

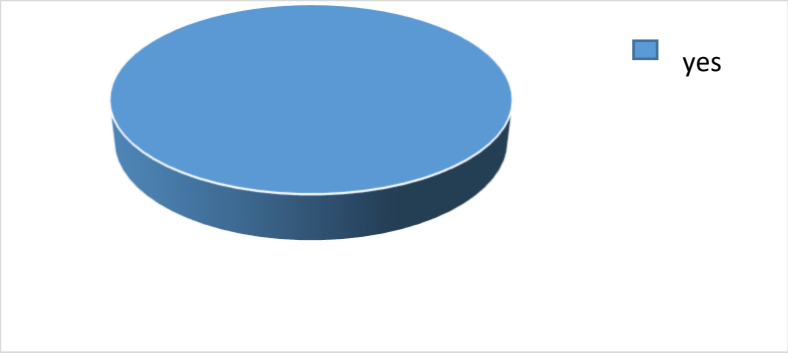


Figure 2.3. Teacher's agreement about the use of authentic videos

The result of the figure shown that all teachers 100% are using authentic videos in presenting their courses.

The fourth question is a multiple-choice question; teachers were asked how often they use authentic videos in their lessons.

Options	Number of teachers	Percentage (%)
Always	05	71.42 %
Sometimes	02	28.57
Often	00	00 %
Rarely	00	00 %
Total	07	100 %

Table 2 : The Frequency of Using Authentic Videos

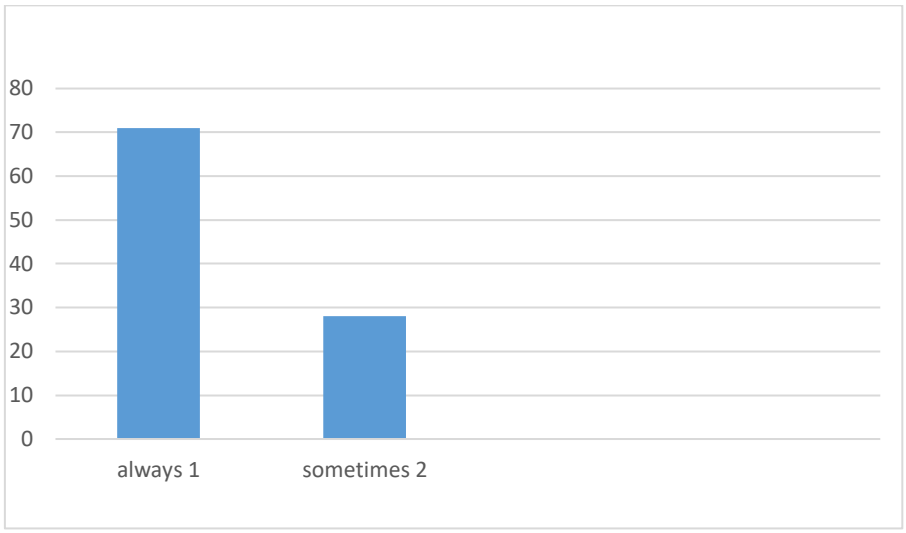


Figure 2.4. The Frequency of using authentic videos.

The figure shows 71, 42% of teachers chosen the possibility «always», 28,57% of them answered that they are «sometimes» and the two other possibility were ignored.

The fifth question is a multiple-choice one. It is about the importance of authentic videos in teaching English.

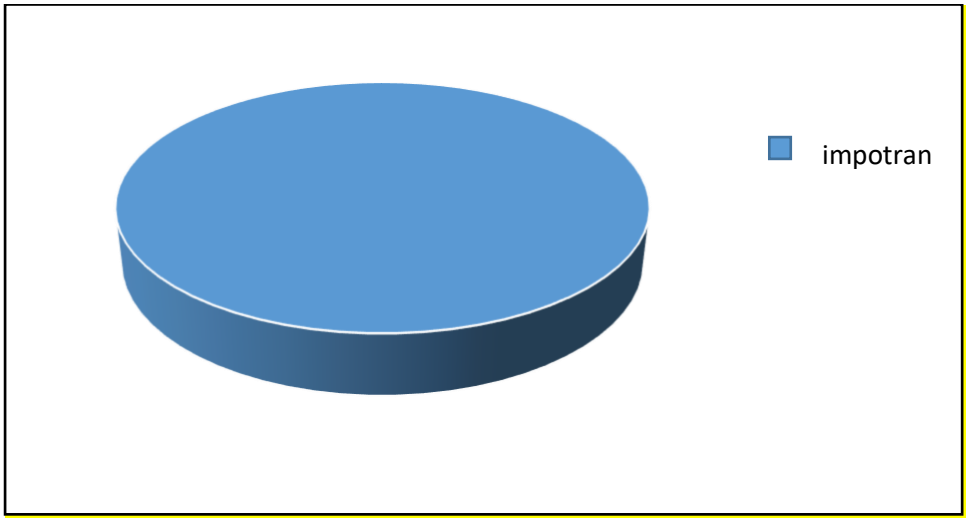


Figure 2.5.The teachers' attitude about the importance of authentic videos

According to the figure, all teachers 100% are agree about the importance of authentic videos.

The sixth question, it is also a multiple-choice question; the teachers were asked about preferred skill.

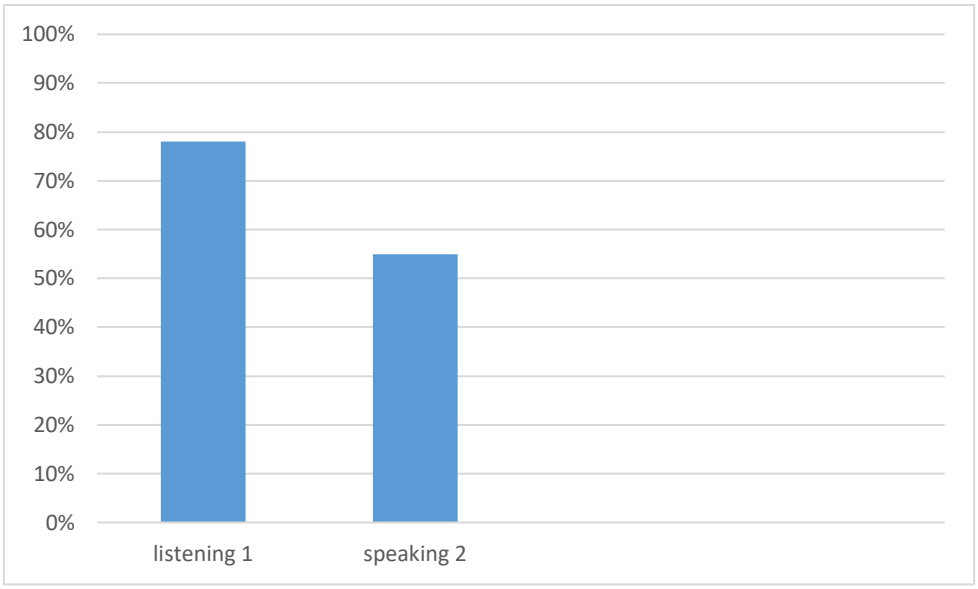


Figure 2.6. The teachers' preferred skill

As the Figure shows that 71, 42% preferred «listening skill», while 28,57% preferred « speaking skill» . In addition, the other was ignored.

Question number seven is closed ended question. It is to see the effectiveness of authentic videos in helping students to improve their listening skill.

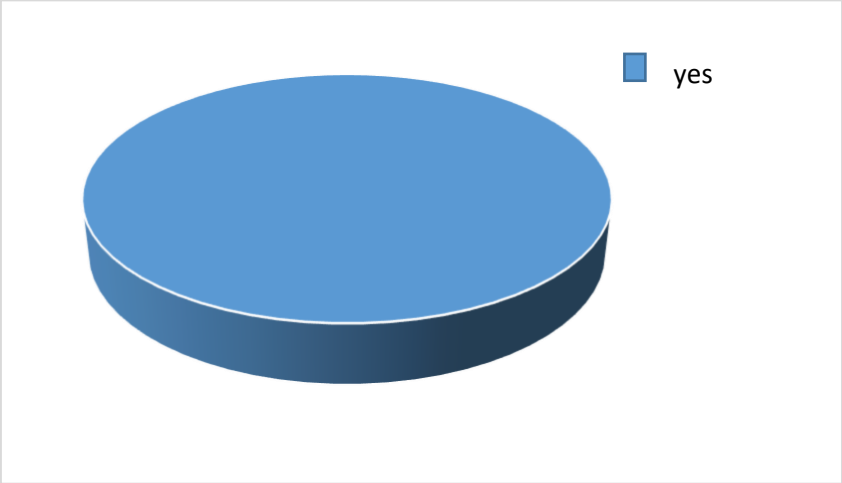


Figure 2.7. Teachers' agreement on the effect of authentic videos

The Figure shows all teachers 100% are agree with the effectiveness of authentic videos in helping students to improve their listening skill.

The question number eight is a multiple-choice one. Teachers were asked about the level of using authentic videos.

Options	Number of teachers	Percentage (%)
Beginning level	00	00 %
Intermediate level	03	42.85 %
Advanced level	04	57.14 %
Total	07	100 %

Table 3 : level of using authentic videos

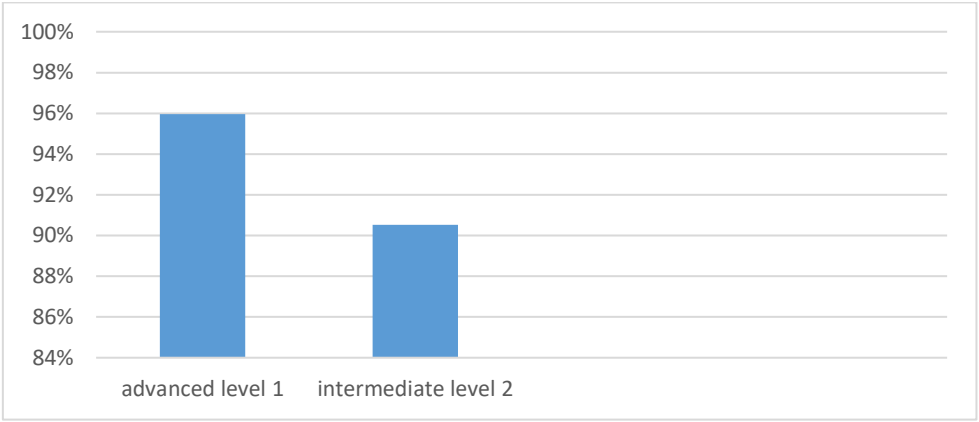


Figure 2.8.Level of using authentic videos

As it is shown in the Figure 57, 14% say that the advanced level is appropriate. While 42, 85% of participants believe that authentic videos can be used at the intermediate level, and the other possibility was ignored.

The question number nine open-ended question, teachers were asked about the difficulties students have in using authentic videos.

Teachers report that they sometimes encounter the problem when students are not interested and when they do not understand new words, other teachers say that the lack of vocabulary and self-confidence are the main problems that stands in their way.

The question number ten is also an open-ended question. Some teachers state that its role is to improve students 'listening and pronunciation and can motivate them, others reported that authentic videos help students to know different aspects of target language.

2.6. Students' Questionnaire

Questionnaire is one of the instruments; it is designed for third year LMD students at the English language department in Salhi Ahmed University Center, in order to get their opinion about the use of authentic videos in learning.

2.7. Students' Questionnaire Analysis

Students' Questionnaire is used in order to collect data from students' answers. After collecting the data, the analysis will be as follows:

In the first question, Students were asked about gender in order to differentiate between male and female.

Options	Number of students	Percentage (%)
Male	10	33.33 %
Female	20	66.66 %
Total	30	100 %

Table 4 : students Gender

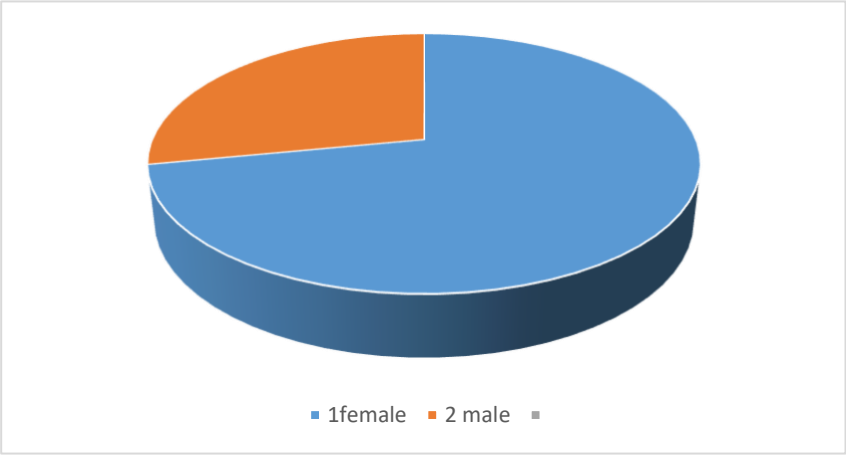


Figure 2.9.Students' Gender

The Figure demonstrates that the majority of students are females 66,66% , whereas only 33,33% are males.

The second question is about students' age

Options	Number of students	Percentage (%)
From 18-21 From 22-26	21 09	70 % 30 %
Total	30	100 %

Table 5 : Students Age

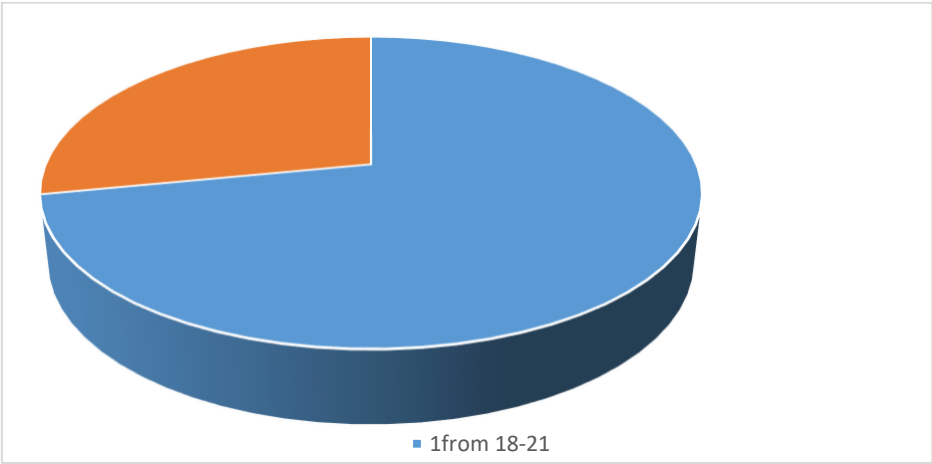


Figure 2.10. Students' Age

According to the results shown in the Figure that 70% presents students age ranged between 18 and 21 years, while 30% of the participants were between 22 and 26 years.

The third question is a multiple-choice question. The students were asked which skills they are most good at.

Options	Number of Students	Percentage (%)
Listening	12	40 %
Speaking	07	23.33 %
Writing	06	20 %
Reading	05	16.66 %
Total	30	100 %

Table 6 : Students Skill Level

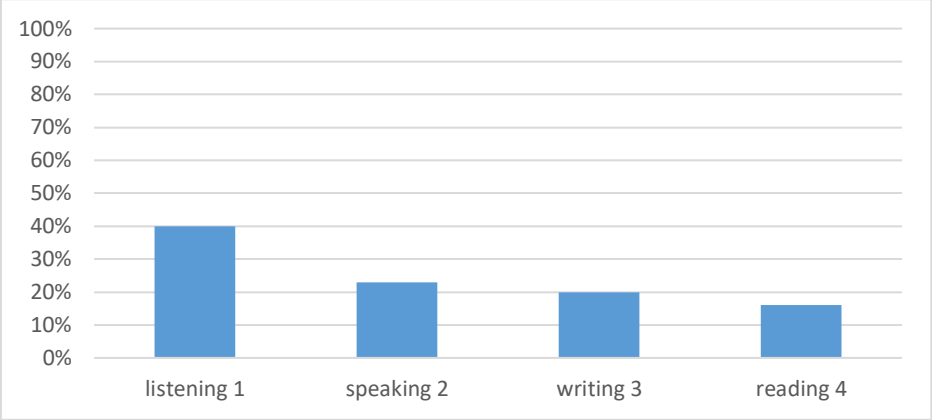


Figure 2.11. Students' skill level

As the Figure shows above 40% of participants are good in listening and 23, 33% declare that they are good in speaking. At the same time 20% mentioned that they are good in writing and the rest 16, 66% are good in reading.

The fourth question is a multiple-choice question. We wanted to have students' evaluation to their listening ability level.

Options	Number of Students	Percentage (%)
Good	11	36.66 %
Average	17	56.66 %
Below the average	0	0 %
Poor	2	6.66 %
Total	30	100 %

Table 7 : Students Listening Ability Level

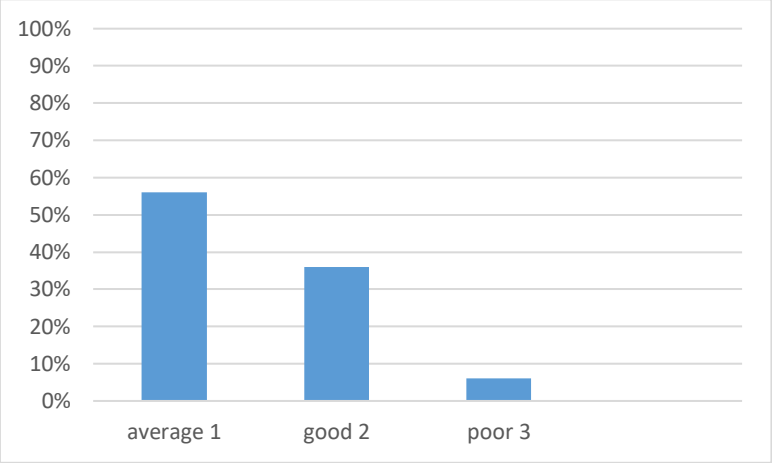


Figure 2.12. Students 'listening Ability Level

The results as noticeable from the Figure shows that 17 students 56, 66% have an average level in listening ability level. Eleven students 36, 66% reported that they have a good level in listening ability, and there are two students, 6,66% who have a poor listening ability.

The fifth question, it is closed ended question. Students were asked about the attitude at listening to native speakers.

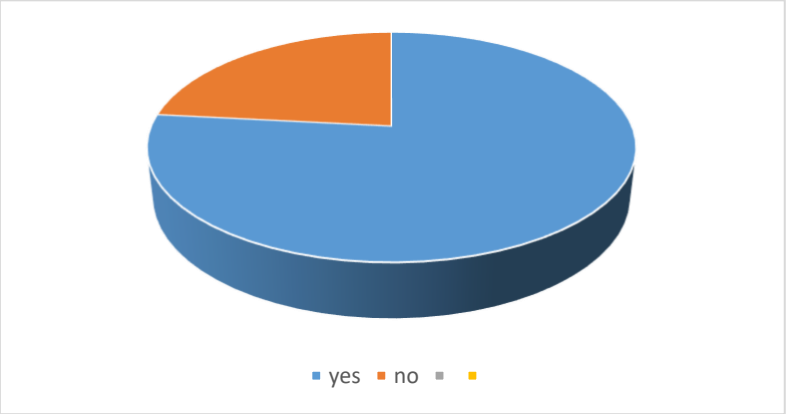


Figure 2.13. Students attitude towards listening to natives

As the Figure indicates that the majority of the participants 76, 66% are interested in listening to native speakers. Whereas only about 23, 33% of the participants are not interested in learning the English language in order to improve their levels and improve their listening comprehension since native speakers speech is the main source of English language.

The sixth question, which is a multiple choice, question. In which students were asked about the ways to learn the listening skill.

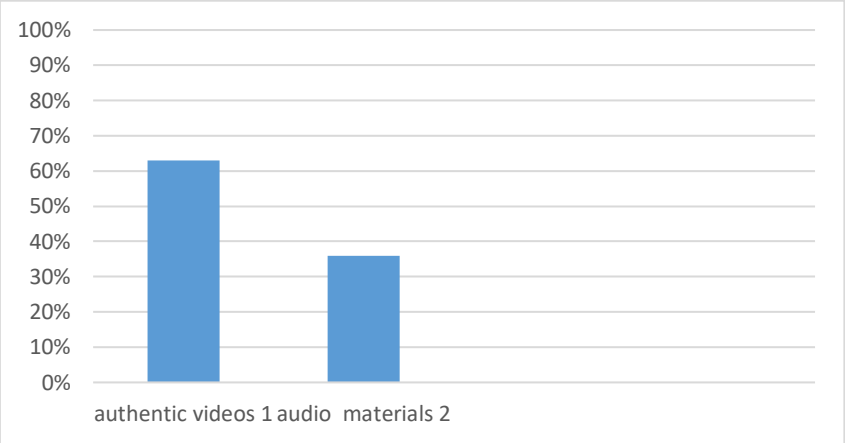


Figure 2.14. Students' ways to practice listening

According to the Figure shows that the majority of students 63, 33% claimed that they prefer listening to authentic videos. Eleven of them 36, 66% prefer to listening to audio materials.

The question number seven is a multiple-choice question. It seeks to know the students' attitude towards the use of authentic videos in EFL oral sessions.

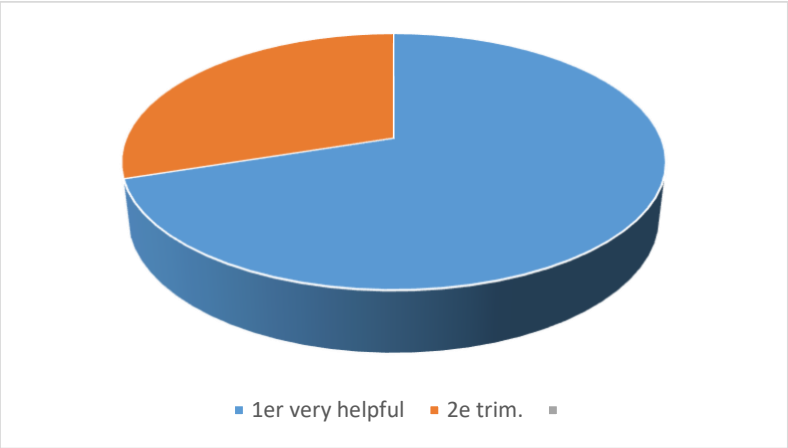


Figure 2.15. Students' Attitudes Towards the Use of Authentic Videos in Oral Sessions

As the Figure finding indicate that more half of the participants 70% see the use of authentic videos in EFL oral sessions as a very helpful technique with a percentage of about only 9 students 30% see that the use of authentic videos is only helpful.

The eight question is a multiple-choice one. It is about the students' attitude towards the use of authentic videos in developing their listening comprehension.

Options	Number of students	Percentage (%)
Strongly disagree	00	00 %
Disagree	04	13.33 %
Neutral	00	0 %
Agree	10	33.33%
Strongly agree	16	53.33 %
Total	30	100 %

Table 8 : students Attitudes towards the Use of Authentic Videos in Developing their Listening Comprehension

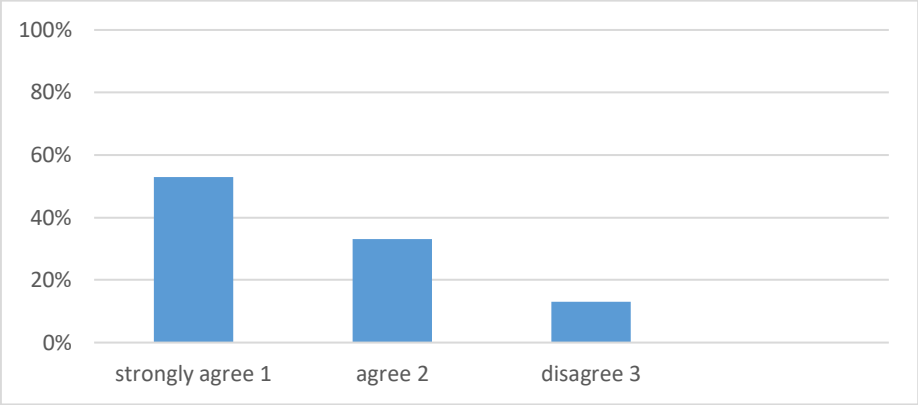


Figure 2.16. Students' Attitudes Towards the Use of Authentic Videos in Developing their Listening Comprehension

As it indicates that 53, 33% of participants strongly agree with the statement about the use of authentic videos as an important element to improve students' listening

comprehension. On other hand 33, 33% of participants just agree on this statement. While only 13, 33% of them disagree in this statement, and no one strongly disagrees.

Question nine is open ended question, in which students were asked about the difficulties in listening and their justifications

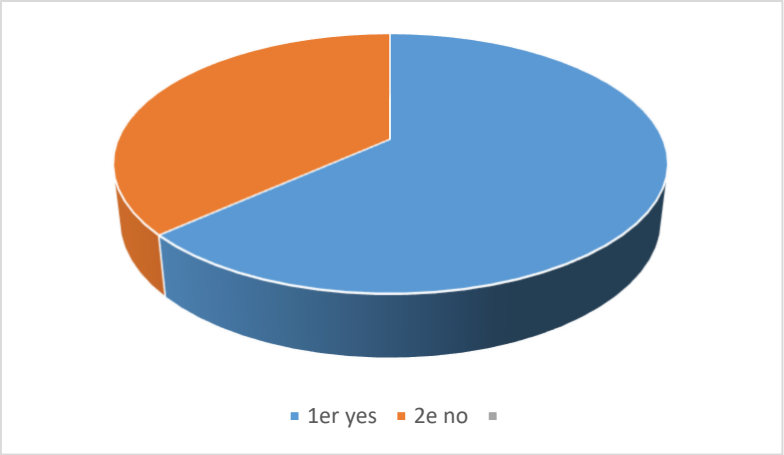


Figure 2.17. Students' Listening Difficulty

According to the Figure, concerning the students' listening difficulty 19 participants 63,33% stated that they really face difficulties when they listen to the English language passage only 11 participants 36,66% have no difficulty in listening.

Most students said «yes», they stated that the difficult vocabulary and pronunciation are the main problems that they are faced and they find it difficult to listen to tape a message, and few of them claimed that they do not face any difficulties, and authentic videos is a good way to overcome their weakness.

Question number ten 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.

2.8. Data Interpretations

After analysing the teachers' Questionnaire and the students' Questionnaire, the interpretations of data will be as follow:

According to the teachers' answers of the questionnaire that was given to 7 teachers who teach at Naama university center, we conclude that the majority of teachers in English department are females.

The result of second question, all teachers denoted that listening skill is difficult for EFL students. From the result of third question, the most of teachers are really using authentic videos in presenting their courses.

The result of the fourth question denote that most of teachers depend on authentic videos and use these materials regularly.

Based on the result of the fifth question, it is clear that all teachers understand the importance of authentic videos.

Moving to the question number six, their results clear that most of teachers focus on the skill of listening.

The result of question number seven indicate that all teachers are agree that authentic videos help students to improve their listening skill.

The question number eight, It is about the level that teachers prefer to use authentic videos.

Question number nine is about the difficulties that teachers encounter with their students. The teachers reported that the lack of vocabulary and self-confidence are the main problems that stands in their way.

For the question number ten, teachers were asked about the role of authentic videos. Some teachers state that its role is to improve students listening skill, the others reported that authentic video help students to know 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 seems that the females are dominated rather than males. The results obtained from the second question denoted that students' ages are about 18 and 26 years.

According to the students' answers on the third question. The most skill that they are good in is listening.

Based on the answers of the fourth question, it is about students listening ability level, that most students have an average level in listening ability level, the others reported that they have a good level in listening ability.

The result of fifth question denoted that the majority of students are interested in listening to natives and few of them are not interested in.

Moving to the question number six. It clear that the majority of students claimed that they are prefer listening to authentic videos and the others prefer to listen to audio materials.

Based on the result of the seventh question shows that more than half of students see the use of authentic videos in EFL oral sessions as a very helpful and others see that the use of authentic videos is only helpful.

From the answers of the eight question. Some students indicate that strongly agree with the statement about the use of authentic videos as an important element to improve students listening comprehension and other students just agree, while only few of them disagree in this statement.

From the result of the question number nine. It is about the difficulties in listening. The students stated the difficult vocabulary and pronunciation are the main problems that they are faced and they find it difficult to listen to tape a message, the others claimed that they do not face any difficulties.

For the question number ten. It is about how often the authentic videos help the students to develop their listening skill, the students commented that it is possible to further stimulate and develop their interests in listening and achieve the goal of learning English.

2.9. Suggestions and Recommendations

After a thorough examination of the findings related to the investigation of the effectiveness of using authentic videos as a strategy in developing third LMD

students' listening ability, we came out with further proposed as recommendations for farther research:

1. The use of authentic video materials can also have an impact on culture teaching since it is a good source of cultural aspects of the target language.
2. Another area of study can be oral fluency, Thus, it is suggested for further studies to be conducted on the effect of using authentic videos on enhancing EFL students' oral fluency.
3. A comparison can be made between the effects of authentic videos on improving students' listening comprehension.
4. Another comparison between the effect of authentic videos and audio materials on improving students' listening comprehension can be the goal of another study

2.10. Conclusion

This chapter was completely different from the first chapter, which was theoretical and dealt with different viewpoints. This one was practical, the research instruments used in this work which are: teachers questionnaire and students questionnaire. It deals with the findings of the study through analysing, interpreting. It can be said that the research hypotheses has been confirmed

General

Conclusion

General Conclusion

Authentic videos are considered as effective techniques to teach listening comprehension. Hence, teachers are urged to implement these types of materials with the ultimate goal of improving students listening skill.

The purpose of this study is to investigate the use of authentic videos on improving listening skill and how it can enhance the level of students' motivation.

As a first step in the development of this research study, the literature on the topic studied was reviewed. The second chapter dealt the practical side of this research; it introduced the sample of population and the instruments. Then, the data collected from the analysis of the questionnaire that was presented to teachers and students was analyzed quantitatively and qualitatively and then interpreted.

From the interpretation of the results, the proposed hypotheses were confirmed, namely:

• The use of authentic videos by teachers will make the students acquire habits of dealing with this material and lead to their activation and motivation as well as lead to the improvement of their listening skills.

•The authentic videos revealed the realities of life to the students and strengthened the factors.

•The difficulties may be consisting in pronunciation, the new words and the lack of vocabulary.

The analysis of teacher' and students' questionnaire showed that learners have an opportunity to improve their listening skills by using authentic videos as an important tool in providing real speech. Both teachers and students demonstrated their awareness of the impact of authentic videos on developing learners' listening skills by helping teachers choose appropriate materials in the classroom. Students' attitudes were positive towards using authentic videos to improve listening comprehension

The results of this research support to a large extent the use of authentic videos as a techniques to improve their listening skill.

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Appendices

Appendix one

Teachers 'Questionnaire

Dear teachers,

We would be grateful if you accept to answer the questionnaire below, it is about the impact of using authentic videos in order to enhance listening skill.

Thank you.

1. Gender

   Male ☐ female ☐

2. Do you find that listening is difficult to teach to your students?

   Yes ☐ No ☐

3. Do you use authentic videos in presenting your courses?

   Yes ☐ No ☐

4. How often do you use?

   Always ☐

   Sometimes ☐

   Often ☐

   Rarely ☐

5. How important is it to use authentic videos in teaching English?

   Very important ☐

   Important ☐

   Not important ☐

6. In teaching, what is the skill do you focus on almost?

   Listening ☐

   Speaking ☐

   Reading ☐

   Writing ☐

7. In your opinion, do you think that authentic videos help students to improve their listening skill?

   Yes ☐ No ☐

8. What level will you use in the authentic videos?

   Beginning level ☐

   Intermediate level ☐

   Advanced level ☐

9. What are the most difficulties your students encounter while using of authentic videos?

   .....

   .....

   .....

10. What do you think about the role of authentic videos is?

    .....

    .....

    .....

Appendix Two

Students 'Questionnaire

Dear Students,

We would like you fill in the following questionnaire that is designed to gather information about the impact of authentic videos on enhancing listening skill.

1. Gender

   Male ☐ Female ☐

2. Age

   From 18-21 ☐

   From 22-26 ☐

3. Are you good at?

   Listening skill ☐

   Speaking skill ☐

   Reading skill ☐

   Writing skill ☐

4. How do you consider your listening ability?

   Good ☐

   Average ☐

   Below average ☐

   Poor ☐

5. Are you interested in listening to native speakers?

   Yes ☐ No ☐

6. Do you think that the best way to learn the listening skill is:

Listening to authentic videos ☐

Listening to audio materials ☐

Listening to teacher talk ☐

Listening to peers ☐

7. Do you find the use of authentic videos in EFL oral sessions?

   Very helpful ☐

   Helpful ☐

   Not helpful ☐

8. Using authentic videos materials is very important to improve students listening comprehension:

   Strongly disagree ☐

   Disagree ☐

   Neutral ☐

   Agree ☐

   Strongly agree ☐

9. Do you have difficulties in listening to authentic videos? Why?

   Yes. ☐ No ☐

   Because.....

   .....

10. How many authentic videos help the students to develop their listening skill?

    ……..