

Democratic and Popular Republic of Algeria
Ministry of Higher Education and Scientific Research
University of Relizane
Faculty of Letters and Languages
Department of English



**The Role of Authentic Audio Visual Materials in Enhancing EFL Learners’
Listening Comprehension Skill.**
The Case of First year Licence Students at Relizane University

*Dissertation Submitted for the fulfillment of a L.M.D. Master Degree in
‘Language and Communication’*

Prepared by:

Mrs. 1- CHERIET Nadjat

Mrs. 2-LEMSANE Ibtissem

Supervised by:

Dr. BOUDERBA Djamila

Board of Examiners:

Dr.Bounadja Azzeddine

Ms.Aissa Assia Amina

President: Dr. Bounadja Azzeddine

Examiner: Ms.Aissa Assia Amina

Supervisor: Dr.BOUDERBA Djamila

Academic Year: 2024/2025

Dedications

In the name of Allah almighty, we would like to dedicate this work to our parents who brought us up with their love and support, providing us always the care and the courage in order to finish our studies, dear mother and father without your encouragement we may not have reached this level. May Allah keep them safe and bless them always.

To our loving and best brothers and sisters in the world we love you more than words can define.

To our family: our husbands and our children

To our precious friends, who have always been sisters and brothers, who always cared for us, been truthful, loyal, and loving since the day we met. Thank you for being part of our journey and for sharing the best memories ever. We will always appreciate our moments together.

To all the people in our lives whom touch our heart, we dedicate this work and these words to you.

Acknowledgements

We would like to express our sincere gratitude to all those who supported and encouraged us throughout the completion of this work.

We would like to express our sincere gratitude to everyone who supported and encouraged us throughout the completion of this work. Without their help and advice, this dissertation would not have been possible.

We are immensely grateful to our supervisor, Dr Djamila Boudierba, for her encouragement and support during the preparatory stages of this work.

We would also like to thank the honourable board of examiners for devoting their time and efforts to reading this work and providing insightful and valuable comment.

We would also like to thank the staff of the English Department at the University of Relizane, as well as the EFL teachers and students who participated in the study and provided us with valuable information.

Finally, to all those who have contributed and helped us in a way or another to realize this work thank you so much.

Abstract

The current research work has investigated the importance of authentic audio-visual materials in enhancing the listening comprehension skills of EFL students. In terms of data collection, three data collection tools were put in place to ensure validity and reliability. Firstly, a questionnaire was distributed to first-year EFL students. Secondly, an interview was conducted with EFL teachers who teach the listening skills module (oral expression) at the University of Relizane. In addition, document analysis is a third tool for collecting the necessary data on the module itself and its main objective. The data was analysed both quantitatively and qualitatively. The results revealed that audio visual materials play a crucial role in enhancing the listening skills of EFL learners and that practitioners at the University of Relizane face many challenges when using audio visual materials in their courses. These findings suggest that universities should pay more attention to the teaching and learning of this skill and to update the curriculum by integrating ICT into teaching and learning.

Keywords: Audio-Visual Materials, Enhancing, EFL Learners, Listening Comprehension Skill

Table of Contents

Dedications.....	i
Acknowledgements	ii
Abstract	iii
List of Tables.....	vii
List of Figures.....	viii
List of Bar-Graphs, Pie-Charts and Diagrams.....	ix
List of Acronyms and Abbreviations.....	x
General Introduction	1
Chapter One: Literature Review on Authentic Audio-visual Materials.....	3
1.1 Introduction.....	5
1.2 Teaching Materials.....	5
1.2.1. Non-Authentic Materials.....	5
1.2.2 Authentic Materials	6
1.3 A Comparison between Authentic and Non-Authentic Materials	7
1.4 Types of Authenticity	8
1.5 Categories of Authentic Materials	9
1.5.1 Authentic Visual Materials.....	9
1.5.2 Authentic Printed Materials.....	9
1.5.3 Authentic Audio-Visual Materials	9
1.6 Definitions of Audio visual Materials.....	10
1.7 Types of Audio-visual Aids	10
1.7.1 Electronic	11
1.7.2 Projected Visual Aids.....	13
1.7.3 Non-projected Visual Aids.....	14
1.8. Aspects of Audio Visual Materials	15
1.9 Strategies for Using Audiovisual Aids.....	16
1.9.1 Preparing Audiovisual Aids	16
1.9.2 Presenting Audiovisual Aids.....	17
1.10 Teachers' Role in Using Audio Visual Aids in the Classroom	17
1.11 Factors that Hinder Teachers from Using Audiovisual Aids	18
1.11.1 Personal Factors	18
1.11.2 Institutional Factors.....	19
1.11.3 Inability to Master ICTs	19

1.11.4	Environmental Factors	20
1.11.5	Limited Time.....	20
1.12	Advantages of Using Audiovisual Aids.....	20
1.12.1	Disadvantages of Using Authentic Audiovisual Aids	22
1.13	Criteria for Selecting Authentic Audio-Visual Aids.....	23
1.14	Definition of Listening Skill	23
1.15	Listening Comprehension	24
1.16	Elements of Listening Comprehension.....	24
1.17	The importance of listening	25
1.18	Integration of listening with other skill.....	26
1.19	Active listening	27
1.20	Characteristics of an active listener	27
1.21	Teaching listening skill	28
1.21.1	Top-down process	28
1.21.2	Bottom-up process.....	29
1.21.3	Teaching listening through the use of video techniques	30
1.22	Role of the teacher	31
1.23	The role of the learner:.....	32
1.24	Stages of listening comprehension.....	32
1.24.1	Pre-listening stage	32
1.24.2	While listening stage	33
1.24.3	Post listening stage.....	33
1.25	Types of listening comprehension	33
1.25.1	Discriminative listening	33
1.25.2	Informative listening	34
1.25.3	Appreciative listening	34
1.25.4	Relation listening:	34
1.25.5	Critical listening:.....	34
1.26	The Complexity of listening process	35
1.27	Utilizing AAVMs in EFL Classroom	36
1.28	The Impact of AAVMs on Listening Skills	36
1.29	The Role of AAVMs in Enhancing EFL Listening Skills	37
1.30	Conclusion	37
Chapter Two : Case Study.....		38
2.1	Introduction	39
2.2	Research Purpose	39
2.3	Research Questions and Hypotheses	39

2.4.Sample and Population	40
2.4.1.Teachers' Participants	40
2.4.2.Students' Participants	40
2.5. Research instruments.....	40
2.5.1. Students Questionnaire.....	41
2.5.2. EFL Teacher Interview.....	42
2.5.3.Document Analysis	42
2.6. Data Collection and Procedures	43
2.6.1 A Questionnaire for the students	43
2.6.3.Teacher Interview	44
2.6.2Document analysis	44
2.7. Methods of Date Analysis	44
2.7.1.Quantitative Analysis	44
2.7.2 Qualitative Analysis	45
2.8.Research Methodology Limitation	45
2.9.Conclusion	45
Chapter Three: Data Analysis and Recommendation	46
3.1.Introduction	47
3.2.The Students' Questionnaire Analysis	47
3.3.Teachers Interview Analysis.....	59
3.4.Document Analysis	62
3.5.Suggestions and Recommendations	64
3.6.Conclusion	65
General Conclusion	66
References	68
Appendices	
Appendix A	71
Appendix B	74
Appendix C	75

List of Tables

Table 1.1: A comparison between authentic and non-authentic language	08
Table 1.2: The Type of existing hardware in the computer laboratory	12
Table 3.1: The importance of listening in developing English level	47
Table 3.2: Listening to English native speakers	48
Table 3.3: Students' enjoyment of listening comprehension sessions	49
Table 3.4: Kind of authentic materials that are included during listening sessions	50
Table 3.5: The impact of AVAMs in developing listening proficiency	51
Table 3.6: The best way to acquire and learn listening	52
Table 3.7: The teachers' use of audiovisual authentic materials in oral expression classes	53
Table 3.8: The difference between listening to authentic and non-authentic materials ...	53
Table 3.9: Students' attitudes through using AVAMs in the classroom	54
Table 3.10: Students' motivation when using AVAMs	55
Table 3.11: Students' attitudes towards the improvement of their listening skill through when using AVAMs in class	56
Table 3.12: The use of the language laboratory in the learning process	57
Table 3.13: Students' evaluation of the positive side of using AVAMs in developing their listening proficiency	58
Table 3.14: The criteria of the document	62

List of Figures

Figure 1.1: Types of Audio Visual Aids	10
---	----

List of Bar-Graphs, Pie-Charts and Diagrams

Figure 1.1: Types of Audio Visual Aids	10
Pie chart 3.1: The importance of listening in developing English level	47
Pie chart 3.2: Listening to English native speakers	48
Pie chart 3.3: Students' enjoyment of listening comprehension sessions	49
Pie chart 3.4: Kind of authentic materials that are included during listening sessions	50
Pie chart 3.5: The impact of AVAMs in developing listening proficiency	51
Pie chart 3.6: The best way to acquire and learn listening	52
Pie chart 3.7: The teachers' use of audiovisual authentic materials in oral expression classes.....	53
Pie chart 3.8: The difference between listening to authentic and non-authentic materials....	54
Pie chart 3.9: Students' attitudes through using AVAMs in the classroom	55
Pie chart 3.10: Students' motivation when using AVAMs	56
Pie chart 3.11: Students' attitudes towards the improvement of their listening skill through when using AVAMs in class	57
Pie chart 3.12: The use of the language laboratory in the learning process	58
Pie chart 3.13: Students' evaluation of the positive side of using AVAMs in developing their listening proficiency	59

List of Acronyms and Abbreviations

AVAMs: Audio Visual Authentic Materials

EFL: English as a foreign Language

LMD: Licence Master Doctorate

ELT: English Language Teaching

ICT: Information and Communication Technology

AV: Audio Visual

Pc: Personal Computer

TV: Television

LMS: Learning Management System

L1: Licence 1

General Introduction

General Introduction

The use of real resources in an EFL classroom has emerged as the most talked-about topic among foreign language teachers in recent years. Since this will help the students achieve their main goal, which is to advance their knowledge and ability in acquiring English, there is an evident combination between language teaching strategies and the kinds of materials used in classrooms. It is important to remember that working with pupils through authentic materials has several motivational benefits.

The four skills are actually greatly impacted by the authentic materials. The majority of educators worldwide concur that real texts or resources help students learn languages and improve their listening skills. However, there is disagreement over when and how to offer authentic materials in an EFL classroom.

A lot of strong arguments have been made regarding the need to use real English in the classroom rather than manufactured English for teaching. In general, this refers to materials that naturally use language as communication in native-speaker contexts, or more specifically, those specific contexts where Standard English is the norm, such as actual magazine articles, real newspaper reports, real advertisements..... etc.

Since listening skill is given a little attention at the level of Algerian universities as it is replaced by oral expression as module, the researchers are more interested in this field. Thus, the current research aims to investigate the utilisation of authentic audio visual materials in an EFL classrooms and its effects on listening skill at the departement of English in Relizane university. Consequently, three research questions and three hypotheses are formulated based on the above purposes. In other words, the present study is designed to answer the following research questions:

1. To what extent does the use of authentic audio visual materials (AVAMs) enhance learners' listening skill at Relizane university?
2. What are the main goals of the module?
3. What challenges do EFL teachers at Relizane University encounter when using AVAMs in their classes?

The above research questions lead to formulate the following hypotheses:

1. The use of AAVMs will enhance learners' listening skill
2. The module prepares the learners to communicate effectively in real situations
3. Practitioners at Relizane University do not encounter any challengers when using AAVMs

To collect data the researchers have used triangulation to obtain valid information, answer the research questions and to test the hypotheses as well. First, the researchers have started by the questionnaire. This latter was administered to First Year LMD students in the English department at Relizane university during the academic year (2024 – 2025). Secondly, the researchers used the interview as an essential tool to collect more information about the challenges that EFL teachers encounter when using AVAMs. Last but not least, the researchers use document analysis as the last tool to collect data about the listening module and if its goals prepare the learners to communicate effectively in real situations

This study is composed of three chapters; chapter one tackles a brief review of the literature related to authentic audio-visual materials and listening skill. This review consists of two parts. The first part gives an overview about definitions of AVAMs and its types. The second part tackles with listening skill, teaching this module in addition to the role of AVAMs in enhancing listening skill

The second chapter is divided into two parts: the aim of the research, the research questions and the hypotheses. This is followed by a presentation and explanation of the various data sources and a full description of the sample and population. The research instruments are then discussed, followed by the methodological limitations faced by the researchers.

Furthermore, in the third chapter, the researchers attempt to analyse the data collected through the questionnaire, interview and document analysis, both quantitatively and qualitatively. Finally, the researchers put forward a number of suggestions that would be beneficial for teachers of English as a foreign language and for the administration.

Chapter One
Literature Review:
Authentic Audio-visual
Materials and Listening Skill

Chapter One: Literature Review on Authentic Audio-visual Materials and Listening Skill

1.1	Introduction.....	5
1.2	Teaching Materials.....	5
1.2.1.	Non-Authentic Materials.....	5
1.2.2	Authentic Materials	6
1.3	A Comparison between Authentic and Non-Authentic Materials	7
1.4	Types of Authenticity	8
1.5	Categories of Authentic Materials	9
1.5.1	Authentic Visual Materials.....	9
1.5.2	Authentic Printed Materials.....	9
1.5.3	Authentic Audio-Visual Materials	9
1.6	Definitions of Audio visual Materials.....	10
1.7	Types of Audio-visual Aids.....	10
1.7.1	Electronic	11
1.7.2	Projected Visual Aids.....	13
1.7.3	Non-projected Visual Aids.....	14
1.8.	Aspects of Audio Visual Materials	15
1.9	Strategies for Using Audiovisual Aids.....	16
1.9.1	Preparing Audiovisual Aids	16
1.9.2	Presenting Audiovisual Aids.....	17
1.10	Teachers' Role in Using Audio Visual Aids in the Classroom	17
1.11	Factors that Hinder Teachers from Using Audiovisual Aids	18
1.11.1	Personal Factors	18
1.11.2	Institutional Factors.....	19
1.11.3	Inability to Master ICTs	19
1.11.4	Environmental Factors	20
1.11.5	Limited Time.....	20
1.12	Advantages of Using Audiovisual Aids.....	20
1.12.1	Disadvantages of Using Authentic Audiovisual Aids	22
1.13	Criteria for Selecting Authentic Audio-Visual Aids.....	23
1.14	Definition of Listening Skill	23
1.15	Listening Comprehension	24
1.16	Elements of Listening Comprehension.....	24
1.17	The importance of listening	25
1.18	Integration of listening with other skill.....	26
1.19	Active listening.....	27

1.20	Characteristics of an active listener	27
1.21	Teaching listening skill	28
1.21.1	Top-down process	28
1.21.2	Bottom-up process.....	29
1.21.3	Teaching listening through the use of video techniques	30
1.22	Role of the teacher	31
1.23	The role of the learner:.....	32
1.24	Stages of listening comprehension.....	32
1.24.1	Pre-listening stage	32
1.24.2	While listening stage	33
1.24.3	Post listening stage	33
1.25	Types of listening comprehension	33
1.25.1	Discriminative listening	33
1.25.2	Informative listening	34
1.25.3	Appreciative listening	34
1.25.4	Relation listening:	34
1.25.5	Critical listening:	34
1.26	The Complexity of listening process	35
1.27	Utilizing AAVMs in EFL Classroom	36
1.28	The Impact of AAVMs on Listening Skills	36
1.29	The Role of AAVMs in Enhancing EFL Listening Skills	37
1.30	Conclusion	37

1.1 Introduction

The current chapter offers a brief review of the literature related Audio Visual Authentic Materials (AVAMs henceforth) and Listening Skill. This review consists of two parts. The first part provides a general overview about AVAMs as an effective resources for enhancing learner's listening skill and its main types. Next, their advantages, disadvantages, and factors to consider when selecting them. The second part tackles the listening skill and the impact of AVAMs on listening skills in an EFL classroom and the role of AVAMs in enhanancing EFL learners' listening skill

1.2 Teaching Materials

Basically, there are two types of materials that are exploited in the classroom. Some writers such as Widdowson (1990) and Harmer (2001) use the terms authentic and non-authentic to distinguish between the two. But the point is not in the language materials themselves but rather on their outcomes and their effectiveness which can be measured only by the learners' observable and measurable performances. As a matter of fact, teachers are required to undertake the so essential task of identifying their learners' needs. It is only through objective needs analyses revealed through means such as questionnaires, tests, and mainly close contact that the teacher can really diagnose his students' weaknesses and strengths. He can also evaluate their attitudes towards the target language and the material exploited.

It is equally important to know that learners take in and process information in different ways and through different sensory channels. Therefore, teachers should vary both the materials and the activities.

In any case, it is through needs analysis that teachers should define clearly their objectives and this would certainly enable them to select and grade their materials.

1.2.1. Non-Authentic Materials

Non authentic materials are materials that are prepared revised or adapted by native language specialists to serve pedagogical purposes. Generally speaking, these kinds of materials are carefully planned to meet some specific or general pedagogical purposes. They can be presented in different forms including audio and video cassettes, prose, recordings of conversations. Infact, they try to present real use of the target language in a simulated manner.

The common feature of such materials is the deliberate choice of language, situations and people to comply with communicative, structural or behavioural needs. So, the aspects of language presented in this kind of material are carefully selected and adapted to the learners. Features such as grammar, lexis, rhythm, intonation, speech delivery are simplified. As a result, many learners find it difficult to cope with real life situations where they are normally expected to both understand and speak the target language. What happened to many foreign learners of English is the incapacity to fully understand native speakers in ordinary everyday situations.

Nevertheless, the value of non-authentic materials should not be completely discarded. As far as the foreign language teaching is concerned, non-authentic materials are very useful in early stages as a preliminary preparation for the use of genuine authentic materials. This is due to the fact that we cannot let our learners go through any authentic material before they are sufficiently equipped to do so. These types of materials generally exhibit the following characteristics :

- ✓ **Simulation** : They present simulated situations and reactions resembling successfully at times real situations.
- ✓ **Suitability** : Carefully designed so as to be in accordance with the learners' level, age and motivation.
- ✓ **Easiness** : Language features such as structures, lexis, rhythm, intonation and speed delivery are simplified.
- ✓ **Appropriateness** : Appropriate to the teaching situation.

1.2.1 Authentic Materials

The term "Authentic Material" has been widely used by many theorists in ELT literature, but we think it is necessary to refer to the definitions recorded in some dictionaries. The Oxford Advanced Learner's Dictionary by A.S. Hornby (1981) refers to the term authentic as genuine, known to be true e.g. authentic news, or an authentic signature. The same definition is given by the Webster's Dictionary (1990). Longman Dictionary of Applied Linguistics suggests the following definition : "The degree to which language teaching materials have the quality of natural speech and writing" (Richard et al 1985, p.22)

Widdowson (1990) differentiates between the terms authentic and genuine materials. Authentic materials are designed for native speakers of English and used in the classroom in the same way they were designed for. For instance, a TV news report, a movie, a newspaper, a magazine article, pictures, and so on used as a basis for discussion. Genuine are any kind of

material exploited but not in the way (purpose) it was initially meant for. For instance, a news article may be cut and jumbled and students have to reorder it.

For Harmer (1983, p.146) authentic texts either written or spoken- are those which are designed for native speakers : they are real texts designed not for language students, but for the speakers of the language in question not far from that, Gardner and Miller (1999, p.101) explained that authentic materials mean any text (printed or digital) or tape which was produced for a purpose other than teaching the target language.

Another definition suggested by Peacock(1997) states that authentic materials are materials that have been produced to fulfil some social purpose in the language community. Nunan (1989 p54) views authentic materials as samples of spoken and written language that have not been specifically produced for the purpose of language teaching. In the same line of thought, Widdowson (1979 p.80) sees authentic materials as language samples not constructed for the purpose of language learning.

From what has been mentioned previously, we can say that authentic language material is real or natural speech used by native speakers in real contexts of communication. Forman cited in Underwood (1989p.58) gave a clear definition of authentic materials when she said that: Any text is 'authentic' if it was produced in response to real life communicative needs rather than an imitation of real life communicative needs. The term can be applied to any sort of text, written or spoken.

Thus, these kinds of materials represent real situations with no pedagogical purposes but can be used for such purposes. Therefore, we agree with Harmer (1991) cited in Matsuta (n.d, para 1) when he says : 'Authentic texts are materials which are designed not for language students, but for the speaker of the language'. All those students agree on a common idea : 'exposure'. In other words, the benefit learners get from being exposed to the language in authentic materials.

1.3 A Comparison between Authentic and Non-Authentic Materials

This is a comparison made by some teachers between a recording of natural speech among native speakers and a recording made of English language learners. The following table illustrates the differences recorded.

Table 1.1: A comparison between authentic and non-authentic language (Adopted from Hedge, 2000, p.240)

Authentic Language	Non-Authentic Language
-Variation in the speed of delivery often fast	-Slow pace with little variation
-Natural intonation	-Exaggerated intonation pattern
-Natural features of connected speeches : elision	-Carefully articulated pronunciation
-Variety of accents	-Received pronunciation
-Any grammatical structures natural to the topic	-Regularly repeated structures
-Colloquial language	-More formal language
-Incomplete utterances	-Complete utterances
-Restructuring in longer more complex sentences	-Grammatically correct sentences
-Speakers interrupt or speak at the same time	Speakers take careful turns
-Speakers use ellipsis (i.e. miss out parts of sentences)	-Ellipsis infrequent
-Background noise present	-Background noise absent

As can be seen in the above table features distinguish authentic from non-authentic material. As far language is concerned, authentic materials provide a close contact with the target language with all its variations in pronunciation, intonation, incomplete structures that are used to express meaning. Nunan(1997) believes that exposing learner to authentic material is indispensable because of the rich language input they provide. Exposing learners to such language features will certainly enable learners to cope with genuine interaction either inside or outside the classroom.

1.4 Types of Authenticity

Mishan (2005: 15) suggests that authenticity might be understood in relation to interpretation and measured by the level of learner engagement. Although the topic of authenticity in language education has been widely debated, even a brief survey of related literature reveals a complex and sometimes conflicting set of views. In this context, Breen (1985, as cited in Mishan 2005, p.16) outlines four types of authenticity in language instruction, all of which are interrelated during any language lesson. These types are as follows :

- ✓ **Authenticity of Text:** This relates to the input material used for students. Morrow (1977, as cited in Mishan 2005, p. 11) describes an authentic text as a genuine piece of language produced by real speakers or writers to convey an actual message for

communication purposes. Thus, authentic texts provide learners with resources that aid in fostering genuine comprehension.

- ✓ **Authenticity of Learners' Own Interpretation of Such Text:** This aspect refers to learners discovering effective communication methods in the target language through their understanding of authentic materials within the natural social environment of the language classroom.
- ✓ **Authenticity of Task Conductive to Language Learning:** Task authenticity is concerned with how language input is utilized, focusing on the practical application of materials in teaching contexts.
- ✓ **Authenticity of the Actual Social Situation of the Language Classroom:** This involves creating a relevant context alongside materials provided by teachers. Generally, authenticity is associated with not only the texts learners use but also how these texts are used, the situations surrounding them, and the interactions they facilitate.

1.5 Categories of Authentic Materials

Before integrating authentic materials into language teaching, it's important to categorize them based on their suitability for teaching specific skills. According to Gebhard (1966, cited in Lingzhu and Yuanyuan), authentic materials can be divided into three following categories :

1.5.1 Authentic Visual Materials

This category includes items like slides, photographs, paintings, and magazine pictures. These materials play a vital role in language learning by providing engaging contexts for learners to use language, helping them to express their ideas more effectively.

1.5.2 Authentic Printed Materials

This refers to written materials such as newspaper articles, movie scripts, advertisements, maps, comic books, and song lyrics. Jacobson, Degener, and Gates (2003) argue that printed materials should be used in ways that mirror their use outside educational settings.

1.5.3 Authentic Audio-Visual Materials

These materials are those that allow learners to see and hear the English language as it is naturally used by native speakers. Examples include TV commercials, quiz shows, news clips, movies, professionally recorded stories and novels, radio ads, songs, and sales pitches. The current author believes these resources represent genuine authenticity in the classroom, significantly enhancing listening skills by exposing learners to real, spontaneous spoken language. For the sake of narrowing down the scope of our topic, we will focus mainly on AAVMs.

1.6 Definitions of Audio visual Materials

Audiovisual materials, also known as multisensory materials, combine audio, which pertains to what we can hear, and visual, which relates to what we can see. Essentially, they encompass any tool that can be heard or seen to stimulate and enhance learning. These materials are incredibly advantageous in the teaching-learning process, as they both facilitate instruction and make it more engaging, while helping learners better comprehend and interpret information. Using audiovisual materials elevates the quality of presentations by capturing the attention of listeners and supporting the speaker, ultimately making the content more exciting and enjoyable. As Kinder James points out, “Audiovisual aids are any device that can be used to make learning more effective, concrete, realistic, and dynamic.” Edgar Dale describes them as devices that aid in the communication of ideas among individuals and groups in various educational and training settings, which can also be called multisensory materials. Anzaku (2011) explains that “the term audiovisual materials often refers to instructional materials used to convey meaning without solely relying on verbal symbols or language.” In short, audiovisual aids are tools utilized in classrooms to enrich both learning and teaching, ensuring the process is enjoyable.

1.7 Types of Audio-visual Aids

Audiovisual aids are valuable resources used in the teaching and learning of various subjects. These tools are designed to enhance student interest while elucidating and reinforcing ideas and concepts that may appear unfamiliar. With technological advancements, different types of audiovisual aids have supported lesson presentations, categorized into three types: electronic, projected, and non-projected tools. Some examples include:

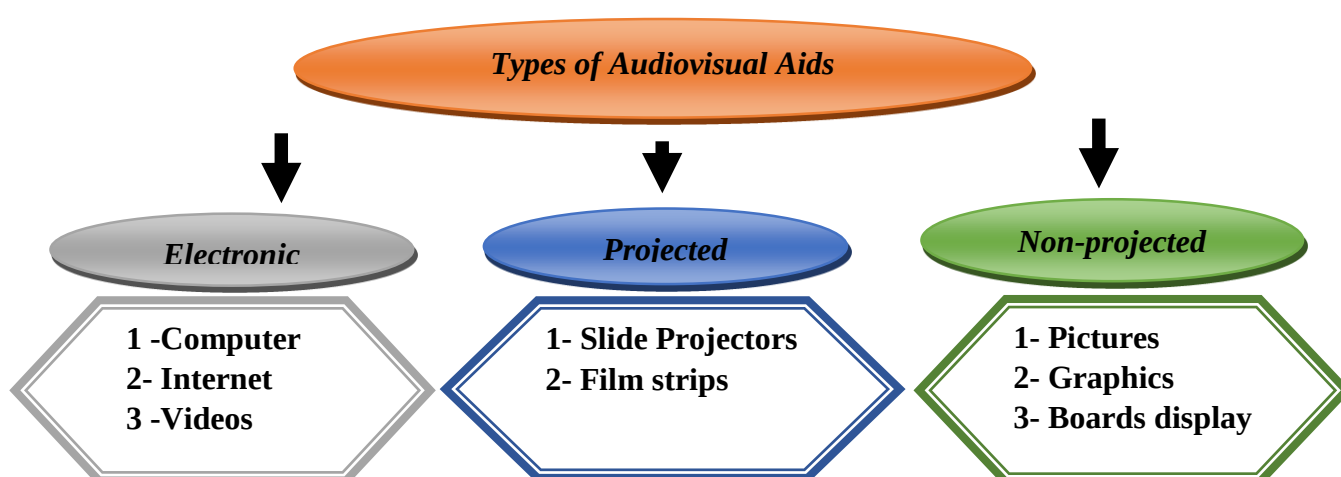


Figure 1.1 : Types of Audiovisual Aids (Adopted from Prateek, 2019).

The figure above shows the different types of audio-visual aid: electronic aids, which may contain the computer, internet and videos; projected aids, which may include slide projectors and film strips; and non-projected aids, which contain pictures, graphics and boards displays.

1.7.1 Electronic

There are numerous types of media, including non-print media known as electronic media. These are categorized as audiovisual and electronic, depending on the tool you're using, such as computers, the internet, radios, etc. Languages are dynamic and constantly evolving, much like media; the internet, computers, television, radio, and newspapers are incredibly rich sources of language in use.

1.7.1.1 Computers

Computers are electronic devices capable of storing and processing data, integrating software and hardware components. They play a crucial role in education by assisting teachers in preparing school materials and teaching aids. They provide presentation technology that saves time and effort in writing and explaining materials. Additionally, computers help in viewing visual content and illustrations that enhance the explanation of educational materials. Current computer technology offers new opportunities to enhance language learning and teaching, especially in the realm of foreign languages. Computers provide both teachers and learners access to the target language across various fields. Over the past decade, computers have significantly impacted education, offering substantial benefits to both teachers and students. They are considered essential tools for language teaching due to their substantial usefulness.

1.7.1.2 Computer Laboratory

A Language laboratory plays an important role in language learning. Still the principle of language laboratories essentially has not changed. They remain a teacher-controlled system connected to a number of student booths, containing a student's control mechanism and a headset with a microphone. Digital language labs have the same principle. A software of language lab changes the concept of where and what a language lab is. Software can be installed on any networked PCs anywhere on a school, college or university campus. Software systems can be located in one room, from room-to-room or campus-to-campus.

The term language lab is no longer favored by recent generation. However, new terms like ‘language media center’ or ‘learning resource center’ attempt to replace the term ‘language lab’ meanwhile they can hold the new goals and new technologies (Scinicariello, 1997). In other words, it is a room, which is equipped with technological materials for the practice of listening comprehension and speaking to help the students to master the target language. Language laboratory consists of audio-visual aids such as computers, videos, projectors and audio-recorders. “Modern language laboratories are decorated with all the necessary equipment including computers, headphones, microphones, tape deck and a lot of listening materials”. Thus, a Language laboratory creates a good atmosphere that makes the learners feel more confident because they find it more exciting to learn. It can help them to improve communication and increase their motivation. The learners like to use language laboratory because it gives them the opportunity to practice the language skills.

It should be noted that, as part of the authorities' efforts to integrate information technology and communication throughout Algerian universities, decisions have been taken to create language laboratories to help students improve their pronunciation and listening skills. Like other universities in the country, the University of Relizane has a computer laboratory in the English Department. It is located next to Room E5 and is available for all foreign languages, including English, French and Spanish. The table below shows the type of existing hardware in the language laboratory

Table1.2: The type of existing hardware in the language laboratory

The type of existing hardware	The Number	Status of materials
Computer Del	24	Good shape
Coputer Hp (Central desk)	02	Good shape
Datashow Vivitek	01	Good shape
Digital board	01	Good shape
Speaker	24	Good shape

1.7.1.3 Internet

With rapid technological development, reliance on the internet has become crucial in nearly all aspects of life, particularly in education. Today, universities, schools, and other educational institutions heavily depend on the internet. The advantages of using the internet for learning are numerous, including expedited instruction ; finding information online is faster than traditional methods, providing quick access to information. Furthermore, the internet offers a variety of teaching methods akin to a vast library where books and tutorials at different levels are readily available. According to Rozgiene and Medvedeva (2008), the internet is a rich source for gathering authentic materials by downloading videos, audio, or text. It allows learners to search through millions of files from various websites, accessing authentic content like newspapers, magazine articles, news broadcasts, movies, and more. Internet use enhances language proficiency and facilitates acquiring additional languages by offering students opportunities to encounter natural and authentic language usage. The internet has grown increasingly important for language teaching and learning, benefiting not only students learning a foreign language but also teachers who use it as a tool for more effective teaching.

1.7.1.4 Videos

Videos create a dynamic and enjoyable learning environment in English language teaching and learning. They assist students who learn best through visual and auditory means. As Wang (2015) stated, there are three goals of using video materials in teaching English : Firstly, to aid in the development of EFL learners' language skills ; secondly, to enhance students' intercultural communication competence ; and thirdly, to foster students' aesthetic values and ability to appreciate English videos with artistic value. In EFL classes, videos greatly motivate learners, especially those who do not enjoy reading traditional books. Students' interest and attention are more effectively captured when literary texts are presented as videos. Additionally, videos are highly beneficial for the language learning process by combining entertainment with educational instructions in one platform.

1.7.2 Projected Visual Aids

Projected visual aids involve images displayed on a screen using specific types of machines. Some examples include :

- ✓ **Slide Projectors:** are highly effective in capturing students' attention and may be used with an audio recorder, depending on the material and the requirement for its use. These projectors have a self-display screen resembling a television. Utilizing slides in education significantly enhances the learning-teaching process, actively engaging learners and involving them in lectures. Additionally, it fosters interactivity in the classroom among teachers, students, and the course content.
- ✓ **Film Strips:** A filmstrip is a continuous strip of 35 mm, 16 mm, or 8 mm film featuring separate frames or images arranged sequentially, often accompanied by explanatory titles.

1.7.3 Non-projected Visual Aids

Non-projected aids are those utilized without the need for projection, electricity, or advanced technology, making them simple to use without requiring equipment like charts or chalkboards.

- ✓ **Pictures:** are potent resources that provide learners with illustrations to inspire visual thinking, aiding in comprehension. In English as a Foreign Language (EFL) classes, pictures motivate students, assist in vocabulary retention, and capture learners' attention, making learning and teaching enjoyable. According to Alkhuli (2006), the objectives of using pictures in classrooms include:
 - Concentrating students' attention collectively on one subject at the same time.
 - Teaching new word meanings through word-picture association.
 - Introducing variety and serving as a source of external motivation in foreign language lessons.
- ✓ **Graphics:** Graphics involve visual elements that convey information through simplified data displays in form of graphics to strengthen the connection between presented content and students. The use of graphics in education is exceptional as it promotes communicative interaction between teachers and students, simplifying message delivery and enhancing student comprehension. Graphics may include graphs, maps, diagrams, charts, flashcards, and posters.

- ✓ **Board Displays:** Classroom display boards provide an opportunity for teachers to create a dynamic and motivating classroom environment and are commonly utilized in presentations. Instantly, chalkboard and Bulletin board

1.8. Aspects of Audiovisual Aids

The use of audiovisual aids has significantly increased because they enhance lectures by clarifying objectives and improving viewers' comprehension. The successful use of these tools largely depends on how they are integrated into the presentation. The following aspects can serve as helpful steps to ensure the effective use of materials, preventing disengagement among learners and helping teachers achieve their goals:

- ❖ **Environment:** The setting where audiovisual aids are used should be neither too large nor too cramped. Additionally, the seating arrangement is a crucial factor, so it's important that learners have an open space that allows everyone to comfortably view the material presented. Audiovisual teaching methods create a more engaging learning environment, enhancing students' understanding, building confidence, and encouraging communication.
- ❖ **Audience :** An effective presentation relies on audience participation and their response to audiovisual stimuli. Therefore, the chosen audiovisual tools should match the viewers' level to ensure their engagement and interaction. These aids make information enjoyable, motivating students to actively participate and transform new information into knowledge.
- ❖ **Timing :** Proper time management when using audiovisual aids is critical to how well learners grasp the content. Materials should be neither too brief and lacking in substance nor excessively lengthy and tedious. One major effect of using audiovisual aids is that they create a perception of rapid time passage. As students become engrossed in something unexpected that they enjoy, they may desire more time to delve deeper into the topic. Furthermore, Hoover, Telg, and Cheek proposed key principles for using audiovisual aids :
 - ✓ **Simplicity:** Simpler audiovisual displays result in better retention of the message.
 - ✓ **Emphasis:** Incorporating colorful lines, drawings, and different styles of writing is more engaging than maintaining a uniform presentation style.

- ✓ **Organization** : A sequential arrangement helps viewers easily follow and understand the content through the use of numbers and arrows. **Clarity** : The message must be clearly communicated. To prevent ambiguity, information should be presented in a clear and organized manner.

1.9 Strategies for Using Audiovisual Aids

Effective learning often occurs when multiple senses are engaged. Employing technological materials can stimulate a greater number of senses, enhancing the learning experience. For this reason, when teaching any subject using audiovisual materials, skilled teachers should first prepare a lesson plan and carefully follow steps to ensure learning is impactful. Research suggests that proficiency in using audiovisual aids involves two key components : preparing the aids and presenting them effectively.

1.9.1 Preparing Audiovisual Aids

Proper preparation of these tools before classroom use makes lessons more engaging and enjoyable, facilitates teaching, and allows teachers to work comfortably, thus fostering a supportive learning environment. Conversely, inadequate preparation can lead to disinterest among students and a less functional presentation. Here are some techniques for effectively preparing lessons with audiovisual tools :

- **Using Simple Audiovisual Aids:** The tools should be as straightforward as possible, highlighting only essential points for discussion. This approach helps learners easily recall the information and minimizes confusion from unnecessary details.
- **Using Large Audiovisual Aids:** A presentation is deemed unsuccessful if students cannot clearly hear or see the material. Therefore, the resources should be clear and supportive, not hindrances to the lecture.
- **Using Colors Appropriately:** While colors can draw attention, overuse in presentations might detract from their value and distract students. Colors should be reserved mainly for headings.
- **Using Audiovisual Aids During Discussions:** These tools are meant to maintain student engagement. Premature discussion on their content before display may diminish attention from students.

1.9.2 Presenting Audiovisual Materials

Explaining Audiovisual Materials Clearly and Concisely : Teachers face challenges in selecting materials that are suitable for their class level and meet other criteria. Providing a general overview of the equipment used is crucial for clarity on why these aids are employed and how they connect to student needs and interests.

Engaging with the Audience, Not Just the Aids : The use of audiovisual aids does not replace the teacher's role. Instead, these tools serve to assist and simplify learning. Maintaining good communication with students is essential, with occasional reference to the aids to guide attention and encourage interaction. Audiovisual aids are supplementary tools and should not overshadow the teacher's role in education.

1.10 Teachers' Role in Using Audio Visual Materials in the Classroom

Teaching is a more challenging profession than often assumed, requiring considerable effort and dedication to achieve success. Despite the availability of various teaching aids, teachers continue to play a crucial role in the educational process, both with and without audiovisual tools. The roles of teachers can be highlighted as follows:

- **Teacher as an Aid:** Teachers support learning by providing necessary activities, preparing tests and worksheets, and helping students build knowledge. According to Harmer, teachers themselves are invaluable teaching aids, akin to teaching equipment.

- **Teacher as a Facilitator:** Teachers select strategies that help students learn skills and values across different levels. Their role as facilitators, motivators, and consultants remains vital even as learner autonomy increases compared to traditional language teaching.

- **Teacher as Developer:** They create conducive learning environments, design assignments, and innovate teaching methods such as PowerPoint presentations. They encourage students and enhance their knowledge.

- **Teacher as Organizer:** Teachers structure teaching methods, plan various activities for students, instill discipline, and achieve desired behavioral outcomes. The role of teachers extends beyond merely transferring information or collecting data. Their task now involves

guiding student activities and creating optimal learning conditions. Successful teachers significantly contribute to educational success by following these steps :

- Integrate technology into education.
- Adapt to new changes.
- Emphasize learning strategies and train students on how to learn.
- Activate previous knowledge while building new understanding.
- Foster a positive learning atmosphere that encourages social interactions.
- Utilize media like PowerPoint presentations, picture boards, and documents.

Audio visual aids should enhance students' studies and facilitate the learning process. Teachers can employ AVMs in activities like :

- Using slides or PowerPoint to present lessons, helping learners remember vocabulary and comprehend word construction, spelling, and meaning.
- Implementing audio aids to introduce new sentences or words, allowing students to read passages or listen to audio tracks, thus improving listening skills and pronunciation.
- Displaying silent documentaries where students predict lesson titles, encouraging them to think creatively and express ideas using vocabulary actively.

Thus, teachers are pivotal sources of knowledge, and when they integrate audio visual aids into teaching, they enable students to learn modern methods and apply them effectively in the educational process.

1.11 Factors that Hinder Teachers from Using Audiovisual Aids

While integrating technology into the classroom is an expectation for teachers, the reality often diverges. Various challenges arise, some linked to technology itself, others to the environment, student expectations, or the adequacy of professional development necessary for teachers to become proficient in digital technology.

1.11.1 Personal Factors

These relate to individual teachers, including their knowledge, beliefs, and engagement with technology in teaching. Fullan (2007) notes that educational change heavily relies on teachers' actions and thoughts: it is both simple and complex (p.129). Some educators remain

unconvinced about the significance of technology in teaching and fear it might eventually replace them. According to Taban and Abdullah AL-Mamun (2012, p.5), "teachers' attitudes are major predictors of new technology usage in instructional settings; the success of new technology in classrooms largely depends on these attitudes." Many teachers' reluctance to adopt technological materials and integrate them into their classrooms is a significant barrier. This hesitation can lead them to favor traditional methods where they remain central to the teaching process. If teachers do not embrace technology, they risk failing to achieve their teaching objectives. Collis and Moonen (2001) suggest that teachers' initial experiences with technology must align with their educational beliefs for them to gain confidence and engage meaningfully with technology in teaching.

1.11.2 Institutional Factors

These factors are driven by the university administration's values and beliefs. Eickelmann (2011) highlights institutional factors as support from peers and administration, participation in decision-making, and access to technological tools. The absence of comprehensive government plans and financial backing for educational technology adoption hampers progress. Agyei and Voogt (2014) report that limited technological resources in schools pose a significant challenge to technology adoption. Providing resources like computers, PowerPoint, and smart boards for all classrooms is nearly impossible due to their cost, leading to underutilization of ICTs in education.

1.11.3 Inability to Master ICTs

Many teachers struggle with disruptions caused by devices due to a lack of operational knowledge or proficiency with these tools. The near-absence of training sessions exacerbates this issue. Teachers need training to develop skills, knowledge, and attitudes that support learning effectively. Hadi and Zeinab (2012, p. 40) emphasize that "the virtually limitless opportunities of access can pose a threat of information overload if teachers lack skills to filter information for relevance." that is to say, while access to vast information is a great advantage, it can become a problem if teachers don't have the skills to evaluate and filter what's relevant, leading to overload and reduced effectiveness in teaching.

1.11.4 Environmental Factors

The learning environment is shaped by learners, but it's often compromised by irresponsible behavior such as theft, vandalism, or neglect of materials, which diminishes opportunities to benefit from available resources.

1.11.5 Limited Time

Recent studies indicate that time constraints significantly impact the adoption of new technologies in education. While many teachers possess the skills to use technological tools in class, lack of time curtails their utilization. Additionally, time shortages prevent teachers from completing tasks efficiently, preparing lessons, and sourcing information online. Ultimately, there is no universal technological solution that suits every teacher, course, or instructional style. Integrating technology into the classroom is a nuanced and varied endeavor facing numerous obstacles that can discourage the use of audiovisual materials in teaching.

1.12 Advantages of Using Audiovisual Aids

In order to go beyond the limited classroom environment and to escape from traditional language classroom, teachers make use of many materials. But soon their limitation are felt and teachers realize the necessity to expose their learners to true and real language. An ‘immersion’. In real language would certainly motivate learners towards ‘thinking in English’. They will soon acquire some basic notions and functions necessary to fulfil their communicative needs in the target language. Feedback from students being exposed to authentic material indicated they felt gratified being treated as mature, intellectual individuals, since such types of materials were made for native speakers.

So, for an effective and practical use, it is important to use real language and this for many reasons as stated in Underwood (1989 p.100)

Authentic materials allow the students to hear as much more real act of communication with all the interactional features which are not normally found in scripted materials. It gives them a true representation of real spontaneous speech with hesitations, false starts and mistakes, which will make them more able to cope with ‘Real Life’ speech when they meet it outside the learning situation.

Our aim then, is to direct our learners towards ‘Thinking English’. This cannot be attained through English textbooks which are authored by educators rather than professional writers. Consequently, the authors and their readers are not on the equal footing. Moreover, many textbooks create a climate for socially isolated learning and learners need more materials that help them become thoughtful participants in a socially rich environment for learning the target language. However, in a traditional classroom the main supporting material is primarily the textbook, written from the perspective of talking to a ‘foreign’ (namely, ‘outsider’) audience can hardly avoid contrivance. This has been explained by Shrum and Glisan (1994, p.28) : Unfortunately, many language textbooks contain poorly motivated and illogically sequenced texts and dialogues that do not reflect real-world language or situations, although they usually contain multiple examples being presented’.

This simply means that we should not only teach the target language but how its speakers think, react and behave in different situations. Accordingly, teachers are expected to intensify the use of authentic materials to help learners build their communicative strategies for their information, negotiation, discourse, interpretations, turn taking, etc...

Another important aspect of authentic audio visual materials is their significant impact on learners’ motivation ; with motivation defined here as the willingness to persevere in a learning task (A.Papalia, 1986). Indeed, as both traditional and more current methods fail to involve the learner in the learning process, authentic materials are believed to enliven the classroom, being a powerful motivating factor, by providing motivation through enjoyment (Kaprova, 1999). It seems that authentic materials are the perfect means that can create opportunities for learners’ participation. The use of authentic audio visual materials leads to greater interest and variety in the material that learners deal with in the classroom. As a matter of fact, it increases their motivation and contributes in lowering their effective filter and soliciting their active participation in activities. Furthermore, successful comprehension of authentic texts can be confidence building and highly motivating and gradually they pave the way to the learners’ autonomy just like that described by Shrum and Glisan (1994) : ‘Students process information in meaningful ways, take responsibility for their own learning and become independent learners’.

Another advantage is that listeners are exposed to how people speak, how they display hesitations, pauses, false start, topic shifting, incomplete structures and the like. On such impact of the use of authentic materials Nunan (1997, p.36) argues that learners : ‘Should be fed as rich a diet of authentic data as possible, because ultimately if they only ever encounter specially

written dialogues and listening texts, the language learning exchange will be made more difficult’.

It is now clear that the characteristics of authentic materials are totally the converse of the non-authentic ones. True, genuine speech displays natural rhythm, i.e the way people speak in real-life settings.

However, the use of artificial already prepared and overly simplified material engenders perverse effects on the learners’ communicative competence. Students exposed to such kind of materials may be upset or completely lost when faced with the ordinary situations where only the genuine language is used.

In addition to this, and as mentioned in Little et al (1989), the introduction of authentic audio visual materials serves three important functions, enhancing motivation, promoting language acquisition and contributing to language immersion. Moreover, authentic materials reflect the culture and sociolinguistic background of the target language. A knowledge of such cultural aspects gives the learner an awareness in his communication acts. Communicative competence is not limited to the mastery of grammar rules together with lexicon it is knowing when and how to speak i.e appropriateness. A sentence might be grammatically correct and acceptable but inappropriate to the context.

To sum up, we can say that authentic audio visual materials are valuable sources of instruction and information for the learners by keeping our students’ knowledge updated. At any rate, the field of materials and materials development remains a challenging one because of the students’ ever changing needs.

1.12.1. Disadvantages of Using Authentic Audiovisual Aids

Despite their multiple benefits, audiovisual aids have certain drawbacks in educational settings. Technical issues like malfunctioning equipment, poor sound quality, or software glitches can disrupt lessons or presentations. The cost of acquiring and maintaining quality AV tools can be restrictive for schools with limited budgets. There is also a risk of over-reliance on AV tools, which could reduce interaction, spontaneity, and critical thinking among students. Furthermore, AVAs might divert attention away from the main message rather than enhance it. Accessibility poses another challenge, as individuals with visual or hearing impairments may not equally benefit from these aids. Effective utilization often requires specific training that not all educators have or can find time to undertake. Audiovisual materials may limit flexibility since pre-prepared content cannot easily be adjusted based on audience feedback or classroom

dynamics. Lastly, environmental factors such as the need for darkened rooms or consistent power supplies can constrain their use in various settings.

1.13 Criteria for Selecting Authentic Audio-Visual Aids

To choose AAVMs, the focus should be on selecting materials that are actually used in the real world. Consider the following four factors: authenticity, accessibility and appropriateness, applicability and adaptability.

- ✓ **Authenticity:** The selected material should serve communicative goals.
- ✓ **Accessibility:** The material should be easy for the learner to understand and suitable for the teacher.
- ✓ **Appropriateness:** It should suit the learner's age, level, needs and interests.
- ✓ **Applicability:** It should suit the teaching context and makes the objectives attainable.
- ✓ **Adaptability:** It should be adapted to the learners' level, needs and interests.

1.14 Definition of Listening Skill

Everyone agrees that hearing is one of the most crucial abilities in learning a second language in the modern world. It can be improved with practice, and it is crucial that students are given appropriate listening resources when learning a second language.

According to Rost(2002), listening in its broadest sense, is a process of receiving what the speaker actually says (receptive orientation); constructing and representing meaning (constructive orientation); negotiating meaning with the speaker and responding (collaborative orientation); and creating meaning through involvement, imagination and empathy (transformative orientation). From this definition we can resume that listening is the process of receiving spoken language, and the process of obtaining meaning and negotiating it with the speaker.

For Sara Lundsteen(1979, p.xvi)), listening is the process by which a spoken language is converted to meaning in the mind. She agreed that listening is reacting to spoken language, just as reading is responding to written language (ibid, p. 8-9). From Lundesteen's definition we can extract that listening is the transformation of a spoken language from the mouth of the speaker to the ears and the mind of the hearer.

Dorris Lee (1979) has a different view toward listening, he argued that listening is paying attention to the spoken language in such a way that the individual gains meaning efficiently and deals with it effectively. That is to say, the main focus during the listening process is to construct meaning and to be able to use this meaning properly.

1.15 Listening Comprehension

An unseen, dynamic, and intricate cerebral process is listening comprehension. The context and goal of the hearing should be taken into account by the listener in order to have proper listening comprehension. Because the meaning of some words changes when the stress or intonation is not pronounced correctly, listening comprehension requires the listener to distinguish between sounds, stress, and intonation in order to understand the exact meaning. Additionally, the listener must comprehend the vocabulary and grammar of this language in relation to the speaking context. Listening comprehension can be defined as the capacity to comprehend the language or speech being heard, rather than merely hearing what is being said.

Teaching listening comprehension as a module is found in the Caneva which is an official document administered by the Ministry of Higher Education, it includes the English syllabus content and the listening comprehension and oral expression module contains the course objectives of the module and the subject contents of both listening comprehension and oral expression with the assessment.

1.16 Elements of Listening Comprehension

Listening comprehension is an active process that includes five elements, which are: hearing, deciding, comprehending, responding, and re-calling. These elements are vital to the activation of strong listening comprehension abilities.

The first element hearing is the physiological part of listening. It is the process by which voice waves arrived at the ears. The sense by which a person hears. Hearing will function better if it is supported by using videos.

The second element is deciding. From a very wide range of spoken language within a lecture for example, the student should select which part from this language he is interested in, or he is going to listen to.

The third element is comprehending, within it the listener starts to make sense or starts to create meaning from what he already select from a specific spoken language. Student's listening comprehension abilities will be increased if the teacher provides visual aids like videos, because videos stimulate the listening comprehension since it provides real situations and conversations; students will see and listen at the same time; they will have illustrations about the topic being discussed or explained.

The fourth element is responding. Is the student's reaction to the subject being listened and discussed? This reaction can be verbal, for example, the student can say that: it is very clear, or he can say it is understood. Alternatively, it can be nonverbal; the student use paralinguistic features; for instance, while he is listening and watching a video, when he understands something he moves his head up and down. Responding is a way to show that the listener comprehends the message.

The fifth and the last element is re-calling. Is the student's ability to invoke the language being listened to. It is to remember the information that the student listened to. The message is easy to be re-called when the teacher used videos in the while listening stage, because if the student could not remember the words, at least he could remember the actions, pictures, events or the movements which will help him to invoke the central idea.

1.17 The importance of listening

An important receptive skill, listening comprehension is a useful strategy for listening in both classroom and real-world settings. Listening is an active activity that involves making sense of, evaluating, and reacting to what is heard; it goes beyond simply hearing the words.

The importance of listening has changed throughout time, and although listening was previously perceived as the ignored skill and it was regarded as a "passive" skill, researchers then starts to realize the importance and the role of listening in comprehensible input Krashen (1982) . According to Scott and Ytreberg (1994) listening is the initial skill that is achieved by children mostly, if they have not taught to read yet. Also Rivers claimed that

Speaking does not of itself constitute communication, unless what is said is comprehended by another person [...]teaching the comprehension is therefore of primary importance if the communication aim is to be reached...listening comprehension is not a skill which can

be mastered once and for all and then ignored while other skills are developed

In addition to that, Rost (1994) stated that listening comprehension is very necessary in foreign language instruction because of various reasons, and the most substantial reason is that listening is a process by which learners acquire the input, and without understanding it the process of learning cannot occur.

Listening skill can supply much information and input learners extradite in second language learning, and responsive awareness of language form, by which learners integrate new words forms into their developing communicative competence.

Learners' listening skill is primary channel of language learning. According to Pokrivcakova (2010, p .61) listening is a receptive communication skill which provides the aural input as the basis for development for all remaining language skills. By developing their ability to listen well, learners become more independent as by hearing accurately they are much more likely to be able to interact in a foreign language effectively.

1.18 Integration of listening with other skill

Although listening comprehension is the main foundation of the learning process, it cannot be addressed alone; rather, it requires the assistance of other microskills (speaking, reading, and writing) to form the overall framework. The learning process will be successfully completed with the participation of the four language skills.

Although listening comprehension has alternative role in acquiring second language. Yet, it is important to show that the use of other micro skills in this process is indispensable, for the reason that students are in need for this language skills when they are facing different kinds of tasks and exercises. The four skills should not be treated as distinct and isolated cognitive domains, because each feeds into the other complementary.

According to Bahns (1995), cited in Lynch (2009), 'As the time of teaching listening is to prepare the students for real life social interaction, it is imperative that developing listening is seen in combination with developing speaking' (110). This supports the idea that speaking and listening are closely related and function simultaneously inside and outside of the classroom. The goal of their integration is to improve effective oral communication. "Listening is important for speaking because it establishes the good basis for successful communicative

exchange," claim Bueno, Madrid, and McLaren. In other words, a proficient speaker is one who listens to spoken language and comprehends what is said in order to provide accurate responses.

For communication to occur, both a learner and a speaker have to take role in it through a verbal interaction, and here a turn taking is taking a place where the listener acts as a vital speaker (verbal reaction) and the speaker acts as alerted listener.

There is a positive correlation between listening and other language skills. Morris and Leavey (2006) conducted a study that demonstrated that listening education enhances awareness. Furthermore, two further studies (Badian, 1999; Bergman, 1999) show that teaching listening skills to middle school learners enhances their reading comprehension. Additionally, a research by Bergman (1999) demonstrates that simultaneous reading and listening to short stories enhances students' reading comprehension abilities.

The four abilities must be integrated for effective communication; none of them should be evaluated separately because they all overlap. Actually, combining speaking and listening with reading and writing will improve the students' abilities as speakers, writers, readers, and listeners, which will inspire them to communicate more successfully.

1.19 Active listening

To be more precise, active listening is listening with a purpose by paying close attention to the speaker rather than just hearing what they have said. It entails taking in and analyzing auditory stimuli and deriving meaning from the sounds. Active listening is a skill that can be acquired and improved through practice. Active listening occurs when the listener hears the message sent by the speaker, understand its meaning and then responding appropriately; it can be verbal or non-verbal.

1.20 Characteristics of an active listener

Being an active listener is considered as a difficult task especially for those who don't have patience to listen to what other people have to say. There are some characteristics that helps the listener during the process of listening to a conversation which are: making eye contact while listening to the speaker, which improves that the listener is paying attention to the speaker and engaging in the conversation. Another step is taking the listening position by sitting in a restful way where the speaker is. In addition to this, the listener has to paraphrase the message of the speaker; in this way the speaker will notice that the listener is following, and he/she understands

what the speaker has said. Also the listener has to ask questions to illustrate what he/she don't understand by asking open ended questions and avoid closed questions, and the listener has to make some comments and answers questions when the speaker stop talking without interrupting him/her , the listener also has to stick to the same topic that the speaker is talking about because if he/she change the topic, this will shows that the listener weren't listening or he/she is not interesting to what the speaker is saying at all. Moreover the listener should give an appropriate feedback (paraphrasing or asking question) as a reaction to what the speaker has said, for the listener it is better to use a body language and facial expressions which helps him/her to prove that he/she is really engaging in the conversation, the listener also, has to control his/her emotions by listening carefully then responding in a respectful way. Finally the listener should listen with openness by listening in a supportive way without making a judgment or having a stereotype about someone without even listening to him/her.

1.21 Teaching listening skill

Comprehending a spoken discourse can be accomplished through two distinct processes: Top-down processes and Bottom-up processes. Harmer (2001, p. 201) claimed that:

In metaphorical terms this can be linked to the difference between looking down on something from above- getting an over view- and, on the contrary, being in the middle of something and understanding where we are by concentrating on all the individual features. It is the difference between looking at a forest, or studying the individual trees within it.

Harmer explained in his speech two different ways of understanding something. Looking from above (like seeing a foesr) represents a broad, genaral overview, while being in the middle (like studying individual trees) represent a detailed, focused understanding of specific parts. It highlights the contrast between big-picture thinking and close, in-depth analysis.

1.21.1 Top-down process

Top down listening happens when we activate our prior knowledge in order to help us make sense of what we are hearing. This lesson offers some activities you can do to help your students master top down listening .That is what is Jeremy Harmer (2001,p. 201) argued that “in top-down processing the reader or listener gets a general view of the reading or listening passage by, in some way, absorbing the overall picture”. During this process, students are required

to use and understand background knowledge. The meaning of the message; knowledge of this background is the topic itself, or simply in the form of a schema. Wilson (2008) believed that “if the learning situation is familiar to the listener, they would do so. Easy to understand and predict the next task”. In another words, top down processes can occur in the pre-listening stage as a reason to stimulate student’s minds. Organizing an activity or explanation will help students to get an idea about the subject they are going to discuss, and will help them to retrieve any information they already know about the topic. Thus, this will increase student’s interest in the topic they will listen to.

1.21.2 Bottom-up Process

Learners need a large vocabulary and a good working knowledge of sentence structure to process texts bottom-up. In the same sense Harmer (2001) stated that „the reader or listener focuses on individual words and phrases, and achieves understanding by stringing these detailed elements together to build up a whole.” Students understand each word, phrase, sound and clauses separately, than they combine them together to form a meaningful product.

However, Wilson (2008) claimed that „the bottom-up process is analyzing the sentence from its smallest units, phonemes and syllables guiding us to reach the meaning. This process is based on separated units of a text’s language. It depends more on what is heard.” From this claim, we can say that the bottom-up process is to dissect every single element found in a sentence in order to get the right meaning.

Besides the recognition of the linguistic elements, memory is another fundamental factor within the bottom-up process. Byrnes (1984) identified listening comprehension as a highly complex problem solving activity that can be broken down into a set of distinct sub-skills. Two of these skills were the recognition of components parts of the language(words, verbs, groups, simple phrases) and memory for these elements one they have been recognized.

One can deduce that, students must save the recognition of the linguistic elements longer in the short term memory in order to be able to explain or interpret the language or the passage to which they are listening. For example, if a teacher equips his course with a video which talks about the target topic than the topic, the words, the stock longer in student’s short and long memory thanks to the clear language and the gestures found in the video.

1.21.3 Teaching listening through the use of video techniques

Technology is a major help in teaching second languages, and when videos are used in the classroom, students may see and hear at the same time, giving them the chance to learn more information while they listen.

Teaching listening via videos can be done through the use of three types of activities which are viewing activity, playing only the beginning and producing a film. Viewing activity is the first type in the process of teaching listening through the use of videos, and it can be said that this activity is the easiest one to be done by the teacher because he/she will just play the video for the students then sit back, and after a period of time the teacher will stop the video which the end will not be shown, so that students will be familiar only with the beginning of the video and the aim here is to encourage the students to imagine on end for the previewed video. Stempleski and Arcario (1992) claimed that in the viewing activity students will not only listen to the video but also they have to summarize the content of the video, in other words students will have a general idea about the video and this will help the teacher to develop the learner's listening comprehension. Second type of teaching listening using videos is to play only the beginning of the video, in this activity the teacher can play the video in different ways such as, showing images, sounds, and locations separately. This type is somehow similar to the first one, the difference is that in this type students will watch only the beginning of the video while the rest of it will be anonymous and then the students will be expected to guess the coming scenes of the video, also the teacher can play the video in sections if he/she is able to identify where the video has to move or stop in particular scenes, the most important thing that the teacher has to do is to watch the video previously so that he/she will be able to control the video effectively. However if the teacher notices that his/her learners cannot expect the rest of the video, he/she can simply ask questions that help them to predict what they will see later on. By the end students will not only watch the video but they have to listen well and participate orally, so that using videos can help learners in acquiring the language. Making a film with the students is the final way to teach listening; in order for the students to know how to use video recorders when they are making a film, the teacher must teach them how to use them before they begin. According to Sherman's (2003) perspective, students must write a script, assemble a team of performers, directors, and cameramen to play the script, and then perform the film. Students can utilize a video recorder to assess their own work. Since the group can have up to twenty members, the teacher is unable to rectify everyone's errors, so students must fix their own problems.

In conclusion, using videos to teach listening improves students' listening skills because they focus more on the video and attempt to guess the missing parts, which motivates them to actively participate. The classroom will also be a relaxed and enjoyable place for the students.

1.22 Role of the teacher

Wilson (2008) suggested eight roles a teacher can perform during a listening comprehension session or activity; these roles are: a teacher as a tailor, as a standup comedian, as a sleath, as an engineer, as a spy, as a doctor, as a firefighter, as a tour guide.

As a tailor, a teacher must supply listening materials appropriate for each student's level. When students encounter challenges, the instructor must provide a tool that is appropriate for their skill level. The most effective tools for working with all students, regardless of their characteristics, are visual aids, particularly films. Students' listening comprehension skills can be enhanced with the help of these videos. Numerous videos on the subject that the students will be listening to can be brought by the teacher. The instructor does stand-up comedy. Here, the teacher's job is to exert influence over his students by demonstrating his increasing expertise in the subject, his reliability as a source of advice, and his superior knowledge of the subject.

He can demonstrate his expertise in front of his students by, for instance, asking Have you seen the "to be or not to be" video? This will pique students' interest, and they will either go look for the video or ask the teacher to show it to them. They will thus be able to see and hear simultaneously, improving their listening comprehension skills.

The teacher as an engineer. He should know how to manipulate the equipments he is using in order to help his students. In the case of using videos to develop his student's listening comprehension abilities, he must know how to record videos, how to play it and how to take attention to sound while recording. The teacher as a spy. He must watch his student's behaviors in order not to make them loose interest. The teacher can analyze their behaviors

The teacher as a doctor. He should diagnose the difficulties the students face while listening. Are they the cause of unknown vocabulary, strange accent and dialect, or the cause of fast speech ? Teacher as a firefighter. Here the teacher interferes to help his students if something goes wrong; when the listening passage or the material being watched is difficult. The teacher as a tour guide. After finishing listening, the teacher stresses and emphasizes what is interesting for his topic and his purpose, and ignores what is not interesting.

1.23 The role of the learner:

The process of listening involves two participants: the instructor, who speaks the most, and the student, who spends a large portion of his time listening to the teacher. The secret to success, however, is for both parties to accept their responsibilities. It is clear that the teacher's role is crucial and that he or she must impart knowledge to students in an accurate and correct manner, but a teacher cannot accomplish much improvement on their own; rather, the teaching process will be accomplished with the students' cooperation.

It makes sense that a good student is more than just a good listener, and a good learner must take some responsibility for learning how to listen. This can be achieved when the learner realizes that the teacher is not the only source of information. The learner will then begin creating his or her own educational plan by interacting with the tasks and activities that the teacher assigns and by selecting appropriate learning strategies that work for him or her. Similarly, this can be done by working in groups and attempting to solve problems with the teacher's assistance, of course.

Nowadays, the learner's position in the classroom has entirely shifted from that of a passive recipient to that of an active participant, therefore teaching listening requires the participation of both teachers.

1.24 Stages of listening comprehension

When teaching listening comprehension lessons we go through three phases:

1.24.1 Pre-listening stage

In pre-listening stage, according to Wilson (2008) teachers give students an over view about what they are going to do before starting listening. Teacher is asked to stimulate student's schemata to help them anticipate the content of what they are going to listen. The activation of schemata can be done through brainstorming; which means eliciting and generating numerous ideas from the central idea. Or through using visuals like videos, which have relations with the listening passage. Another beneficial way of activating schemata is using the vocabulary or the texts students already know. In addition, using real world situations can help students to predict the organization and the development of the listening passage. Secondly, teachers have to free his students by letting them give their opinions and ideas about the topic.

1.24.2 While listening stage

The stage in which kids are practicing listening is known as the listening stage. Instructors offer a series of exercises. It concerns the tasks that students are required to complete while listening, taking listening comprehension into account. The goal of this stage is to assist pupils in strengthening their capacity to infer meaning from spoken language. Wilson (2008) states that although students must listen to the material at least once, for example, to understand its main ideas, teachers and students might arrange further chances for listening for specific information or other specifics. To evaluate, confirm, or respond to a specific query, the input can also be heard again.

1.24.3 Post listening stage

Post listening stage, Here students much what they heard with their previous knowledge; ideas and experiences. In this stage, the listening practice is done, students will move to another task to accomplish.

1.25 Types of listening comprehension

Poor listening skills are the biggest contributor to poor communication, and in order to be a good listener, the learner has to use different types of listening for many purposes, because with every different situation, the way you listen requires a different approach.

1.25.1 Discriminative listening

Discriminative listening is listening with the intention of delving into meaning by being aware of tone, pitch, body language, and other elements that are apart from the spoken words. The most significant kind of hearing is discriminative listening as it forms the foundation for the other four. To differentiate between verbal and nonverbal messages, it is the process of learning to discern sounds and become sensitive to nonverbal communication. Since communication happens via communication, listening is both an aural and visual effort. However, it also requires the ability to distinguish between body language that conveys distinct meanings.

1.25.2 Informative listening

Informative means giving information, the Latin root of informative is the word “informat”, which means to form, educate or instruct. Informative listening is a type that

involves the listener being actively engaged in a conversation with the attempt to receive and understand the information from what is being said, as when students attend a classroom lecture. Informative listening is one of the primary ways to achieve learning, and the ability to comprehend the speakers' message.

1.25.3 Appreciative listening

Appreciative hearing is defined as listening for pleasure or amusement; in other words, it involves paying attention to sounds for enjoyment and being perceptive of the thoughts, feelings, and pictures that are influenced by the words that are heard.

Appreciative listening can be practiced for a number of reasons, including: A listener may be reminded of good memories by prior events that influence listening, such as hearing a narrative, seeing a movie, or listening to music. The second reason is that nobody likes to hear about something or someone that makes them angry, therefore if the speaker's presentation is engaging, the audience is likely to want to hear more.

1.25.4 Relation listening:

Relation listening is a form of therapeutic listening because the listener's goal is to comprehend or feel what the speaker is saying in order to establish a solid rapport. For example, listening to a friend who is struggling and needs support is an example of relation listening. Remaining silent.

Listening intently, staying on topic without shifting it, and refraining from talking about oneself while ignoring the speaker are all essential components of relation listening. Other behaviors include being present, sympathetic, and supportive of the speaker

1.25.5 Critical listening:

Critical /evaluative/interpretive listening is to understand the specific meaning of an expression within its social and cultural context. Critical listening also defines as the ability to listen critically, i.e. listening to a message that requires a critical response by checking the speaker's authority and validity.

1.26 The Complexity of listening process

Since listening comprehension is a complex process, students will face many obstacles in their way to listening to any kind of spoken language. Douglas Brown (1994) listed eight factors of listening comprehension difficulties.

The first factor is clustering. Because of human mind memory limitations, students need to divide the speech into minimal groups of words, for example dividing the spoken language into simple clauses or words in order to hold what they hear facilely.

The second factor of listening comprehension difficulty is redundancy. Any spoken language has a great deal of redundancy; for instance it includes repetition and elaboration. In fact, if students are not aware of this redundancy, their listening will be weak, and the vise versa.

The third factor is the reduced forms, which means, the speaker minimize the language while he is speaking. For example, in morphological reduction the speaker say „I’ve“ instead of „I have“. This reduction or minimization confuse learners especially beginners because they have not exposed to full forms of English language.

The fourth factor is performance variables. This factor includes: hesitations, false starts, pauses, corrections, ungrammatical forms, in addition to different dialects. All of these elements impede the listening comprehension because most of English language students cannot notice them. Unlike when the teacher use the video aids, students can notice these elements because of the paralinguistic features performed by the speaker.

The fifth factor is colloquial language. This language consists This language consists ofidioms, slang, reduced forms and shared cultural knowledge. They hinder the listeningcomprehension, for, if someone had never heard an idiom, he could not understand it, and he could not understand the message behind the speech.

The rate of delivery is the sixth element. Because of the speaker's pauses and pace, students may have trouble listening to a particular language. Pauses can produce confusion because the listener may mix up the ideas, miss the main point, or be unable to order them. Another problem is speed; if a speaker speaks too rapidly, the listener won't be able to understand the language and concepts and won't remember much—just a few words, if anything at all.

Stress, rhythm, and intonation make up the seventh component. When understanding queries and messages, whether they are abusive, complimenting, seductive, or ironic, these patterns are crucial. The character of meaning is determined by these aspects. For example, the listener cannot grasp that the speaker is asking a question if he does not alter his tone.

The eighth factor is interaction. When students are interacting, it means they are making conversations; taking turns, negotiating, and clarifying. This requires a careful listening comprehension. If a student has a problem in interacting, this means he has problem in his listening comprehension

1.27 Utilizing AAVMs in EFL Classroom

Listening is recognized as a receptive skill critical to learning a foreign language, and it's important to foster interest in developing this ability. As Lynch (2009:93) points out, if a teacher finds a set of listening materials lacking in certain aspects, it is possible to modify or enhance these resources. This suggests that introducing authentic listening materials is crucial for improving students' genuine listening abilities in English and helping them align with the target language. Geddes and Whit (as cited in Hedge, 2000:246) offer a dual definition of authentic discourse: first, as language originally written or spoken for non-pedagogical reasons, and second, as language created for educational purposes, referring to semi-authentic text. Hedge (2000) notes that both types can offer a variety of elements, such as delivery speed, accent, and language formality. According to Martinez (2000:38), teachers should incorporate more authentic texts at all language instruction levels to engage students in activities mimicking real-life listening experiences. In summary, the objective of enhancing listening skills necessitates implementing authentic materials that contribute to strengthening learner capabilities in acquiring foreign languages.

1.28 The Impact of AAVMs on Listening Skills

Language serves as a medium of communication that enables community members to interact. Leslie articulates that successful communication requires both a sender and receiver ; spoken messages are received through listening (1999, p. 26). Learning a foreign language relies on four skills categorized into receptive skills (reading and listening) and productive skills (speaking and writing). Listening is a vital skill in language learning, often overlooked as a given. However, it is a complex, active, and challenging skill and a significant aspect of language acquisition. Therefore, many educators and researchers concentrate on enhancing this skill by introducing authenticity in the classroom.

1.29 The Role of AAVMs in Enhancing EFL Listening Skills

To underscore the importance of listening skills in foreign language learning, numerous researchers assert that incorporating authenticity plays a crucial role in developing students' listening abilities. Otte (2006, cited in Sabet, 2012) noted that exposure to audio-visual aids enhances students' listening comprehension skills and motivation. Moreover, Herron and Seay (1991, as cited in *ibid* p. 218) found that increasing interest in authentic speech results in improved listening comprehension skills. Hadley (2001, p. 97) posits that using real or simulated travel documents, hotel registration forms, labels, signs, newspapers, and magazines familiarizes students more directly with real language than any set of contrived classroom materials used alone. This means that authentic listening materials help students understand how language is used in real contexts, bridging the gap between them and the target language. Furthermore, Rost (1994, p. 141) highlights that audiovisual aids are vital tools for teaching listening because they present learners with challenges to understand language in its natural usage by native speakers. Additionally, according to Richards (2001 cited in Sabet, 2012, p. 220) audio-visual aids offer several advantages for listening skills :

- They positively impact learners' motivation.
- They provide authentic cultural information and exposure to real language.
- They better address learners' needs.
- They support creative teaching approaches. Overall, authenticity in language teaching is debated due to its positive effects on enhancing learners' listening skills to meet their needs. It facilitates overcoming difficulties students encounter and makes listening to foreign languages more engaging.

1.30 Conclusion

This chapter provides a theoretical overview of the case study. It aims to explicate the fundamental concepts employed in this research work. Particular focus is given to explaining the impact of AAVMs on enhancing the listening skills of EFL students. The next chapter will discuss the instruments and research methodology adopted in this study to collect data.

Chapter Two :
Research Design and
Methodology

Chapter Two : Research Design and Methodology.....	38
2.1.Introduction	39
2.2.Research Purpose	39
2.3.Research Questions and Hypotheses	39
2.4. Sample and Population	40
2.4.1. Teachers’ Participants	40
2.4.2. Students’ Participants	40
2.5. Research Instruments	40
2.5.1. Students Questionnaire	41
2.5.2. EFL Teacher Interview	42
2.5.3. Document Analysis	42
2.6. Data Collection and Procedures	43
2.6.1.A Questionnaire for the students	43
2.6.2.Teacher Interview	44
2.6.3.Document Analysis	44
2.7. Methods of Date Analysis	44
2.7.1.Quantitative Analysis	44
2.7.2 Qualitative Analysis	45
2.8.Research Methodology Limitation	45
2.9.Conclusion	45

2.1. Introduction

This chapter seeks to present the case study and methodology that is adopted in the present research. Actually, the current chapter is divided into many parts starting by research purpose and the research questions and hypotheses that this work is based on. Then, the different sources of data in addition to a full description of sample and population are presented and explained. Further, research instruments are tackled followed by methodology limitations that the researchers have faced. Finally, this chapter sheds lights on data collection procedures.

2.2. Research Purpose

The present study aims to demonstrate the value and function of AAVMs in enhancing the listening abilities of EFL learners. To do this, we looked into how first-year students at Relizane university view learning English by using real resources and how they think about how using them will improve their listening abilities.

We also looked into how oral expression module instructors evaluate using real materials to improve their students' listening abilities. We employed three data collection instruments in order to carry out our inquiry, address the issue, and validate our hypotheses. One of the most important was the questionnaire given to first-year English students at Relizane University. Interview with EFL teachers who were incorporating AAVMs in their teaching, in addition to document analysis as a last tool to collect data about listening skill as module and its goals.

2.3. Research Questions and Hypotheses

This study, conducted in the English Department at the University of Relizane, aims to investigate the role of AAVMs in enhancing the listening skills of EFL students. The study aims to answer three main research questions:

1. To what extent does the use of authentic audio visual aids (AAVMs) enhance learners' listening skill at Relizane university?
2. What are the main goals of the module?
3. What challenges do EFL teachers at Relizane University encounter when using AAVMs in their classes?

The above-mentioned research questions led to formulate the following hypotheses:

1. The use of AAVMs will enhance learners' listening skill
2. The module prepares the learners to communicate effectively in real situations
3. EFL teachers at Relizane University do not encounter any challengers when using AAVMs (null hypothesis)

2.4. Sample and population

The participants in this study were first year LMD EFL students at the University of Relizane. These students are chosen to be the population of this study in addition to EFL teachers who teach listening skill as module (oral expression).

2.4.1. Teachers' participants

In this study, the role of EFL teachers is to give their point of view concerning Teaching oral expression module and to find out how AAVMs enhance the students' listening skill. The total number of English teachers who teach first year LMD students in the English department at Relizane University is three teachers. All three participants hold doctorates in English.

2.4.2. Students' participants

The participants are first year LMD EFL students who are randomly selected as a sample of population for the present case study. They are divided into Six different groups during the second semester of the 2024-2025 academic year. In this study, the researchers have chosen group 3 and group 6.

2.5. Research instruments

For the sake of obtaining valid information, testing hypothesis and obtaining the information required to meet the objectives of the present study, the researchers are going to use different instruments:

- Questionnaire
- Interview
- Document analysis

Each instrument is elaborated as follow

2.5.1. Students Questionnaire

The use of questionnaire is the most convenient when dealing with large scale of data collection. It enables the researchers to collect data from a large number of subjects in a short period of time. Thus, questionnaire was determined to be the best means of investigation in this study with the first year EFL students. It was selected as source for the following reasons:

- 1) It requires minimal time from participants and provides a flexible and convenient way to participate in the study.
- 2) The number of participants is expected to be fairly large.
- 3) Participants could be assured of a certain degree of anonymity in their responses and could respond frankly.

A questionnaire is defined differently by different scholars and it is considered as the best instrument to collect data as it is easily administered and can be used to gather data from a large number of participants. Ellis (2004, p.124) state that “the questionnaire remains the best method that requires learners to self-report on some aspect of their language learning.”

The questionnaire was administered to First Year EFL students in the English department during the academic year 2024- 2025 at Relizane University. It was delivered to 57 students. The researchers tried to simplify the questions to avoid confusion and complexity so that students can easily answer the questions. Consequently, the main questionnaire types chosen for this study were varied:

- Closed questions
- Open questions
- Mixed questions

To sum up, the questionnaire consisted of 13 questions of different types: open, closed and mixed questions (see Appendix A). For instance, question number one dealt with students' point of view about the significance of listening skill in developing their level in English. This question used a cross-check question offering three choices: (“very important”, “important”, “Not really important”). According to Dornyei (2003), a good questionnaire uses a cross-check question to inform the researchers about the reliability of their respondents.

2.5.2. EFL Teacher Interview

Interview is another method to utilize in analyzing language needs. It is among the most familiar strategies for collecting qualitative data. According to McNamara (1999):

Interviews are particularly useful for getting the story behind a participant's experiences. The interviewer can pursue in-depth information around the topic. Interviews may be useful as follow-up to certain respondents to questionnaires, e.g. to further investigate their responses

Through conversation, the interviewers will collect data from individual and at the same time the interviewees will be able to discuss their main view points, perception and interpretation in regards to a given situation.

Moreover, it is necessary for the investigators to be prepared before the actual interview in order to add validity to the research. Once the interview has been conducted, the researchers need to make sure that the respondent has some basic information about the purpose of the interview.

Teacher's interview consisted of 9 questions (see Appendix B) that was designed to collect more information and in order to give opportunity for the EFL teachers to express their ideas. As an example question 1 and 2 were asked to figure out whether the collaborator is experienced teacher or novice one.

2.5.3 Document analysis

To collect more reliable data, the researchers have used document analysis as the last tool since it is viewed as "Document analysis is a form of qualitative research in which documents are interpreted by the researcher to give voice and meaning around an assessment topic" (Catherine and Gretchen 2016).

Document analysis is the systematic examination of documents to extract meaningful information, identify patterns and draw conclusions relevant to a particular research or investigative objective. This paves the way for researchers to examine

individual details within the canvas and consider the main objectives of the target module.

While analysing the researchers were based on such criteria that are related to many elements: Document, Place, Date, Teaching Unit, Targeted Module, Credits, Coefficient, Course objectives, Pre requisite, Subject Contents, Assessment

Researchers began by attempting to ascertain the nature of the document, secondly who wrote, researched or created this document. Secondly, what is the document about? Third, they asked when the document was written. Then, fourthly, they asked where did the document come from? Finally, why this document is useful for this research?

2.6. Data Collection and Procedures

In this study, the instruments were carefully selected to ensure that the necessary information for this research was obtained. Data were mostly collected for many reasons such as to find answer to the research questions and to provide evidence for the hypotheses which were formulated and to suggest some recommendations

Data collection included:

2.6.1 A Questionnaire for the students

Fifty-seven sample of questionnaire were given to first year EFL students in their classrooms. After fifteen minutes, the participants finished the questionnaire and they returned it back to the researchers. Through the analysis of the answers of this questionnaire, the researchers might figure out and eventually formulated the suitable and dynamic interview to best serve the research.

While designing the questionnaire, the researchers paid special attention to the layout of the questionnaire in terms of fonts, spacing, and paper quality. Oppenheim (1992) argues that the professional quality of the layout can give a good impression about the questionnaire, which in turn affects the quality of the responses.

2.6.2. Teacher Interview

During the interview. First, the researchers introduced themselves and explained the goal of the interview. Second, specific questions about the English teaching experience had been asked. Moreover, the interviewees had been informed that their opinions about the subject were extremely valued.

Then, the interview answers were transferred into qualitative data which could summarise the major ideas of these teachers views in addition to their knowledge and suggestions toward the impact of AAVMs in enhancing EFL students listening skills and the challenges they encounter when using these aids course. Consequently, the researchers gained a closer insight about the teachers' perceptions.

2.6.3. Document analysis

The Document analysis that was conducted in this research work allows the investigators to analyse the main goals of the listening comprehension skill's module (Caneva). It should be noted that document analysis will only be used to gather more information to answer the second research question. Fortunately, the administration of the English department at the University of Relizane agreed to take part in this study and provided the researchers with Caneva and with useful information about it.

To conduct an effective document analysis, the focus was placed on questions and criteria related to the target module in the caneva.

2.7 Methods of Data Analysis

In the current research work, both quantitative and qualitative analysis were used.

1) Quantitative Analysis

Quantitative analysis had been used to analyse first year EFL students questionnaire to quantify their answers and contribute to investigate to what extent does the use of authentic audio visual materials (AAVMs) enhance learners' listening skill at Relizane university. The quantitative data had provided the researchers with the numerical data.

2) Qualitative Analysis

Qualitative analysis was used in the EFL teachers' interview and also in the Document analysis. This kind of analysis had contributed a great deal to this study since it permitted the researchers to get information about the main goals of the module and about both EFL teachers' challenges when using AAVMs.

To make the results easier to understand, the researchers decided to use tables, pie charts and bar charts to provide simple and clear explanations. These were created based on responses to a questionnaire completed by first-year EFL students. Finally, the teacher interview questions and document analysis were discussed and interpreted descriptively.

2.8. Research Methodology Limitation

In this study, the investigators encountered many difficulties when collecting data. Firstly, most of the respondents focused on the open-ended questions and ignored the open ones. They completely refused to share their ideas and viewpoints with the researchers.

2.9. Conclusion

In this chapter, the researchers present the research design and the instruments, as well as the data collection methods, which were employed to gather the necessary data to provide satisfactory answers to the research questions and thus confirmed or disproved the formulated hypotheses. The methods used to emphasise the data have also been discussed, in which the researchers attempt to highlight the chosen sample.

Chapter Three: Data Analysis, Interpretation/ Explanation and Recommendation

Chapter Three: Data Analysis Interpretation and Recommendation.....	46
3.1.Introduction	47
3.2.The Students' Questionnaire Analysis	47
3.3.Teachers Interview Analysis.....	59
3.4.Document Analysis	62
3.5.Suggestions and Recommendations	64
3.6.Conclusion	65

3.1 Introduction

The first part of this chapter is concerned with analysing the findings. This will begin with an analysis of the students' questionnaire, followed by an analysis of the teachers' interviews and document analysis. The second part is about interpreting the collected data. Finally, we will provide a conclusion summarising the entire chapter. In sum, the current chapter tries to provide answers to the three research questions that lie at the heart of the investigation and confirm or disconfirm the hypotheses.

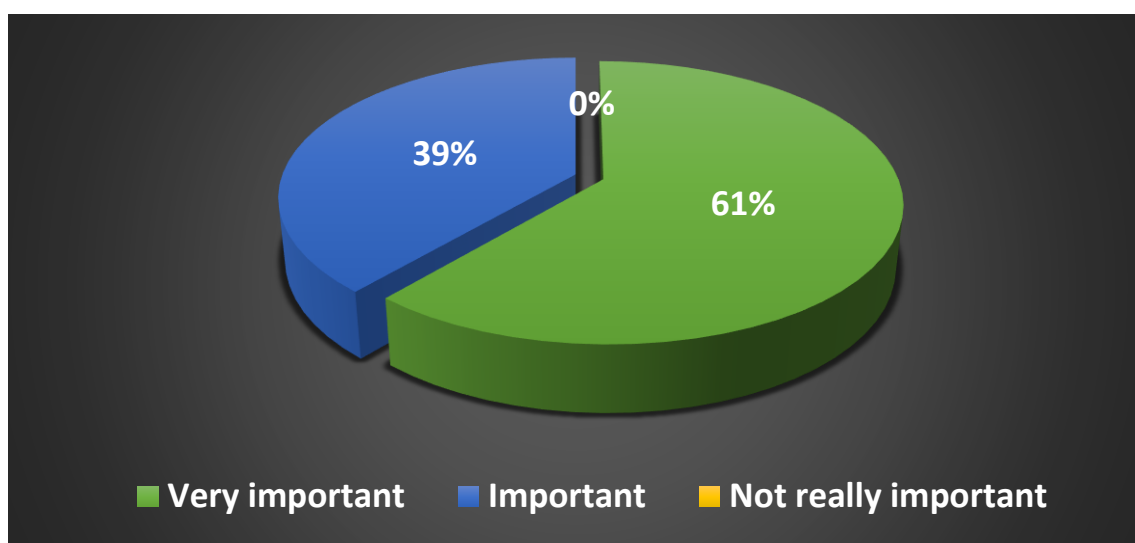
3.2 The students' questionnaire analysis

Section one: student's attitudes towards learning listening skill

- 1- To what extent do you think that listening skill is important in developing your level in English?

Possibilities	Repetition	Percentage
Very important	35	61%
Important	22	39%
Not really important	0	0%
The total	57	100%

Table 3.1: The importance of listening in developing English level



Pie-chart 3.1: The importance of listening in developing English level

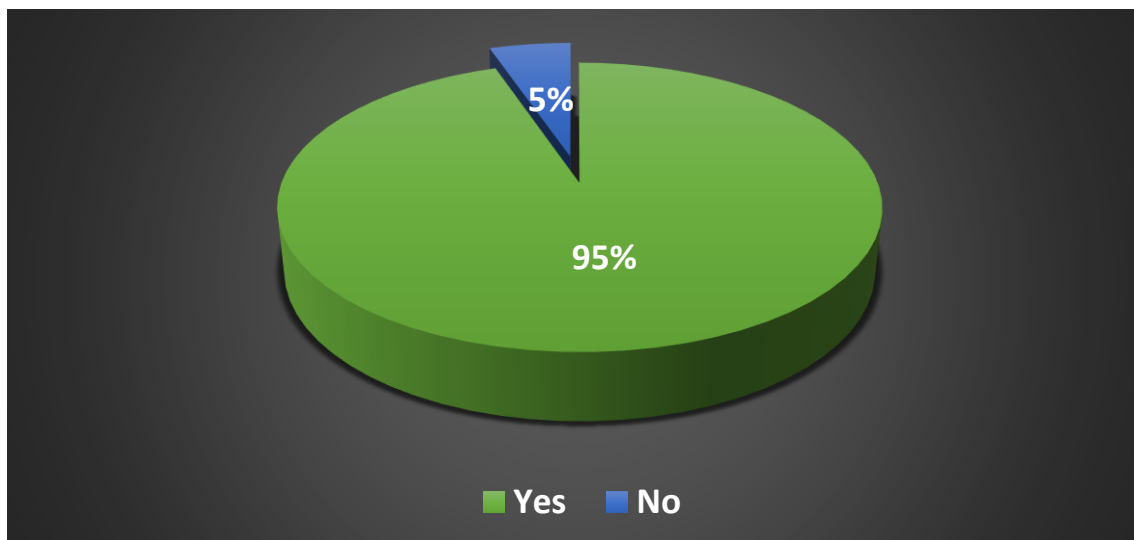
From the figure above, we notice that out of 57 participants, 35 (61%) said that listening is very important, whereas, 22 (39%) declared that it is important, No one said that it is not really important

This results show that students are aware of the important of listening in their learning process.

2- Do you like listening to English native speakers?

Possibilities	Repetition	Percentage
Yes	54	95%
No	3	5%
The total	57	100%

Table 3.2: Listening to English native speakers



Pie-chart 3.2: Listening to English native speakers

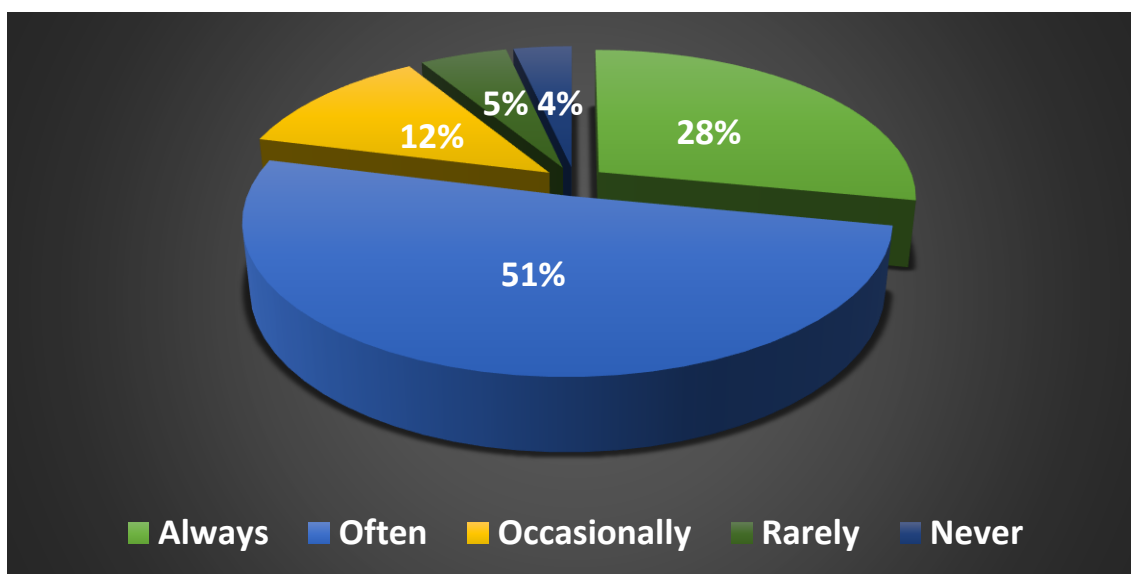
As shown from the above pie-chart that the majority of students 54 (95%) declared that they listen to English native speakers, whereas the rest 3 (5%) said No.

From the results above, we can deduce that listening to English native speakers contributes with a huge percentage in prompting students listening skill.

3- How often do you enjoy your EFL listening comprehension sessions?

Possibilities	Repetition	Percentage
Always	16	28%
Often	29	51%
Occasionally	7	12%
Rarely	3	5%
Never	2	4%
The total	57	100%

Table 3.3: Students enjoyment of listening comprehension sessions



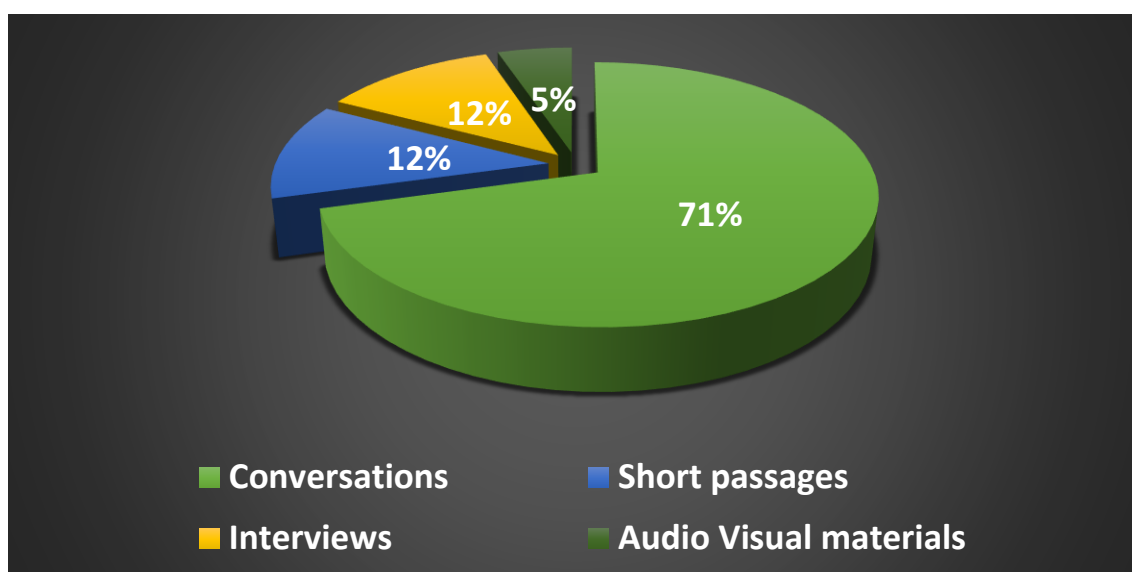
Pie-chart 3.3: Students enjoyment of listening comprehension sessions

The pie-chart shows that the majority of participants 29 (51%) said that they often enjoy listening sessions, 16 (28%) said that they always do, whereas, the rest said that they never enjoy it.

4- What kind of materials are included during listening sessions?

Possibilities	Repetition	Percentage
Conversations	41	71%
Short passages	7	12%
Interviews	7	12%
Audio Visual materials	3	5%
The total	57	100%

Table 3.4: Kind of authentic materials that are included during listening sessions



Piechart 3.4: Kind of authentic materials that are included during listening sessions

As it is noticeable in the piechart, that the highest percentage (71%) which represents 40 is conversations.

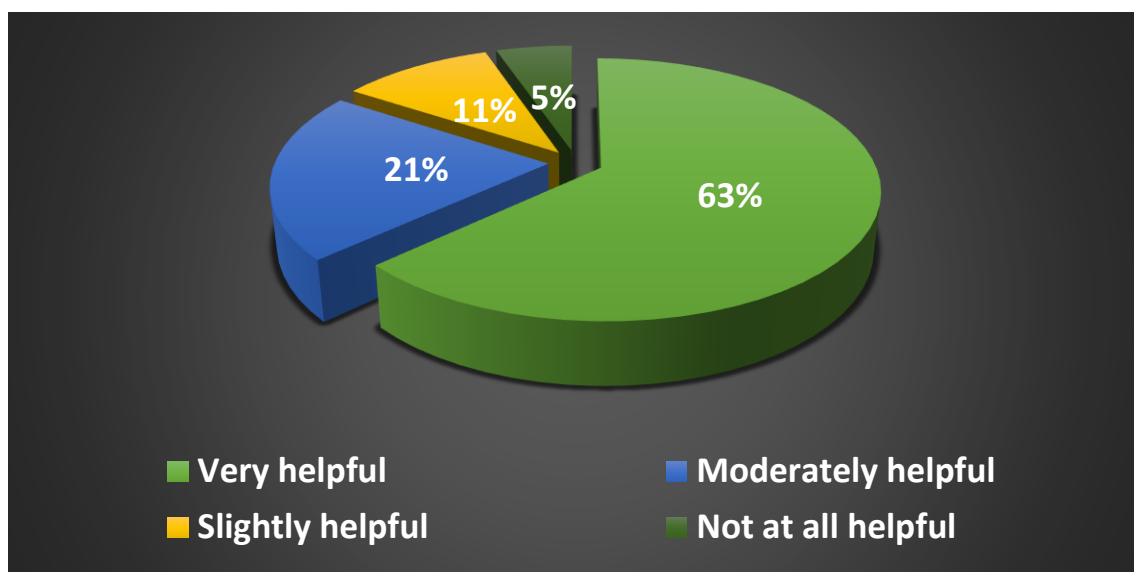
It seems to be the common and the most used teaching materials. Short passages and interviews took the second rank with a proportion of (23%), only three students answers (5%) were about audio Visual materials.

The results confirm that the conversations are the most used in listening sessions and teachers are having a tendency to use printed materials.

5- Do you think that these materials are helpful in developing your listening proficiency?

Possibilities	Repetition	Percentage
Very helpful	36	63%
Moderately helpful	12	21%
Slightly helpful	6	11%
Not at all helpful	3	5%
The total	57	100%

Table 3.5: The impact of AAVMs in developing listening proficiency



Pie-chart 3.5: The impact of AAVMs in developing listening proficiency

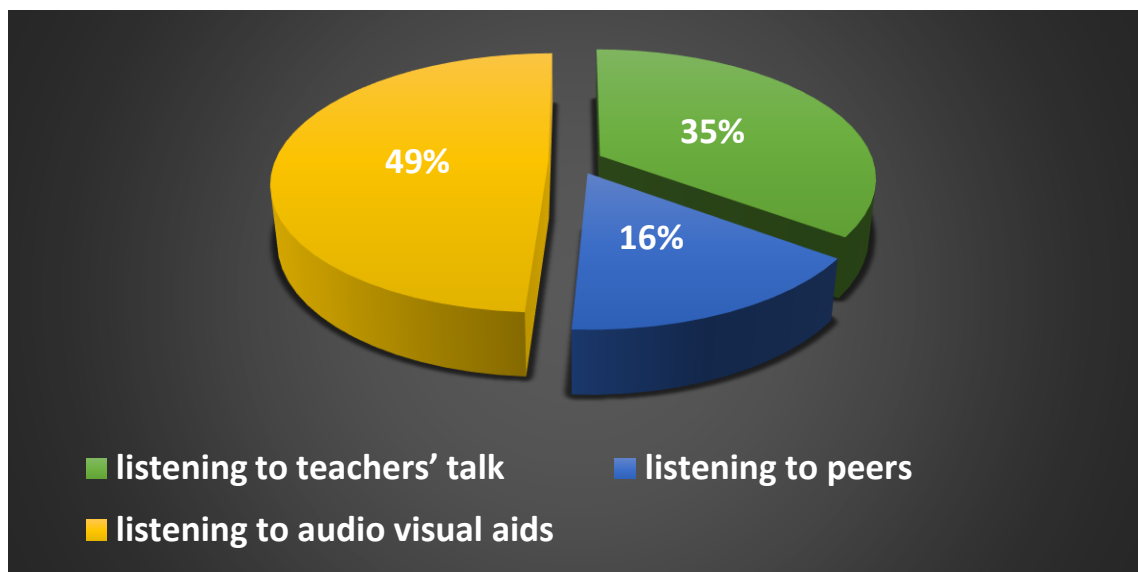
In this item, we asked the participants about the impact of AAVMs in developing their listening profile

- 36 (63%) of them said that they are very helpful and 12 (21%) said that they are moderately helpful 6 (11%) said that they are slightly helpful. However, only 03 (5%) claimed that they are not at all helpful. This refers to students accessing the language of AAVMs, as well as their positive attitudes towards using it to enhance their listening level and proficiency.

6- In your opinion what is the best way to learn and acquire the listening skill?

Possibilities	Repetition	Percentage
listening to teachers' talk	20	35%
listening to peers	9	16%
listening to audio visual aids	28	49%
The total	57	100%

Table 3.6: The best way to acquire and learn listening



Pie-chart 3.6: The best way to acquire and learn listening

The Pie-chart shows that, the majority of the participants 28 (49%) claimed, that listening to audio visual aids is the best way to learn listening.

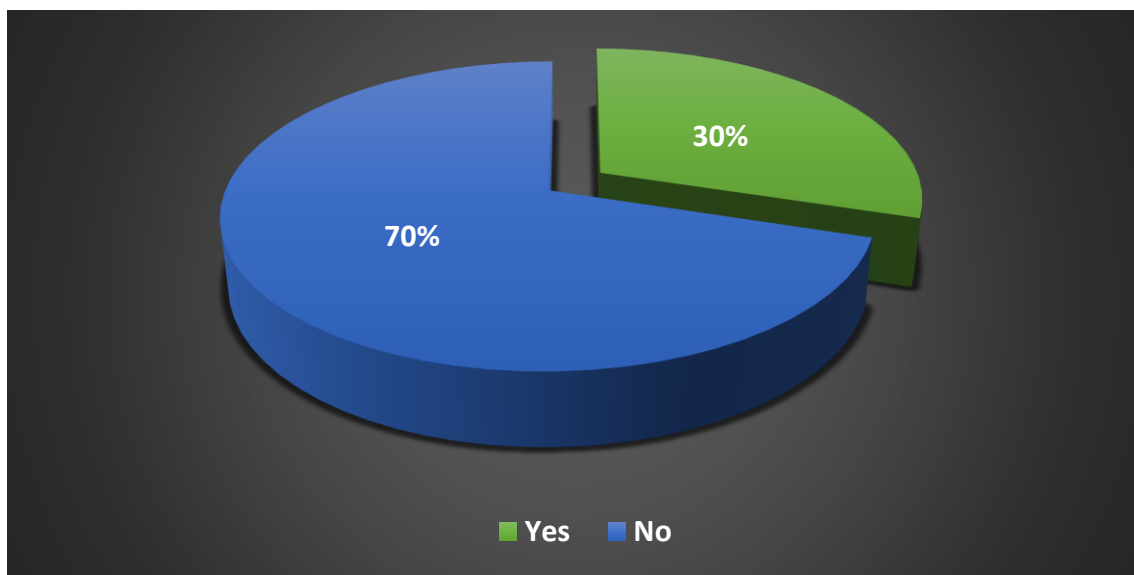
20 (35%) said that they improve their listening skill through listening to teachers talk, whereas, 9 (16%) of them said that listening to peers is effective and motivating.

Section two: Integrating AAUMs the listening classroom

7- Does the teacher use AAVA like videos, songs, inside oral expression classes?

Possibilities	Repetition	Percentage
Yes	17	30%
No	40	70%
The total	57	100%

Table 3.7: The teachers use of authentic audio visual materials in oral expression classes



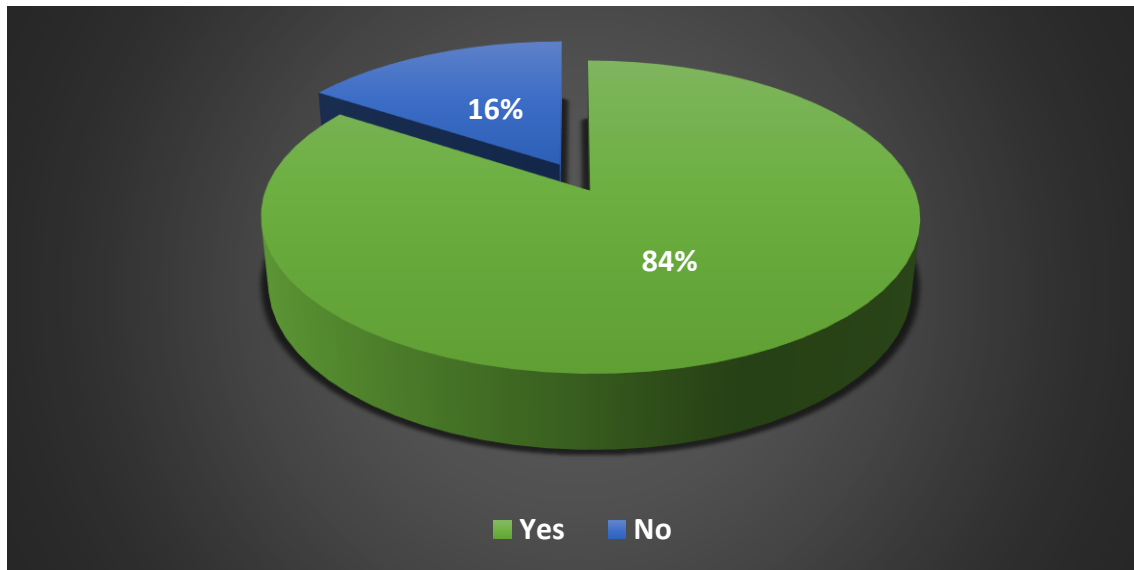
Pie-chart 3.7: The teachers use of authentic audio visual materials in oral expression classes

As it is clearly observed from this pie-chart. 40 (70%) participants said that they never use authentic audio visual materials in oral expression classes, whereas, 17 (30%) said yes they do use them in oral sessions.

8- How can you consider the difference in listening to authentic and non-authentic materials?

Possibilities	Repetition	Percentage
Yes	48	84%
No	9	16%
The total	57	100%

Table 3.8: The difference between listening to authentic and non-authentic materials



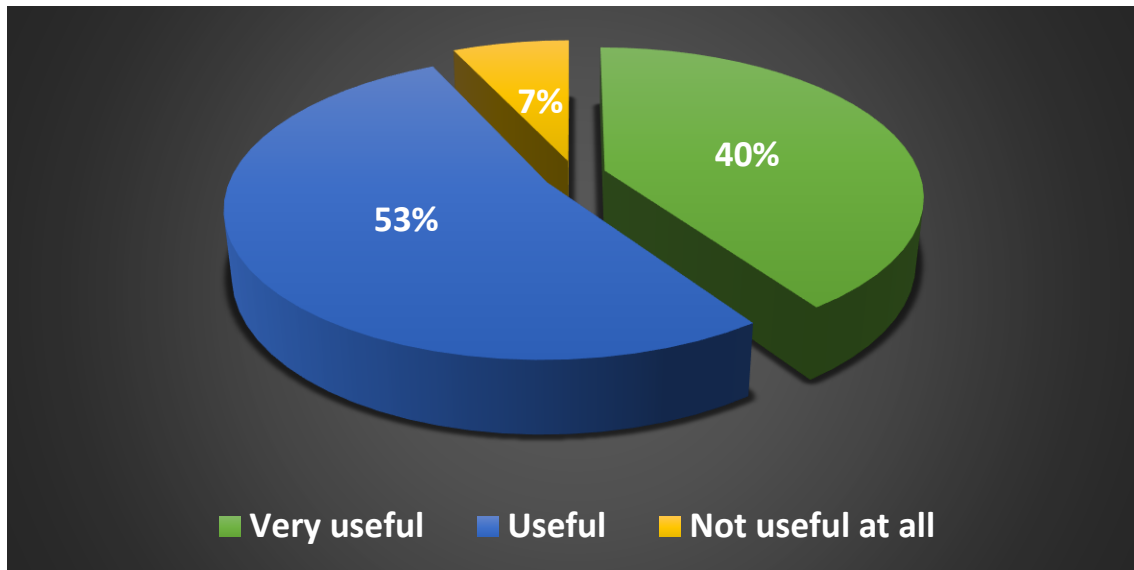
Pie-chart 3.8: The difference between listening to authentic and non-authentic materials

The majority of students 48 (84%) said that listening to authentic materials is completely different than non-authentic ones. However, 9 (16%) of them said that there is no difference. From the result above, we can deduce that listening to authentic materials is more important for them than listening to non-authentic.

9- **What do you think of learning through AAVMs in the classroom?**

Possibilities	Repetition	Percentage
Very useful	23	40%
Useful	30	53%
Not useful at all	4	7%
The total	57	100%

Table 3.9: Student's attitude through using AAVMs in the classroom



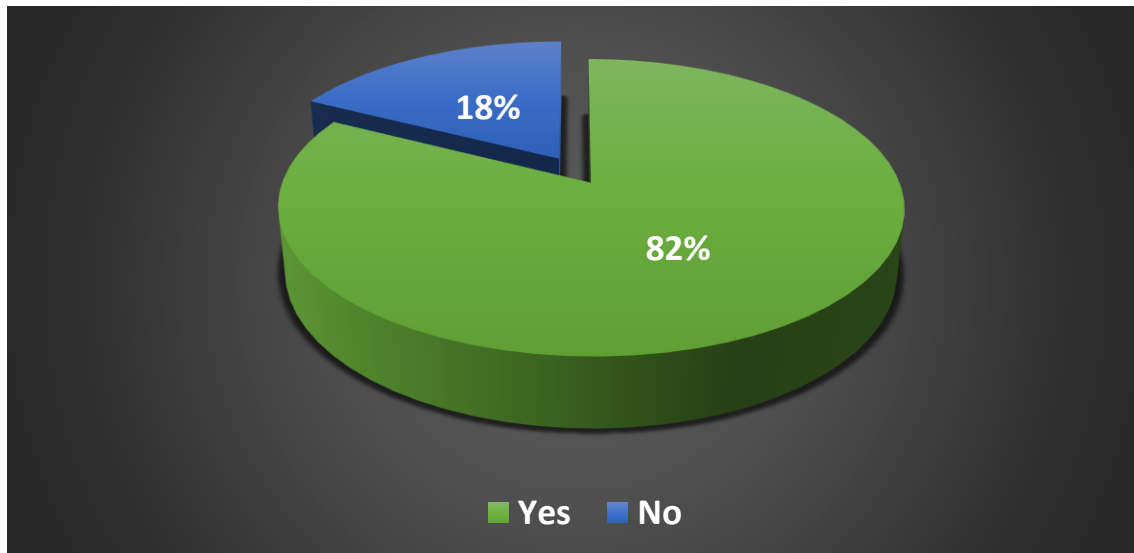
Piechart 3.9: Student's attitude through using AAVMs in the classroom

The piechart shows that the majority of participants 30 (53%) claimed that authentic audio visual materials are useful in the classroom. 23 (40%) students have claimed that they are very useful because AAVMs bring them the native language as it is in social context, However, 04 (7%) have claimed that they are not useful at all because, they contain a complex language and they said that they do not feel well when learning with it.

10- Do you think the classroom would be more motivating and enjoyable when using AAVMs?

Possibilities	Repetition	Percentage
Yes	47	82%
No	10	18%
The total	57	100%

Table 3. 10: Student's motivation when using AAVMs



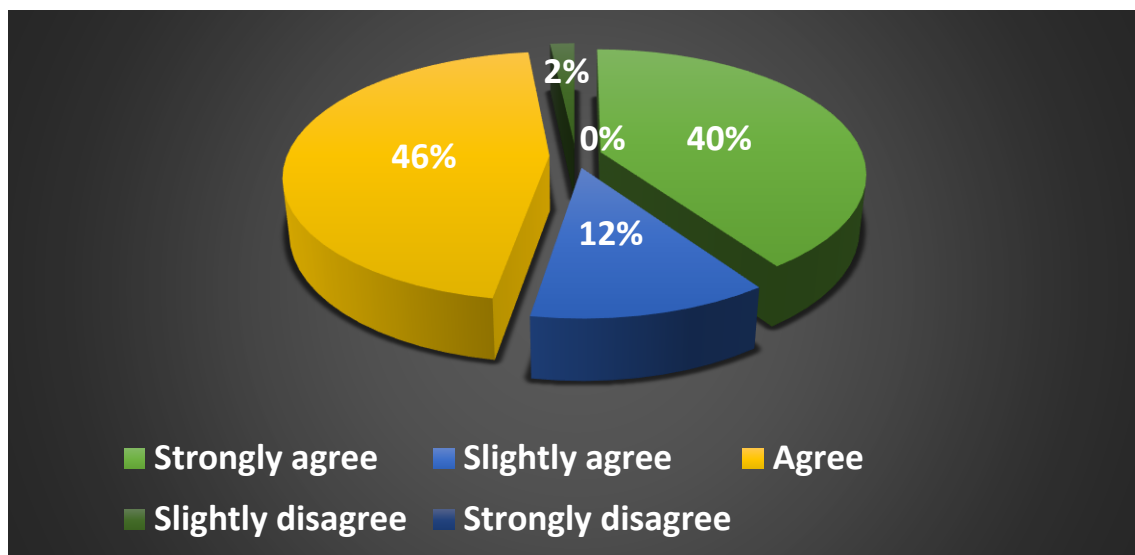
Pie-chart 3.10: Student's motivation when using AAVMs

From the above pie-chart, we can state that student's motivation when using AAVMs is undely raised. Therefore, we notice that 47 (82%) students stated that learning through using AAVMs is more motivating and enjoyable, whereas only 10 (18%) of them said that it is not motivating.

11- Do you think that using AAVMs in EFL classroom can actually improve your listening skill?

Possibilities	Repetition	Percentage
Strongly agree	23	40%
Slightly agree	7	12%
Agree	26	46%
Slightly disagree	1	2%
Strongly disagree	0	0%
The total	57	100%

Table 3.11: Students attitude towards the improvement of their listening skill through using AAVMs in class



Pie-chart 3.11: Students attitude towards the improvement of their listening skill through using AAVMs in class

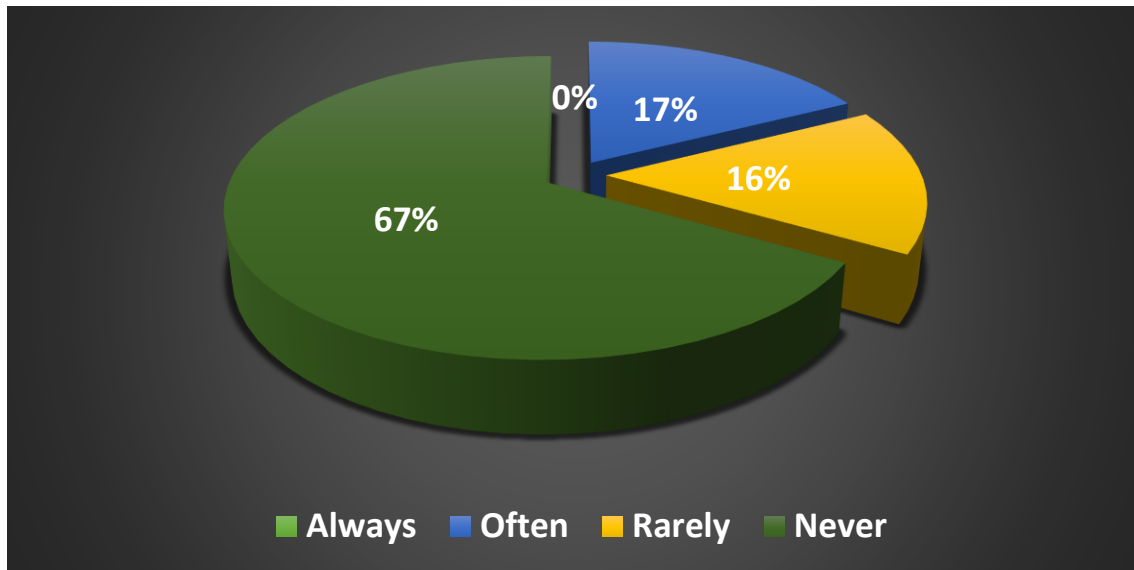
In this item, we asked the participants about the role of AAVMs in improving their listening skill in class. 26 (46%) said that they agree that AAVMs can improve and ameliorate their listening skill.

23 (40%) claimed that they strongly agree with that idea and the rest of students stated that they slightly agree with that, only one of them said that he strongly disagree.

12- Have you ever had the opportunity to benefit from the language laboratory?

Possibilities	Repetition	Percentage
Always	0	0%
Often	10	17%
Rarely	9	16%
Never	38	67%
The total	57	100%

Table 3.12: The use of the language laboratory in the learning process



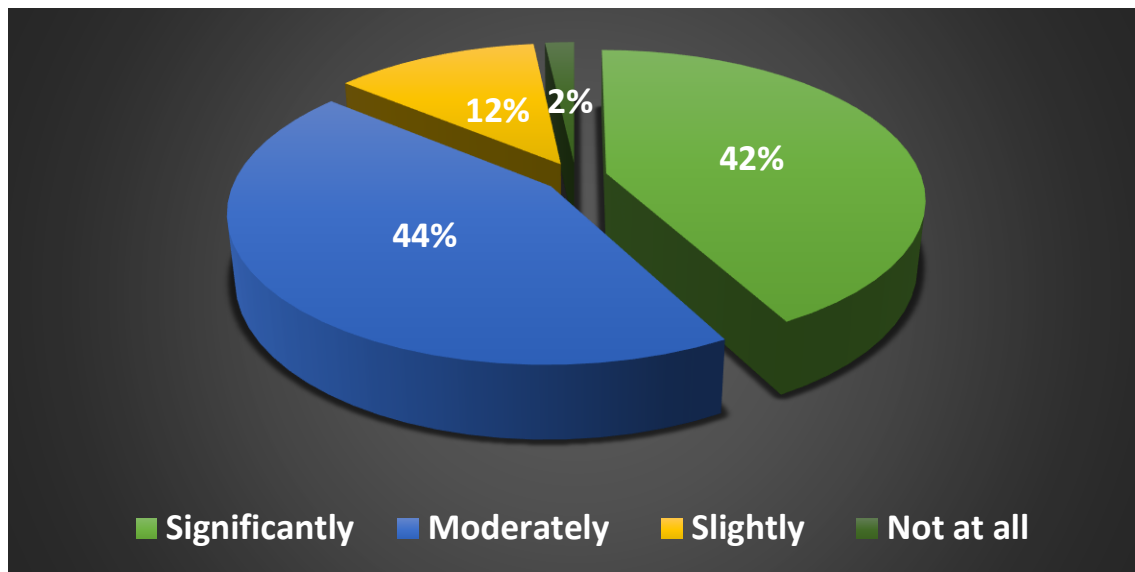
Pie-chart 3.12: The use of the language laboratory in the learning process

As shown in the pie chart above, the majority of students 38 (67%) said that they have never had an opportunity to benefit from the computer laboratory, 10 (17%) of them said that they often use it, the rest 9 (16%) said that they rarely benefit from it

13- To what extent may AAVMs impact you positively in developing your listening proficiency?

Possibilities	Repetition	Percentage
Significantly	24	42%
Moderately	25	44%
Slightly	7	12%
Not at all	1	2%
The total	57	100%

Table 3.13: Students evaluation of the positive side of using AAVMs in developing their listening proficiency.



Piechart 3.13: Students evaluation of the positive side of using AAVMs in developing their listening proficiency.

The purpose of this final question is to ask students for their feedback on the use of AAVMs in class, whether positive or negative. The majority of them 25 (44%) claimed that they moderately affect their listening proficiency and improve it. 7 (12%) of them stated that they slightly improve their listening skill. Only 1 (02%) of them said that they never improve his listening proficiency. The result may refer to the student's big challenge in learning English language listening to it.

3.3 Analysis of teachers' interview

Among the research tools that were used by the researchers to collect qualitative data in order to answer the third research question is the interview. It gathered information and viewpoints of EFL teachers who are concerned with teaching oral expression module at Relizane University about the main challenges that EFL teachers at Relizane University encounter when using AAVM in their classes. In regard to this interview, all the teachers were so kind to give the researchers little time from their period of teaching in order to answer the questions. Furthermore, the interview notes were rewritten immediately. The obtained data, which emerged from the interview, was then analysed and interpreted qualitatively by the researchers as follows:

Question one and Two:

- Could you please tell us about your experience in teaching English ?
- What is your experience in teaching listening skill (oral expression) as a module ?

The above two questions were designed to discover how much experience the interviewees have in both teaching English and the listening skill as a module. In response to these two questions, the first interviewee said “My experienced in teaching English is 22 years”, he said also “I have been teaching oral expression as a module for about 5 years”. While the second interviewee said “I have been teaching the English language for 15 years it means I have the experience of 6 years in teaching oral expression, in English department at the University of Relizane”. The Third participant stated that she has experience of 8 years in teaching the English language and only 2 years in teaching listening skill. From the three EFL teachers’ responses to the above two questions, the investigators notes that the three teachers have a short teaching experience in teaching English.

Question Three: -From your experience, what are the main difficulties your students encounter in oral expression classes?

The question above was asked to know the common challenges among learners while having oral sessions. The first interviewee said : “lack of motivation and spelling mistakes are the most common issues that students face in oral sessions”. While the second interviewee said : “students pronunciation ,lack of vocabulary and anxiety when facing their peers are the most common difficulties”. The third interviewee said: “fear of making spelling mistakes are the most common challenges that learners face”.

Question Four: -How do you choose topics in oral expression module ?

By asking this question to the participants, we want to know how did they select topics in oral sessions, did they stick to the caneva or not. The first participant stated :” I choose topics of actuality “. While the second participant stated :”I usually choose the topics that motivate my learners”. The third participant stated: “Based on students’s interests and backgrounds, aligned with language level and objectives and topics that encourage interaction,I select topics”.

Question Five: -Do you use authentic audio-visual aids in teaching oral expression module?

Asking the interviewee this question is to know if they use ICTs in oral sessions or not. The first interviewee said : “yes i do use them”. while the second interviewee stated: “I sometimes do use phones”. The third interviewee said : “I regularly use them”. From the three interviewees’ responses. The researchers note that they all use AAVMs in oral sessions.

Question Six: -What did you use the AAVMs for ?

The above question was designed to discover the reason why the interviewees use the authentic audio-visual aids for. The first participant said: “I used AAVMs for vocabulary building , pronunciation practice and listening comprehension”. And this what confirmed our first hypothesis. Whereas, the second participant stated: “I never used them”. The third interviewee said: “I used them primarily to develop students’s listening comprehension , pronunciation awareness , and oral communicationskills in real-world contexts. The investigators remarked that these aids served several purposes for both of them.

Question Seven: -What are you primary goals when using AAVMs in your lesson?

The question was asked to know the objectives that the interviewees want to achieve after using AAVMs. The first interviewee said:”I use AAVMs for the sake of enhancing listening comprehension , exposing students to the real-life situations”. And this what confirms what we have already hypothesised. While, the second interviewee said: “I never use them”. Whereas, the third interviewee stated :my objective is to enhance listening comprehension skill, expose learners to natural language use , increase motivation and engagement”. The researchers notice that the goals of using AAVMs were mainly to enhance the listening skill for learners .

Question Eight: -What are the challenges do you face when using AAVMs in your classrooms?

The aim of asking the question above is to know the difficulties that the interviewees face when using authentic audio-visual aids in their classes . The first participant said: “Time constraints, students’s proficiency level and internet disconnections are the most challenges “, and this what rejected the null hypothesis that showed that practitioners at Relizane University do not encounter any challenges when using AAVMs. The second teacher said: “I never use

them”. The third interviewee stated: “I always have a bad internet and absence of interaction with the learners to the topics selected”.

Question Nine: -Have you ever taught oral expression module in the computer laboratory ?

The aim of designing that question is just to know if the computer laboratory is taking part in teaching learning process or not. All the interviewees agreed and stated that they never used it to teach oral expression module.

3.4 Document analysis

In order to broaden the scope of our research, we have added another research instrument which is document analysis, the document was administered by the Ministry of Higher Education and Scientific Research and it contains the syllabus content of all foreign languages including English language, it was a revision of programme by the National Committee in the field of Literary and Foreign Languages. The table below shows the main characteristics of the target module which is listening comprehension and oral expression module.

Table3.14: The criteria of the document (**Adapted from Caneva**) (See Appendix C)

Document	Caneva
Place	Salah Bounider University of Constantine 3
Date	25th and 26th May, 2021
Teaching Unit	Fundamental
Targeted Module	Listening Comprehension and Oral Expression
Credits	04
Coefficient	02
Course objectives	-Improve students’ speech skills in communicative English -Train students to recognize sounds in English speech -Enable students to speak English in various real-life situations and understand spoken English on TV and in other situations.
Pre-requisites	Students should be aware of sound distinctions and their importance in speech comprehension and production, and of degrees of formality and registers.

Subject Contents	-Listening to identify main ideas and important details of spoken texts (dialogue, monologue, conversation, etc) -Listening to understand the speaker's purpose and attitude -Listening for intonation -Listening for making predictions, inferences and generalizations -Listening for appropriate uses of collocations and idiomatic expressions -Listening for topics -Listening for personal opinions -Listening for summarizing and paraphrasing
Assessment	50% - 50% (Written and continuous Assessment)

As can be seen in the table above which represents the document (Caneva). The document likely refers to a course plan or syllabus of the target module, which is listening comprehension and oral expression. This is a language skills course aimed at enhancing listening and speaking abilities in English, with a balanced assessment model. It is designed to give students practical skills for academic, social, and professional communication in English. The document was administered by the Ministry of Higher Education and Scientific Research and it was reviewed by the National Pedagogical Committee in the field of Literary and Foreign Languages in Salah Boubnider University of Constantine 3 on 25th and 26th of May 2021. As for the teaching unit, which is fundamental, this indicates the course belongs to a core or foundational category within the academic program. It is essential for building key language skills. The focus in this document is on the two integrated language skills listening comprehension to understand spoken English and oral Expression aimed at speaking English effectively. The credits: 04 reflects the weight or workload of the module. This is part of a credit system used to measure student effort (often linked to ECTS or similar). The coefficient shows the importance or weight of the module in calculating the overall grade average. A higher coefficient means it has a greater impact on GPA. The course objectives of the module is to develop fluent and accurate spoken English for real communication, teach students to distinguish English sounds, improving pronunciation and comprehension, and to help learners understand spoken English in both structured (e.g: classroom) and authentic (e.g TV, conversation) settings. Students are expected to understand and perceive sound differences in English and know about speech registers and formality levels (e.g. informal chat Vs formal

presentation) which affect tone and vocabulary choices. The subject content of the module focused on the listening activities, which will help students to identify main ideas and key details in various spoken forms, recognize the speaker's purpose, understand intonation patterns and their emotional or functional meanings, make predictions, listen for and formulate personal opinions based on what they hear and finally practice summarizing and paraphrasing spoken content. This shows a wide range of comprehension and critical listening skills from basic to advanced. Finally, the assessment will be 50% written assessment means tests listening comprehension and speaking through exams, possibly involving transcription, summarization or opinion writing and another 50% for continuous assessment means ongoing evaluation during the semester through class participation, oral presentations, discussions, quizzes or recordings.

In the end, as the module is listening comprehension and oral expression, it aimed at enhancing both listening and speaking abilities. So, the target module addressed both listening and speaking skills. Through listening to spoken texts, learners will be able to communicate in real life situations effectively and this confirm the second hypothesis

3.5.Suggestions and Recommendations

We made recommendations for instructional authentic materials and proposed some teaching implications targeted at revitalising authentic materials as a research necessity. We believe that the ideas and proposals put forward in this study will be beneficial in helping to increase instructors' understanding of the value of authentic materials as an instructional tool in EFL classes.

As teachers give them pedagogical support, we might be able to reach the consensus that authentic resources help students feel more at ease and help them learn more of the real language. We suggest teachers should have training and should master using ICTs because effective listening comprehension classroom requires teachers to have a good mastering of ICTs and lack of training can result in poor execution and reduced effectiveness and proficiency.

Since most students enjoy studying with real materials, they have a good impact on the classroom atmosphere by making it more active.

According to Martinez (2002), educators could utilise real resources so that students can hear the main points of the material.

The usage of authentic resources should be tailored to the skills and levels of the students. In order to fulfil the requirements, levels, and skills of every student, teachers should employ a range of authentic resources along with various exercises and group projects.

To make their use easier, the administration should give the teacher access to authentic materials. For its ongoing implications, authentic materials ought to be incorporated into the curriculum for the pupils and we should up date the canevas and integrating ICTs and AI in teaching listening comprehension must be a necessity. We recommend listening comprehension should be taught as a separate module.

Last but not least, every student expressed gratitude for using genuine materials in their education; they appeared to have relished the experience and felt at ease with their teachers, who encouraged them as a teaching method. In a nutshell, employing real materials when instructing EFL students enhances their capacity to develop their listening abilities.

As suggestions for further studies, the present researchers propose new perspectives on research in light of the specific objectives achieved in this study. It is proposed that future researchers may opt to conduct experiments to gather more concrete information about the role of audio-visual materials in enhancing students' listening skills.

3.6.Conclusion

This practical chapter is based on the analysis of data from teachers and students' questionnaires. Which were used to gather the participants' opinions and attitudes towards the role of the AVAMs in enhancing EFL learners' listening comprehension skill. Their responses to the questionnaire have helped the researchers to answer the previously raised research questions and to reach the end of this study. Based on the obtained data, it was confirmed that both teachers and students have a positive attitude towards the use of AVAMs inside classrooms. More interestingly, both of them agreed on the significant role classrooms play in enhancing EFL learners' listening comprehension skill.

General Conclusion

General Conclusion

The major focus of our study was how EFL teachers and students felt about using AVAMs as teaching tools in EFL classes to help students improve their listening comprehension skill.

In the theoretical study, we investigate the role of AVAMs on enhancing EFL students' listening comprehension skill, as well as the main challenges that EFL teachers at Relizane University encounter when using AVAMs. As well as the main goals of the module (Caneva). We tested our hypotheses using several methods. Document analysis, EFL teachers' interview to gather their opinions on the topics being studied, and EFL students' questionnaire. It should be noted that the result of the student's questionnaire reported that the majority of learners appreciate learning with authentic audio-visual materials. As we noticed that AVAMs exposure had a positive impact in enhancing students' listening skill since they allowed them to have a direct contact with real language presented by proficient English native speakers that use and master all the language components effectively and more accurately. According to the result of the document analysis, The document confirmed the second hypotheses which stated that the module prepares the learners to communicate effectively in real situations.

According to the teachers' interview, we found that most first-year students struggle with listening because they don't practise or haven't been exposed to the English language in its natural context. Caneva does not integrate well with common LMS audio tools or language-learning platforms, which limits its role in comprehensive auditory curriculum design. Thus, listening comprehension should be performed as a separate module

Another significant finding from our research is that, despite the fact that students reported numerous challenges when listening to authentic materials (such as stress, intonation, speed delivery, clustering, and reducing forms), nearly all of them value learning with authentic materials. Additionally, we noticed that they all prefer to acquire English organically and through native sources. Because authentic materials gave students direct exposure to real language presented by fluent English native speakers who use and master all the language components more accurately and effectively, we found that exposure to these materials improved students' listening skills. They can also learn the accents, intonation, and pronunciations of native speakers thanks to this.

It is worth mentioning that the results of the current research might not be generalized, and are open to verification because the study suffers from some limitations such as that the researchers were unable to control. First, the limited time, health issues, and psychological condition of the researchers created additional challenges during the conduction of this study. Second, concerning the distribution of the questionnaires for both teachers and students, some of them did not have the time to answer or bring it back, while others directly refused. Besides, a few of them did not reply immediately; due to work pressure. Finally, it was planned to collect data through classroom observation. However, due to time limitations, it was cancelled.

References

- Alkhuli, M.A. (1982). Linguistic and Language
- Arcario (1992) . Criteria for selecting video materials
- Badian,N.A. (1999). Reading disability defined as a discrepancy between listening and reading comprehension. Journal of Learning Disabilities, 32, 138-148
- Bergman, O. (1999).Wait for me! Reader control of narration rate in talking books. International Reading Association's Reading Online. Retrieved February 2, 2009, from www.readingonline.org/articles/art-index.asp?HREF=bergman/index.html.
- Breen,M. (1985). Authenticity in the language classroom, Applied Linguistics 6.60-70
- Breen, M.D & Candlin, C.N. (1980). The essentials of a communicative curriculum in language
- Bueno, A.D, Madrid,& N, McLaren. (Eds). (2006). TEFL in Secondary Education. Granada: Editorial Universidad de Granada.
- Department Web site: (HYPERLINK 'http://www.w.Asia')
- Dornyei, Z. (2003).Attitudes orientations and motivations in language learning
- Dorris, Lee. (1979). Children and Language: reading and writing, talking and listening. Belmont, Calif: Wadsworth Pub. Co, c1979.acquisitiontheory. Unpublished manuscript
- Eickelmann, B. Drossel, K, Casamassimce, G Labusch, (2021) Plan Around the World
- Ellis, Rod. The study of second language acquisition. Oxford. Oxford University Press, 1994.
- Fullan, M. (2001) Leading in a culture of change.
- Gardner, D and Miller, L (1999). Establishing Self Access. Cambridge. University Press.
- Grdner and Miller, (1991) A study of learning strategies in adult migrant learners.
- Gebhard, M. (2019) . Teaching and Researching Ells' disciplinary literacies.
- Hadley, A. (2001). Teaching Language in Context
- Harmer, J. (2001). The Practice of English Language Teaching Longman.
- Harmer, J. (1986). The Practice of English Language Teaching.
- Hedge, T. (2000). Teaching and Learning in the Lnguage Class
- Hedge, Tricia. (2000). Teaching and Learning the Language Classroom

- Hemei, J. (1997). Teaching with Video in an English Class, *Journal of English Teaching Forum*, vol.35-2, pp 45-47
- Hornby, A.S. (2015). *Oxford Advanced Learner's Dictionary*. Oxford University Press.
- Jacobson, F. Dehner, S Gates, V.P (2003). *Creating Authentic Materials and Activities for the Andelt Literacy Classrooms*. National Center for the Study of Adult Learning and Literacy.
- Karpova. L. (1999). Consider the following When Selecting Authentic Materials. *TF.Sol. Matters*. April-May 1999, pp.18.
- Krashen, S. (1982). Newmark's "Ignorance Hypothesis" and current second language
- Leslie, R . (1999). *Using evaluation in training and development*
- Little.D at al (1989). *Learning Foreign Language from Authentic Texts: Theory and Practice*. Dublin A. Language Learning Resource
- Lynch, T. (2009). *Teaching Second Listening* Oxford University Press
- Martinez, T. (2000). *Using Authentic Materials to Develop Listening Comprehension in the English as a Second Language Classroom*. Virginia. Black Sburg University.
- Mastuta, K (n.d) *Applications for using authentic materials in the second language classroom*. From Asia University Cele.
- Mc namara, T. (1999). *The distinctiveness of applied linguistics in Australia*
- Mishan, F. (2005). *Designing authenticity into language learning materials*
- Mishan, F. (2005). *Designing Authenticity into Language Learning Materials UK*. Portland, Ok, USA : Bristol. Nation, I. S. P.
- Morrow, L.M, Morsell, E, &Casey, H.K (2023) *Best Practices in Literacy instruction*
- Nunan. (1989). *Designing Tasks for the Communication Classroom*. Cambridge. Language Teaching Library.
- Oppenheem, A.N. (1992). *Questionnaire design interviewing and attitude measurement*.
- Otte, M.. (2006). *Arts prehistoriques: L'articulateur du langage* De Boeck Superieur
- Papalia, A. (1986). *A research report on Motivating the Language Learner*. NYSALFT. Language Association Bulletin 38, pp23-22 Room Oxford : Oxford University Press
- Peacock, M. (1997). The effect of Authentic Materials on the Motivation of EFL learners *ELT Journal* Vo 151, N 2, PP 144. 156
- Richard, J. C. (2001). *Curriculum development in language teaching* Cambridge University Press
- Richards, j.P et al (1985). *Longman Dictionary of Applied Linguistics*. Harlow : Essex, Longman.
- Sabet, M.K. (2012). *The Impact of Authentic Listening Materials on Elementary EFL learners' Listening Skills*. Vol.No.
- Scnicariello, S, G. (1997) *Uniting teachers, learners and machines*

- Seay, A. (1991). *Music in the medieval world*. Waveland press
- Shrun, J and Glisan, E (1994). *Teacher's Handbook, Contextualized Language, Instruction America* : Heinle and Heinle
- Underwood, M. (200 Underwood, M. (1989). *Teaching Listening*. London Longman.
- Voogt, J. , & Tondeur, J. (2015). *Towards design based for ICT integration in African education*
- Wang, W. S-y(2015) *Oxford hand book of Chinese Linguistics*. Oxford University Press
- Widdowson, H.G. (1990) *Aspects of Language Teaching* Oxford.

Appendices

Appendix A :

Students' Questionnaire

Dear students,

With a view to prepare a research about the role of Authentic Audio-Visual Aids (AAVMs henceforth) in enhancing EFL students' listening skill, we kindly request you to read the questions carefully, tick the appropriate box and make thoughtful comments whenever necessary. The researchers promise that your information will be used confidentially and for research purposes only.

Section One: Students' Attitudes towards learning listening skill

1. To what extent do you think that listening skill is important in developing your level in English ?

Very important ☐

Important ☐

Not really important ☐

2. Do you like listening to English native speakers ?

Yes ☐

No ☐

3. How often do you enjoy your EFL listening comprehension sessions ?

Always ☐

Often ☐

Occasionally ☐

Rarely ☐

Never ☐

4. What kind of materials are included during listening sessions ?

Conversations ☐

Short passages ☐

Interviews ☐

Audio Visual materials ☐

5. Do you think that these materials are helpful in developing your listening proficiency ?

Very helpful ☐

Moderately helpful ☐

Slightly helpful ☐

Not at all helpful ☐

6. In your opinion, what is the best way to learn and acquire the listening skill ?

Listening to teachers' talk ☐

Listening to peers ☐

Listening to audio visual aids ☐

Section Two : Integrating AAVMs in the listening classroom

7. Does the teacher use AAVMs like videos, songs, inside oral expression classes ?

Yes ☐

No ☐

8. How can you consider the difference in listening to authentic and non-authentic materials ?

Completely different ☐

No difference ☐

9. What do you think of learning through AAVMs in the classroom ?

Very useful ☐

useful ☐

Not useful at all ☐

10.Do you think the classroom would be more motivating and enjoyable when using AAVMs ?

Yes ☐

No ☐

11.Do you think that using AAVMs in EFL classroom can actually improve your listening skill ?

Strongly agree ☐

Slightly agree ☐

Agree ☐

Slightly disagree ☐

Strongly disagree ☐

12.Have you ever had an opportunity to benefit from the language lab/ computer laboratory ?

Always ☐

Often ☐

Rarely ☐

Never ☐

13.To what extent the use of AAVMS may impact you positively in developing your listening proficiency ?

Significantly ☐

Moderately ☐

Slightly ☐

Not at all ☐

Thank you for your cooperation

Appendix B:

EFL Teachers' Interview

Dear teacher,

The following interview aims to find out your opinion on the role of AAVMs in improving EFL students' listening comprehension skills, as well as the challenges you encounter when using these materials. we would therefore be grateful if you would agree to answer the following questions.

Thank you in advance for your support, your kind help will be beneficial and essential to the completion of this research.

1. What is your experience in teaching English language ?
2. What is your experience in teaching listening skill as a module ?
3. From you experience, what are the main difficulties your students encounter in oral expression classes ? Please be specific .
4. How do you choose topics in oral expression module ?
5. Do you use authentic audio-visual materials in teaching oral expression module ? Please explain .
6. What did you use the AAVM for ?
7. What are your primary goals when using audio-visual authentic materials in your lessons ?
8. What are the challenges do you face when using authentic audio-visual materials in your classroom ?
9. Have you ever taught oral expression module in the computer laboratory ?

Appendix C :

— Révision programme CPND LLE 2020/2021 —

Semester: 01

Teaching Unit: Fundamental

Module: Comprehension and oral expression

Credits: 04

Coefficient: 02

Course Objectives

- Improve students' speech skills in communicative English
- Train students to recognise sounds in English speech
- Enable students to speak English in various real-life situations and understand spoken English on TV and in other situations.

Prerequisite

Students should be aware of sound distinctions and their importance in speech comprehension and production, and of degrees of formality and registers.

Subject Contents

Listening Comprehension

- Listening to identify main ideas and important details of spoken texts (dialogue, monologue, conversation, etc.)
- Listening to understand the speaker's purpose and attitude
- Listening for intonation
- Listening for making predictions, inferences and generalizations
- Listening for appropriate uses of collocations and idiomatic expressions
- Listening for topics
- Listening for personal opinions
- Listening for summarizing and paraphrasing

Oral Expression

- Introducing yourself and others
- Discussing reasons for choosing English as an option
- Expressing ideas and opinions clearly
- Using proper forms of language to perform social functions in various contexts
- Formal discussions (Meetings, job interview, etc.)
- Describing and comparing people, places, things and habits

Assessment

50% - 50% (Written exams and continuous Assessment)

Sources and references

- Fragiadakis.H.K. (2007). All Clear 2- Listening and Speaking with collocations. Thomson Heinle: USA.
- Hanreddy. J and Whally.E. (2007). Mosaic 1- Listening/ Speaking, Silver Edition. McGraw- Hill: Singapore.
- Brooks. M. (2011). Q: Skills for Success- Listening and Speaking, Oxford University Press.

Semester: 02

Teaching Unit: Fundamental

Module: Comprehension and oral expression

Credits: 04

Coefficient: 02

Course Objectives

- Improve students' speech skills in communicative English
- Train students to recognise sounds in English speech
- Enable students to speak English in various real-life situations and understand spoken English on TV and in other situations.

Prerequisite

Students should be aware of sound distinctions and their importance in speech comprehension and production, and of degrees of formality and registers.

Subject Contents

Listening Comprehension

- Listening to identify main ideas and important details of spoken texts (dialogue, monologue, conversation, etc.)
- Listening to understand the speaker's purpose and attitude
- Listening for intonation
- Listening for making predictions, inferences and generalizations

- Listening for appropriate uses of collocations and idiomatic expressions
- Listening for topics
- Listening for personal opinions
- Listening for summarizing and paraphrasing

Oral Expression

- Talking about food, meals, restaurants, invitations and eating habits
- Telling someone else's life story
- Talking about studies and occupations
- Giving advice and instructions
- Taking part in a conversation
- Role playing

Assessment

50% - 50% (Written exams and continuous Assessment)

Sources and references

- Fragiadakis.H.K. (2007). All Clear 2- Listening and Speaking with collocations. Thomson Heinle: USA.
- Hanreddy. J and Whally.E. (2007). Mosaic 1- Listening/ Speaking. Silver Edition. McGraw- Hill: Singapore.
- Brooks. M. (2011). Q: Skills for Success- Listening and Speaking. Oxford University Press.