

Abstract

This work examines the effect of storytelling as authentic audio material on enhancing learners' listening comprehension among first year LMD students of English enrolled at the University of Bejaia. We adopted experimental method to attain our objective. Our population consists of 24 students who are divided into comparison group and experimental one based on random assignment. The tools used are: students' pre and post-test questionnaires attitudes about listening to authentic stories in listening sessions; and pre and post listening comprehension tests. The results revealed a slight progress in the students' listening comprehension after the experiment. In addition, the students have positive attitudes towards the use of authentic stories in their listening sessions. However, there is not a significant difference between the results of comparison and experimental groups. Also, in the experiment we faced some problems and we could not control some variables such as students' motivation and absences; for this, we can neither confirm nor disconfirm our hypothesis.

Key Words: Storytelling, listening comprehension, authentic materials, experimental method.

Agzul

Leqdic-a yelha-d d uskazal n wallus n tmucuha s wallalen n tmesliwt, yef useggem n tmesliwt d tegzi n yinelmaden n useggas amezwaru n LMD n tutlayt tagnizit deg tesdawit n Bgayet. Deg tezrawt-nney nesseqdec tarrayt n usnas akken ad nessiwed yer yiswi n tezrawt-nney, azal n 24 n yinelmaden i yekkan deg tezrawt-a d wid I nebda yef sin n yigrawen, yiwen d anagi wayed n usnas, nesseqdec asastan deg tazwara akked tagara am wakken dayen i nesseqdec akayad n tmesliwt d tegzi deg tazwara akked tagara n tezrawt, anect-a d ayen i d-yewwin igemmaḍ yelhan deg tmesliwt akked tegzi n yinelmaden, imi d wid yesean adduden yelhan yef useqdec n tmucuha-ayi deg tsmilin anda yaren. Maca ulac lemgarda i d-ibanen gar igemmaḍ n yigrawen, win n unagi akked win n usnas, rnu yer waya nufa-d deg ugraw n usnas uguren ur asen-nezmir ara am umentel akked tibawt n yinelmaden, yef waya ur nezmir ara ad d-nini d akken turda-nney telha ney drit.

Awalen isura: Allus n tmacahut, tigzi n tmesliwt, allalen n tadra, tarrayt n usnas.

Résumé

Ce travail examine l'effet de l'histoire raconté comme matériel audio , authentique sur l'amélioration de l'écoute de la compréhension des apprenants parmi les étudiants de première année de LMD de l'anglais inscrits à l'Université de Bejaia. nous avons adopté la méthode expérimentale pour atteindre notre objectif. Notre population est composée de 24 étudiants qui sont divisés en groupe témoin et expérimental. Elle est basée sur l'assignation aléatoire. Les outils utilisés sont: les questionnaires préparés et post les attitudes des élèves à l'écoute des histoires authentiques dans des séances d'écoute; et des tests d'écoute de compréhension pré et post. Les résultats ont révélé un léger progrès dans l'écoute de la compréhension des élèves après l'audition, les élèves ont des attitudes positives envers l'utilisation de l'histoire réelle dans leur session. Il n'y a pas de différence significative entre les résultats des groupes témoins et expérimentaux. En outre, dans l'expérience nous faisons face à certains problèmes et nous ne pouvions pas contrôler certaines variables telles que la motivation et les absences des élèves; pour cela, nous ne pouvons ni confirmer ni infirmer notre hypothèse.

Mots clés: Raconter une histoire, compréhension orale, matériaux authentiques, méthode expérimentale.

THE PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
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FACULTY OF LETTERS AND LANGUAGES
DEPARTMENT OF ENGLISH



The Effect of using Storytelling as an Authentic Audio Material on Enhancing Students' Listening Comprehension

The case of first year LMD student at the English department

A dissertation submitted in partial fulfilment of the requirements for a Master degree

In Didactics of English

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Dedication

I dedicate this work to

*My beloved mother, my beloved father and my beloved grandparents, who
have supported me all the way since the beginning of my studies.*

I just can say thank you, i love you so much.

(god bless you)

*My beloved brothers Hillal , Mokrane and Missipssa, you are my inspiration
to get my future*

*My sisters whom I love so much (Radouch, Zakouch, Zouzou, Lamouch, Nacira, Kanza,
Nawal, Farida, Salima, Khalissa, Samra, Mariem).*

*My best friends forever Souad, Meriam, and Mohamad thanks for your kindness,
brotherhood, I love you so much.*

My lovely friends Halima, Silia, Thanina, Siham, Amir, Radia and others

Thanks for your joke, brotherhood, love, and smile and soon

I will never forget it..... Keep in touch

even we cannot get together anymore.

*“Optimism is the best important human trait, because it allows us to evolve
our ideas, to improve our situation, and to hope for better tomorrow.”*

English Proverb

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Abstract

This work examines the effect of using storytelling as authentic audio material on enhancing learners' listening comprehension among first year LMD students of English enrolled at the University of Bejaia. We adopted the experimental method to attain our objective. Our population consists of 24 students who are divided into comparison group and experimental one based on random assignment. The tools used are: students' pre and post-test questionnaires attitudes about listening to authentic stories in listening sessions; and pre and post listening comprehension tests. The results revealed a slight progress in the students' listening comprehension after the experiment. In addition, the students have positive attitudes towards the use of authentic stories in their listening sessions. However, there is no significant difference between the results of comparison and experimental groups. Also, in the experiment we faced some problems and we could not control some variables such as students' motivation and absences; for this, we can neither confirm nor disconfirm our hypothesis.

Key Words: Storytelling, listening comprehension, authentic materials, experimental method.

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List of Acronyms

BBC: British Broadcasting Corporation

CD: Compact Disc

EFL: English as Foreign Language

ESL: English as a Second Language

FLL: Foreign Language Learners

ICT: Information and Communication Technology

LMD: License Master Doctorate

TOEFL: Test of English as a Foreign Language

VOA: Voice of American

SPSS: Statistical Package for Social Sciences

List of abbreviations

AM: Authentic Material

L1: First Language

L2: Second Language

M: Mean

N: Number

S: Student

SD: Standard Deviation

TV: Television

TL: Teaching Language

Nd: No Date

Glossary of terms

To carry out this study, it is important to define the key concepts related to our investigation.

Authenticity: *"The degree to which language teaching materials have the qualities of natural speech or writing."*(Richards & Schmidt, 2002, p.42). Authenticity refers to the use of materials that are available in real world. They serve to match situations found in the real life to the classroom for more practice of the target language.

Authentic Materials: are the texts designed for the native speakers which are real and not initially designed for language learners (Harmer, 1991).

Listening: *"the activity of paying attention to and trying to get meaning from something we hear"* (Underwood, 1989, p. 1).

Listening comprehension: *"is the sense of understanding what the language used refers to in one's experience or in the outside world."* (Rost, 2002, p. 59).

Task: Nunan (2004) defined a task as follows:

"A pedagogical task is a piece of classroom that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form." (p.4)

Thus, a task is a classroom activity in which learners convey meaning in the target language through the processes of comprehension, manipulation, production and interaction.

Stories: Maynard (2005) defined stories as the way people communicate their experience, the way they understand the experience of others, the way they liberate their imaginations, the way they make sense of the world and their own position within it.

Storytelling: *"Storytelling is a task shared by storyteller and story listeners, it is the interaction of the two that makes a story come to life"* (Baker and Greene ,1985, p. 28)

General Introduction

1. Introduction

During the last few years, English has become an important tool in order to succeed professionally all around the world. For this reason, teachers of English as a foreign language try to bring authentic materials into the classroom in order to provide the opportunities for learners to engage actively in real communication and skills because the main aim of learning foreign language is to be able to use it similarly to the way in which a native would.

One of the most useful skills used by EFL learners is listening because the evidence shows that we acquire language through our listening from interactional conversations (Vandergrift, 1999). Accordingly, teachers of listening session use different authentic audio materials that fit the learners' needs and motivate them as well. Hence, listening is not just perception of sounds; it requires an act of attending to the speech sounds and trying to understand the message (Ur,1984). One way by which the skills of listening can be developed is through storytelling which is believed to be one of the entertaining techniques that can be used with learners.

Accordingly, in the current study, we are interested in exploring the effects of using storytelling as authentic audio tool during listening classes on the learners' listening comprehension at the department of English, university of Bejaia.

2. Statement of the Problem

Throughout our experience in studying English as foreign language, we admit that many of our teachers use various types of authentic audio materials in order to develop the listening skill, but learners still encounter difficulties in recognising and understanding what native speakers mean by their speech. So, teachers should consider many aspects that would affect the process of students' learning - for example, teaching environment, teaching method and materials, students' attitudes, their ages and gender and so on.

Since listening plays a crucial role in foreign language learning, some scholars argued that introducing authentic materials have a vital role in developing students' listening skill. Thus,

the problem that we have stated above is the reason that motivates us to select one kind of authentic audio material which is rarely used by teachers of listening session at the department of English, university of Bejaia that is storytelling in order to find out its impact on the learners' listening comprehension.

3. Research Question

The research question in this study is as follow:

To what extent does the use of storytelling as an authentic audio material is effective for first year students at university of Bejaia on enhancing their listening comprehension?

4. Hypothesis

In the present study we hypothesise that if teachers use storytelling as an authentic audio material during listening classes, students would develop their listening comprehension.

5. Aims of the study

In this study we want to investigate whether the use of storytelling as teaching method learners would gain many advantages, for instance, they would be familiar with native accent, intonation, correct form and so on. That is what makes the study important to find out how this audio material can enhance the listening comprehension in English language learning classroom of course by optimising its benefits.

6. Significance of the Study

Many researchers suggest that using storytelling in EFL classes is a useful teaching method (e.g. Moon, 2010; Isabel, Sobol, Lindauer & Lowrance, 2004). Therefore, bringing authentic materials into the classroom can be motivating for the students as it adds a real-life element to the student's learning experience (Tamo, 2009). To illustrate more, Nunan (1991) states that the use of authentic sources leads to greater interest and variety in the material that learners deal with in the classroom. So, the objective of our study is to investigate the effects of using storytelling as authentic material on students' listening comprehension. The present research will contribute to the existing literature in many ways. First, it will shed light on EFL students' difficulties in listening. Second, it will explore the reasons behind the use of

authentic materials in EFL classes. Last but not least, we will demonstrate the effects of storytelling as authentic audio material on students' listening comprehension.

7. Research Methodology Design

7.1. Structure of the Study

This research paper is divided into two parts. The first one is the theoretical, it deals with the theoretical background of the study and it further consists of two chapters: the first is entitled "a brief overview about listening skill and listening assessment" which is divided into two main sections. The second chapter is entitled "storytelling as authentic audio material". This chapter also is divided into two sections. The second part is practical, it has two chapters, the first one is concerned with design, methodology and results. The second covers the limitations, implications and suggestions for further researchers. Then, in the general conclusion, we summarize the whole dissertation.

7.2. The Choice of the Method

Since the present study investigates the effects of using storytelling as authentic audio material to develop EFL learners' listening comprehension. Thus, the method which is appropriate is the experimental method to attain this objective. It is considered as the best method for testing cause and effect relationship; however, it cannot test abstract variables (Griffee, 2012; Fraenkel, Wallen & Hyun, 2012).

7.3. Population and Sampling

Our research was carried out with first year students of English as a foreign language enrolled at the University of Bejaia. The number of the whole population was approximately 190 students constituting of 6 groups, but only one group is chosen as our sample based on random sampling which is the easiest method and it ensures equal chances of being selected (Kothari, 2004). Our sample consists of 24 students. In our random sampling, we have composed two subgroups (the comparison group and experimental group).

8. Data Collection Instruments

The data collection instruments are: students' pre and post test questionnaires, and pre and post tests. First, students' questionnaire; Dornyei (2003) argued that questionnaires can provide three types of data about the respondents: factual (age, gender and race), attitudinal

and behavioural (actions). The pre- test questionnaire administered before the investigation, it aims at gathering information about the students' attitudes towards the listening skill and using storytelling as authentic audio material in the classroom. The post-test questionnaire administered after the investigation to diagnose to which extent do our participants benefit from the use of storytelling as authentic audio material, then we will analyse the findings.

Finally, diagnostic tests are given to the students. The pre-test before the experiment to evaluate their level in listening comprehension. The post-test after the investigation, our aim is to make an evaluation of the impact of the suggested listening material upon the experimental group and to check whether there will be a change in terms of their attitudes and their listening comprehension level toward the new strategy or not.

Part One: (Literature Review)

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5. Listening Processes

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II. Introducing Storytelling as Authentic Source in Developing Listening Skill

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6. Conclusion

Introduction

When we talk about language learning, we often talk about the four language skills: listening, speaking, reading and writing. We can further distinguish the skills by stating that listening and speaking are oral skills while reading and writing are written skills. Listening and reading are receptive skills because the focus is on receiving information from an outside source. Speaking and writing, on the other hand, are productive skills because the focus is on producing information. However, many researchers such as Vandergrift (1999) claimed that listening skill is the most difficult to develop of all the four language skills and special attention and more time should be devoted for the teaching of the listening skill. Therefore we believe that EFL teachers in the department of English, at the University of Bejaia share the point of view.

Until now, a lot of work has been done to explore methods for teaching English as a foreign language (EFL) by using authentic materials in order to provide the opportunities for learners to engage actively in real communication and skills. Since the skill we are investigating is listening skill, we have tried to adopt a strategy that aims at shifting from the teacher centeredness to a learner-based, because learning should be an active process and not a passive one. We selected one kind of authentic audio material which is rarely used by teachers at university of Bedjaia: storytelling. In addition, stories provide learners with a moral lesson or a principle that confirms some aspect of the relationship between the speaker and the listener (Rost,2002). In doing so, learners are going to be exposed to new kind of authentic audio material and we attract the teachers' attention to it.

The work at hands aims at providing a clear answer to our central problem. The following part aims to provide our readers, in the first chapter, with an overview about listening skill and listening assessment. The second chapter provides the readers with storytelling as authentic audio material.

Chapter one: A Brief Overview about Listening Skill and Listening Assessment

I. EFL Listening

1. Introduction

Listening is considered as the most important means by which learners, particularly EFL learners, receive linguistic input, and is one of the four skills in English that EFL learners consider difficult to develop, as they find it challenging to understand the target language when they have to interact with a native speaker of that language. To acquire any language learners need to develop the listening skill which is probably the most important skill and the first step in learning language (Field, 2008). The following chapter aims to provide our readers, in the first section, with an overview of listening skill and their importance in learning EFL. The second section provides the readers with listening assessment.

2. Definition of Listening

Rost (2002, p.02) stated:” *listening is an invisible mental process, we tend to use indirect analogies and metaphors to describe it*”. He classified each personal definition in the following four orientations or perspectives: Receptive (receiving what the speaker actually says), Constructive (constructing and representing meaning), Collaborative (negotiating meaning with the speaker and responding) and Transformative (creating meaning through involvement, imagination and empathy). He went further by defining listening based on components required in listening skills and some attitudes learners must have in order to understand the message. In this sense listening is a coordination of the component skills (phonological, syntactic, semantic and pragmatic) not individual skills themselves.

However, listening comprehension can be also defined broadly as a human processing which mediates between sound and the construction of meaning (Morely, 2001). Also, Thompson & Rubin (1996) defined listening process as an active process through which the listeners select and interpret information that come from auditory and visual clues in order to define what is going on and what the speakers are trying to express.

According to Vandergrift (1999):

” Listening comprehension is anything but a passive activity. It is a complex, active process in which the listeners must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intonation, retain what was gathered in all of the above, and interpret it within the immediate as well as the larger sociocultural context of the utterance. Co-ordinating all of this involves a great deal of mental activity on the part of the listener.” (p. 168)

Hence, from this quotation, we can say that listening is not simply hearing or perceiving speech sounds but is the ability to understand spoken language and to try to get meaning according to its context.

To conclude, Underwood (1989) asserted that listening comprehension skill should be discussed under two related headings. Firstly, the processing sounds by which the listener can recognize word utterance, sentences and recognise significance of language-related features such as, intonation, pitch, and tone. Secondly, the processing of meaning, by which the listener can organise the heard speech into meaningful sections, to identify the language data, to understand what speakers are going to say, to store information in memory and to know how to get them back later, by organizing meaning and details (Underwood, 1989).

3. Types of Listening

Based on the objective and the manner in which the learner takes a response to process of listening. The main four common types of listening are as follow according to Brown (2004):

3.1. Intensive listening. It refers to listening for perception of the components like phonemes, words, phrases and discourse markers. Brown (2004) asserts that intensive listening is seen as techniques in which the purpose is focused on components of language including in this way, bottom up skills which is important at all level of proficiency.

3.2. Responsive listening. Where the listeners listen to a relatively short stretch of spoken language such as: a greeting, question and command, then they immediately respond (Brown, 2004).

3.3. Selective listening. In this type the learners listen to processing stretches of discourse like short monologue in order to scan for certain information. Rost (2002) stated that selective listening tasks encourage learners to be familiar with authentic spoken text by adopting a strategy of focusing on specific information rather than trying to understand and recall everything.

3.4. Extensive listening. The listeners have to develop a top down and to grasp the general idea and global understanding of spoken language. This kind of listening may invoke other skills like note-taking or discussions (Brown, 2004).

In addition to this, **instructive listening** includes all the above kinds in which the learners actively participate in discussions, conversations and role plays.....etc (Brown, 2004). Rost (2002) added that interactive listening refers to listening in collaborative conversation in which learners interact with each other, it is established as a vital means of language development.

4. Learners' Listening Comprehension Strategies

Listening comprehension as we defined it before is a complex process, thus listeners do their best to understand what is said. In order to extract the exact meaning, learners need to use some helpful strategies. According to Buck (2009) listeners use two types of strategies when listening:

4.1. Cognitive strategies. These strategies involves the cognitive and mental processes the listeners use when listening. Those mental activities related to comprehending and storing the input in working memory or long term memory for later retrieval (Buck, 2009). He divided this process into three main categories:

- Comprehension processes: are used when the listeners received the linguistic and non-linguistic input and try to understand it.
- Storing and memory processes: are happened when the listeners received the input and they will try to store it in working memory or long term memory.
- Using and retrieving processes: the learners use what they have received and stored in memory to be readied for output (Buck, 2009).

4.2. Metacognitive strategies. They refer to those conscious or unconscious mental activities that perform an executive function in the management of cognitive strategies (Buck, 2009). He claimed that these strategies are divided into four categories:

- Assessing the situation: before the learners are engaged in the listening tasks they have to think about their background knowledge and they have to assess the conditions surrounding the language task.
- Monitoring: the learners determine the effectiveness of one's own or another performance while the task is done.
- Self-evaluating: the learners evaluate their own listening after engaging in the task.
- Self-testing: the learners test themselves to determine their strength and weakness in the language (Buck, 2009).

In addition to these strategies Goh (2000) presented other strategies which are used when listening

4.3. Social strategies. Listening in real life situations is mostly occurring through interaction between the speaker and the listener. In this sense Oxford (1990) advocated "*learning a language involves other people and appropriate social strategies are important*". Brown (2004) confirmed that social strategies are also considered as communication strategies. It means that it is concerned with the learners' interaction with other speakers and their attitudes towards learning.

4.4. Affective strategies. In these strategies the learner's personal feeling, attitudes and opinions may affect the learning process. Oxford (1990) argued that: "*the affective side of the learners is one of the biggest influences of the language learning success or failure.*" Thus, regulating their emotions, lowering their anxiety and promoting their self-esteem will positively affect their achievement.

To sum up, the use of these strategies in language learning play an important role, and listeners have to be aware of these strategies in order to be more effective when listening. The metacognitive ones enables listeners to organize the tasks, plan and assess the process, the cognitive strategies support listeners and help them to extent the exact meaning. The social and affective strategies reduce the learners' anxiety through the group work and collaboration.

5. Listening Processes

Listening processes can be defined as technique or activity that contributes directly to the comprehension and recall of listening input. Listening processes can be classified according to the listeners' process into two main types.

5.1. Bottom-up Processing View

Is the view which sees language comprehension as a process of moving through different stages, and the output of each stage becomes the input for the next higher stage (Buck, 2001). Nation and Newton (2009) said that in these processes the learners divide the input into chunks in order to interpret the whole meaning.

Bottom up processing refers to using the incoming input as the basis for understanding the message (Rubin, 2011). Comprehension begins with the received data that is analysed as successive levels of organization (sounds, words, clauses, sentences, texts) until meaning is derived (Richards, 2008).

5.2. Top-down Processing View

Nation and Newton (2009) claimed that in this process the learners use the prior knowledge and what know before to predict what the message will contain, going from the whole to the parts. Richards (2008) mentioned that top-down processing refers to the usage of one's schemata of the situation or the topic that allows the listeners to predict what will be said. This request is not to decode every word in the task but the active words to understand the message.

So, Top- down refers to the use of background knowledge in understanding the meaning of a message. Whereas bottom-up processing goes from language to meaning.

6. The Importance of Listening in Learning Language

The changed status of listening in recent years was partly prompted by Krashen's emphasis on the role of comprehension and comprehensible input in triggering language development (Krashen, 1982). Listening is called the most important language art because it is the one we use the most and people spend approximately half of their communication time in listening (Nunan,1992). Many writers and researchers like Mandy and Kotzman (2008)

claimed that listening had a very important role in learning second language because it is impossible to produce any language without listening to it before.

In addition, Newton and Nation (2009) stated that listening gives the learner the necessary information to build up the knowledge needed for speaking. Also, receptive knowledge grows faster than productive knowledge, thus it is possible to experience and learn the language earlier by concentrating on productive skills.

Harmer (1998) noticed that the main reason behind getting students to listen to spoken English is to let them hear different varieties and accents rather than hearing just the voice of their teachers with its own idiosyncrasies. He stated that main methods of exposing students to spoken English after the teacher is through the use of tape-recorded material that can exemplify a wide range of topics such as: advertisements, news, broadcast, poetry reading, plays, and pop song with lyrics, speeches, telephone conversation and all manner of spoken exchange (cited in Monteiro, 2010).

7. Listening Comprehension and Language Learning

According to Krashen (1982, p. 175):

“comprehension may be at the heart of language acquisition process: perhaps we acquire by understanding language that is little beyond our current level of competence. This is done with the aid of extra-linguistic context and our knowledge of the world.”

It means that, the process of comprehension integrates the information conveyed by the spoken text and the information already known by the listener. Rost (2002) defined comprehension as the process of relating the language used to one's experience or in the outside world. He also stated that the complete comprehension is achieved when the listeners have a clear concept in memory for every referent used by the speaker.

According to Buck (2009) there are some important characteristics of spoken texts that the learners need to pay particular attention to if they want to create a good listening, which are: phonology, accent, prosodic features, speech rate, hesitation and discourse structure.

7.1. Phonological Modification

According to Buck (2009) phonological modification depends on the situation, if the speaker is in formal or in informal situations. He added that the most important phonological changes are: Assimilation, Elision and Intonation. First, Assimilation is the result of pronouncing two sounds in sequence; For example “won’t you”, is generally pronounced like “wonchoo”. Second, Elision is the sounds being dropped in fast speech. Finally, Intonation is any new sound introduced between other sounds. In addition to a strong form which is used when the word is receiving stress, and a weak form which is used in connected speech when the word has no sentence stress (Buck, 2009).

7.2. Accent

Accent is potentially a very important variable in listening comprehension because an unfamiliar accent can make comprehension impossible for the listener (Buck, 2009). So, the more we understand the different accents, the more communication will be successful.

7.3. Prosodic Features

Buck (2009) claimed that understanding the sound system of language is more than just knowing the pronunciation of individual sounds and how they change in speed speech. The prosodic features are stress and intonation that play a crucial role to carry out a great deal of communicative information. There are two types of stress: word stress and sentence stress. Intonation is the variation in pitch that takes place within an utterance. It means that stress and intonation are very important in English (Buck, 2009).

Crystan (1995) noted that intonation makes a considerable difference to the meaning and has several important functions (cited in Buck, 2009). He added that the central ones are: emotional, grammatical, informational, textual, psychological and indexical. Anderson & Lynch (2010) suggested that prosodic features have a direct impact on how listeners chunk and interpret the literal meaning of the words.

7.4. Speech Rate

Taurozan & Allision (1990) conducted research on the speech rates in which they conclude that speech rate is an important variable in listening comprehension because the comprehension declines as the speaker talks faster (cited in Buck, 2009). It means when the speech appears too fast to the listener even if it is not, comprehension becomes more difficult.

7.5. Hesitation

Buck (2009) suggested that hesitation phenomena can present a major comprehension difficulty to non-native speakers and it happens when the speaker stops talking and repeats the previous or the same word. Thus, comprehending spoken text includes the ability to deal with these hesitations.

7.6. Discourse Structure

Olser and Huchin (1990) cited in Buck (2001) pointed out that ESL students can understand all the words of a lecture and still fail to understand the main point. In addition, Dunkel and Davis (1994) claimed that the lecture's comprehension depends less on the meaning of the individual sentences, and more on their relatedness and the structure of the whole text (cited in Buck, 2009). So, discourse structure is the ability to understand the whole meaning of the text.

8. The Relation between Listening and Speaking

Anderson & Lynch (2010) claimed that the traditional method of developing listening skills has limitations as a way for developing reciprocal listening skills because it separates the skills of listening and speaking, and it encourages a passive view of listening. So, learners need to be given opportunities to practice both sets of skills and to integrate them in conversations.

Buck (2001) described the relation between listening and speaking in terms of the important aspects of the listening situation which consists in the degree of interaction between the listener and speaker. It may be the listeners' role the non-collaborative in which they just interpret the speaker's utterance, and the

collaborative listening in which they make request for clarification, give feedback and organize the turn taking (Rubin, 2011).

If speaking and listening are separated, the learners are not allowed to interact with the input because the necessary parts of any programmer to develop listening skill are tasks that make the relationship between success in listening and speaking clear to the learners (Lynch, 2009). Thus listening and speaking should be complementary to each other.

9. Stages of Teaching to Develop Listening in the Classroom

For better teaching listening skill, Hauck (2011) suggested the three stages of teaching which are summarized as follow:

The first stage to do is planning a *warm-up* activity to expect the learners about what they are going to hear in order to activate their predictive skills. The learners are expected to extract the specific information, that is the reason why the teacher has to set *pre-listening task*. At this stage the teacher aims to focus the students' attention on certain facts mentioned in the listening. The emphasis here should be on raising issues in preparation for listening. Second, *while-listening* stage the teacher can ask the students to clap or raise their hands when hearing certain facts or data and to take notes. Finally, *post-listening stage*, after listening, the students are expected to do some post-listening task because the discussion activities in this stage are an important part of the process of integrated skills work, as they give students a chance to use all the linguistic and cultural input they have received in an open-ended way (Hauck, 2011).

10. Conclusion

Language is a medium of communication, which helps the members of community in the society to communicate and interact with one another. Listening is one important skill in learning a language and it has always been considered for granted skill; however, it is a complex, active and difficult skill. It is also a significant part in language learning that is why many teachers and researchers focus to develop this skill.

II. Listening Assessment

1. Introduction

We have mentioned above that effective listening involves a large number of component skills and there are a number of different ways in which the learner can process or fail to process incoming speech. So, how teachers test or assess the learners' ability in listening comprehension?

2. Definition of Listening Assessment

Assessment is an important part of teaching and an integral part of instruction in that it suggests appropriate starting points for instructional design and allows feedback on learners performance and measuring their progress (Rost, 2002). It means that this assessment allows teachers to know whether students have mastered what is taught or no.

According to Buck (2009, p. 01):

“listening is a process, a very complex process, and if we want to measure it, we must first understand how that process works. An understanding of what we are trying to measure is the starting point of test constructions.”

This description highlights that the complexity of listening skill makes the test difficult and its results depend on the construct tested.

3. Types of Listening Assessment

Teachers have to select the appropriate type of listening tests in order to measure their students' levels. According to Rost (2002) the main types used by teachers are: Achievement tests, placement tests and proficiency tests.

3.1. Achievement tests. They are the most produced and used by the teachers, this kind of tests are easy to make, to administer, to score and to use as direct feedback to the students because the content and form are derived directly from the classroom materials and tasks (Rost, 2002). In designing the test, teachers should take into consideration what the learners have studied otherwise the test will lack validity (Rost, 2002). It means that the knowledge used in the tests' topics is the same knowledge base used in the classroom.

3.2. Placement tests. They are designed according to an organized program of study in order that students achieve specific objectives (Rost, 2002). To clarify, students in this kind of testing are linked to the teachers' program or syllabus.

3.3. Proficiency tests. According to Buck (2001) they are designed to show the difference in the students' levels and the test is not tied to any particular course of study, nor intended to target any particular domain of language use. In order to be considered valid, these tests have to show a fair sampling of the types of behavior that constitute the trait being tested (Rost, 2002).

4. Specification of Listening Tests

Nation and Newton (2009) claimed that satisfactory tests of listening have to fulfill three criteria which are: reliability, validity and practicality.

4.1. Reliability Test. Is one whose results are not greatly affected by a change in the conditions under which it is given and marked (Nation and Newton, 2009). It means that the test's results should not change over time and the score should be the same even it is marked by different people. They cited several features of listening tests that affect their reliability and the teachers can use them in designing their tests:

- A listening test will be more reliable if the material that the learners listen to is on tape.
- A test is more reliable if it has several points of assessment.
- A test is more reliable if it can be marked in relation to a set of correct answers.
- A test will be more reliable if the learners are all familiar with the format of the test.

4.2. Validity Test. Is valid if it measures the right construct and when it is used for the purpose for which it is designed. Davies (1990) stated that there are several kinds of validity, but the two kinds that are concerned with measuring progress and diagnosis are face validity and content validity (as cited in Nation and Newton, 2009).

4.3. Practicality Test. Should be used in real world with the actual conditions because it will not be practicable if the test designed is too long to fit into the time which is available for listening (Nation and Newton, 2009). Validity can be achieved if some elements are taken into consideration such as the economy of time, money and labour, ease of administration and scoring, and ease of interpretation (Nation and Newton, 2009).

5. Approaches of Listening Assessment

Listening skill may be assessed in several ways and according to many different approaches of testing listening.

5.1. The discrete-point approach

Buck (2009) asserted that the discrete-point approach is the most common approach to language testing and the pioneer of this approach is Lado. Its basic is that it is possible to identify and isolate the separate elements of language and test each one of these separately (Buck, 2009). According to Lado (1961) the basic testing technique is presenting orally to students an utterance in the goal language and checking whether students understand the complete utterance or crucial part of it (as cited in Buck, 2009). Rost (2002) argues that discrete-point tests generally use multiple-choice questions and open questions based on scoring questions on a scale of correctness and completeness. In addition to standardized test scores such as The Test of English as a Foreign Language (TOEFL) which is first administered in 1964, was introduced to assess the language skills of the growing numbers of international students studying in US Universities (Educational Testing Service, 2005).

5.2. Integrative testing approach

Buck (2009) claimed that this approach came as reaction to the discrete-point approach. It means that this approach focuses to assess the learner's capacity to use many bits of the language at the same time and test knowledge of language as a whole. According to Oller (1979) there are regular and rule-governed relationships between the various elements of language and it is necessary to know how these elements are related to each other (as cited in Buck, 2009). The most integrative tests used are open summarizing of listening text (scoring on a scale of accuracy and inclusion of facts and ideas), cloze summarizing of a text (scoring completions of blank right or wrong) and dictation, complete or partial (scoring based on correct suppliance of missing words) (Rost, 2002).

5.3. Communicative testing approach

This approach was elaborated by the scholar Carroll (1972) and the basic idea underlying the communicative tests that language is used for the purpose of communication in a particular situation and for a particular purpose, and the most important thing is to be able to communicate in the target language use situation (Buck, 2009). In short, the testers should be

less concerned on how much the person knows about the language but how to use it to communicate effectively. To clarify, Widdowson (1978) confirmed that the communicative tests should test the use of the language for its communicative function, rather than usage; and the texts should be reasonably authentic or should have the same characteristics of the target-language use texts (as cited in Buck, 2009).

6. Conclusion

We have tried in this section to give different definitions of listening assessment. Generally, it is an active process of attacking meaning to the speech sounds. Secondly, we present the different types of listening assessment. Then, we mentioned the reasons and significant of listening test in language learning and teaching; as we differentiated between its approaches. We conclude that is vital, important in learning English language.

Chapter Two: Storytelling as Authentic Audio Material

I. Introducing authentic materials

1. Introduction

Teachers use authentic materials in EFL classes in order to make the learners experience the language as it is used for real communication by native speakers. It is a method which has gained much attention by teachers and researchers have recognised the benefits of using authentic materials. Tamo (2009, p. 75) admitted that: “*Bringing authentic materials into classroom can be motivated for the students as it adds a real life element to the student’s learning experience*”.

2. A Brief Background of Authentic Materials

Before starting by defining what authentic materials are, we have to start first by presenting a brief background of these materials because the use of authentic materials in foreign language learning has a long history. During the twentieth century, the widespread of linguistic theories of the time spawned a multitude of methods such as the New Method and the Audiolingual Method which all imposed carefully structured materials and prescribed behaviors on teachers and learners (Richards and Rogers, 1986). The issue of authenticity reappeared in the 1970’s as the debate between Chomsky (1965) and Hymes (1972) led to a realisation that communicative competence involved much more than knowledge of language structures and contextualized communication began to take precedence over form (Quoted in Gilmore, 2007). Thus, the debate over the role of authenticity, as well as what it means to be authentic, has become increasingly sophisticated and complex over the years and now embraces research from a wide variety of fields (Gilmore, 2007).

3. Definition of Authentic Materials

The most significant synonyms to the word authentic are *genuine* and *natural*; and the most significant antonyms are *artificial* and *unnatural* (Thomas, 2014,p 15). Authentic material is any kind of material taken from the real world and not specifically created for the purpose of language teaching (Gilmore, 2007). He added that this material can be text, visuals, or audio materials; it can be realia such as tickets, menus, maps, and timetables; or it

can be objects such as products, equipments, components, or models. Authentic materials are also any text written by native English speakers for native English speakers (Ellis, 1996).

The term authentic material means different things to different people. Rogers (1988) defined authentic materials as “appropriate” and “quality” in terms of goals, objectives, learners needs and interest and “natural” in terms of real life and meaningful communication (cited in Tamo, 2009). Another definition suggested by Saderson (1999 cited in Tamo 2009, p. 75) “*authentic materials are materials that we can use with the students in the classroom and that have not been changed in any way for ESL students...*”. In short, the terms authenticity and authentic are used to describe language forms which are used naturally and appropriately based on the cultural and situational context without any refinement or simplification.

According to Monteiro (2010) authentic materials are not created for language learning purposes but they were created with some real life goal for or by native speakers. Moreover, Peacock (1997) described authentic materials as materials that have been produced to fulfill some social purposes in the language community.

Other researchers like Nunan (1999) defined authentic materials as spoken or written language data that have been produced in the course of genuine communication, and not specifically written for purposes of language teaching. (Lee 1995, p. 32 as cited in Mishan, 2005) stated:

“A text is usually regarded as authentic if it is not written for teaching purposes but for a real-life communicative purpose, where the writer has a certain message to pass on to the reader. As such, an authentic text is one that possesses an intrinsically communicative quality”.

To sum up, authentic materials are any written or spoken language produced by native speakers in real situations for real life purposes and not for language learning or teaching purposes.

4. Difference between Authentic and Non Authentic Materials

According to Hedge (2002) the difference between a recording of natural speech among native speakers and recording made for English language learners can be summarized as follow:

Table 01: The Difference between Authentic and non- authentic Materials

| Authentic language | Non-authentic language |
|--|------------------------------------|
| Variation in the speed of delivery often fast | Slow space with little variation |
| Natural intonation | Exaggerated intonation pattern |
| Natural features of connected speeches: elisions | Carefully articulate 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 |
| Speakers interrupt or speak at the same time | Grammatically correct sentence |
| Speakers use ellipsis (i.e. miss out parts of sentences) | Ellipsis infrequent |
| Background noise present | Background noise absent |

5. Types of Authentic Materials

Teaching materials are a very essential part of teaching and learning a foreign language. Nowadays with the advance of technology and new approaches of communicative language teaching, several sources of authentic materials have been increased and are available for everybody. According to Polio (2014), there are unlimited sources for teaching materials. For many who live in countries where English is a foreign language, it is simply a matter of searching creatively, and authentic materials can be broadly classified into listening, visual, and printed materials (Gebhard, 1996 as cited in Oura, nd).

The first type is authentic listening materials which involve those that learners can listen to. These can be television programming including commercials, quiz shows, interactive talk shows, cartoons, news, and weather forecast reports and radio programming including interviews , radio advertisements .Another materials involves taped conversations including meetings , short stories , poems and novels ,telephone conversations (Larino, 2007).

The second type is Visual materials which learners can see. For example: watching movies, You Tube videos, TV programs and all materials that allow students to see and to listen in the same time (Larino, 2007).

The third type is authentic Printed Materials like newspaper articles, movie advertisements, astrology columns, sports reports, obituary columns, advice columns, lyrics to songs, restaurant menus, street signs, cereal boxes, candy wrappers, tourist information brochures, university catalogs, telephone books, maps, TV guides, comic books, greeting cards, grocery coupons, pins with messages, and bus schedules (Larino, 2007).

6. Sources of Authentic Listening Materials

In EFL classes the most commonly sources of authentic audio materials used by teachers are the broadcast media and internet.

6.1. The Broadcast Media

The broadcast media are powerful medium in which learners can practice several skills such as listening. The following are the different genres of broadcast media (Mishan, 2005).

6.1.1. Television. Oxford learner's pocket Dictionary defines Television as "*pies of electrical equipment with a screen on which you can watch movies and sounds.*" Mishan (2005) stated that teachers need to be aware of using television for language learning, it creates a medium when learner probably the most familiar. It means that Television as a universal medium relates learner with the target culture language as it is in host community, it enables them to see their traditions and relations with each other. In addition, Television is enriching students' English vocabulary, lexical power, and enhancing their listening skill when it enables them to see their linguistic features (Mishan, 2005).

6.1.2. Radio Program. It can be a good source of authentic listening material that most teachers can obtain at a low cost and take into the classroom (Larino, 2007). He added that there are some English stations available on radio such as BBC World Service and Voice of America VOS, which can be accessed through AM stations or the internet and aired by the teachers in the classroom (Larino, 2007). Therefore, using radio is one of the more easily accessible forms of authentic listening practice we can provide the learner with. Moreover, their use makes them more familiar with foreign language culture (Mishan, 2005). In conclusion, the broadcasts media have more interest in acquiring foreign language, as they provide outside world into the classroom.

6.1.3. Songs. Teachers around the world tries to provide some authenticity in their classes and they are looking for the songs as one which make learners practice pronunciations as it is in real language and improved their listening skill (Mishan, 2005). Learners can listen to songs anytime and everywhere, which help them to learn new authentic language expressions while entertaining themselves. Moreover, Music is an essential part of the human experience; it is part of the most important public events in life. It represents ones feelings, emotions and may be problems while songs are a powerful means of conveying messages about social issues (Ben nadj, 2013). Mishan (2005, p. 200) stated that, “A *widespread attitude in language teaching is to treat TL songs merely as authentic example of grammar structure*”. It means that, songs can be helpful for comprehension, where students concentrate their lyrics.

6.1.4. Films. This kind provide learners with familiar information taken from the native speakers’ culture, where this cultural information taken from the implicit values and ideas to the explicit, so students see how people speak, move, behave and live (Ben nadj, 2013). According to Mishan (2005) film is designed to appeal most directly and fully to our emotions and it is also the one most clearly entrenched in learners’ minds as a medium of entertainment. It means that any teacher who has used the film in class he enhances students learning as well as enjoys them. Furthermore, Film can be enhancing students listening skill, by seeing the linguistic features of language as it is in context (Mishan, 2005). We can say that the film characters that make them feel by the nature of language as it in real world.

6.2. Internet

Including in Mishan (2005) that, ICT has a great excitement on notion among the language teaching community, the most source of authenticity in classroom is internet technology. *“It is a computer- based global system [...] the internet has made it possible for people all around the world to communicate with one another effectively and expensively.”* (Microsoft Encarta Premium, 2009 as cited in Ben nadj, 2013). In other words, via online communication, students are aware about the target culture, by means of interacting with native speakers as well as, it develops their writing, speaking and listening skills.

So, the use of internet as an authentic source is useful starting point in language learning when it offer cites that contain listening materials produced for native speaker like, songs, conversations, stories telling, commercial and informative sites. In addition, internet allows many social media websites in which people can communicate with each other in any time and everywhere such as messenger, face book, twitter and Skype.

7. Advantages of Using Authentic Materials in EFL Classes

EFL teachers try to use authentic material in the classroom in order to fit the learner in real world of foreign language even it is not done in real situation because of many reasons. Researchers prove that the advantages of using authentic materials are significant not only from a pedagogical perspective, but also from a psychological one.

Nunan (2009, p. 43) argued 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 text, the language learning exchange will be made more difficult.”

He added that the use of authentic sources lead to greater interest and variety in the material that learners deal with in the classroom. Furthermore, Gilmore (2007) stated that *“authentic materials, particularly audio-visual ones, offer a much richer source of input for learners and have the potential to be exploited in different ways and on different levels to develop learners’ communicative competence”* In this sense, Guariento and Morley (2001)

supported the use of authentic materials since they exposing students to the real language of the real world will help them acquire an effective receptive competence in the target language.

To comment, we can say that authentic materials are beneficial because they expose learners to language that serves a useful purpose, focus more closely on learners' interests and needs, increase learners' motivation and connect the classroom with the outside world.

8. Disadvantages of Using Authentic Materials in EFL Classes

Although a lot of researchers argue that authentic materials have positive effects in foreign language teaching and learning, there are some scholars who are against the use of this kind of materials claiming that they have no value. For instance, Kilickaya (2004) claimed that authentic materials add a burden on teachers, as they may contain difficult vocabulary and structures which need more effort to be simplified and explained, in order to make them appropriate for their learners.

Guariento and Morley (2001, p. 347) asserted "*At lower levels... the use of authentic texts may not only prevent learners from responding in meaningful ways, but can also lead them to feel frustrated, confused and... de-motivated.*" They remind us that the use of authentic materials make especially lower level students confused and de-motivated by the complexity of language and performance conditions unless the simplest authentic texts are carefully selected by the teachers.

In conclusion and after having revised the related literature, we can claim that the advantages of using authentic materials in teaching learners in ESL classrooms outweigh the disadvantages. Therefore, teachers should consider them seriously as a successful aid in teaching a foreign language.

9. Conclusion

There is no doubt that the use of authentic materials in EFL classroom is important. For this, in this section we have presented the main points related to authentic materials and their advantages and disadvantages. Thus, it is well concluded that authentic materials can be successfully incorporated into pedagogical context to develop learner's level in English more than that, listening skill.

II. Introducing Storytelling as Authentic Material in Developing Listening Skill

1. Introduction

According to Davies (2007) stories are an important part of every culture and since the human race began, people have told stories to each other for different purposes; we tell stories to reveal our emotions and present aspect of our personal and professional lives. Thus, if storytelling plays an important role in the human life what about using it as a tool in teaching and learning English in EFL classes? In this sense Zaro and Salaberri (1995) claimed that Storytelling is an established part of the curriculum in both English-speaking countries and many others, and stories are seen as a first-rate resource in the teaching of the child's own language.

2. Definition and Short Historical Background of Storytelling

Records of storytelling have been found in many ancient cultures and languages, including Sanskrit, Old German, Latin, Chinese, Greek, Icelandic and Old Slavonic (Davies, 2007). He added that Celtic bards used storytelling as a way of making sense of their origins and a way to build a common history. They would chronicle events through poetic narrations, epic tales that are preserved to this day in folklore and legend (Davies ,2007). Moon, (2010) stated that short stories had their roots in folklore, or the oral tradition of storytelling. She claimed that in the 19th century, the short story developed as a literary form and magazines became more popular and widely read; then, in 20th century short stories reflect the pressures of modern life and deal with issues that affect society, the family and the individual. Today there are more and more writers from different countries and cultures all over the world writing their stories (Moon, 2010).

For McDurury & Alterio (2003), Storytelling is a uniquely human experience that enables us to convey, through the language of words, aspects of ourselves and others, and the worlds, real or imagined, that we inhabit. They state *"a narrative...that we call a story, deals not just with facts or ideals or theories, or even dreams, fears and hopes, but in facts, theories, and dreams from the perspective of someone's life and in the context of someone's emotions"*

(p. 32). We conclude that storytelling consists of more than just telling stories. It may include not only creating a story but also the use of pictures, acting, singing, story writing and so forth.

Storytelling is an oral activity where language and gestures are used in a colorful way to create scenes in a sequence (Champion, 2003). Also, Moon (2010) asserted that storytelling is a unit of communication and the products of the media industries, in therapy and in our daily acts of reflecting. It means that, storytelling encourages social and emotional development because it provokes a shared response of laughter, sadness, excitement and anticipation.

In Alliance (2006) storytelling defined as an art, a tool, a device, a gateway to the past and a portal to the future that supports the present. In addition, Miller & Pennycuff, (2009) defined storytelling as a knowledge management technique, a way of distributing information, targeted to audiences and a sense of information; they added that stories provide natural connection between events and concepts. We do agree with this, because stories create a vital images, actions, character, and events in the listeners' minds based on the teller's performance.

3. Kinds of Stories

There are three kinds of stories: Personal Experience stories, Traditional stories, Created stories (Miller, 2011). We have summarized them as follow:

- *Personal experienced stories* involve expressing points of view about a significant event, and how one feels about it. Thus telling a story is an act of moral persuasion.
- *Traditional stories* were told to explain beliefs about the world (e.g. myths), to remember the great deeds of past kings and heroes (e.g. legends), to teach moral principles (e.g. fables and parables) or simply for the sake of entertainment (e.g. folktales and fairy tales).
- *Created stories* often involve a mix of elements from Personal Experience stories and Traditional stories.

4. Importance of Using Storytelling as Pedagogical Strategy in EFL Classroom

Several studies have been conducted regarding the effectiveness of the use of storytelling as a pedagogical strategy. Storytelling, probably the oldest form of narrative in the world, is not the same as reading aloud, because in storytelling, the interaction between teller and listener is immediate, personal, active, and direct (Kortner, 1988).

4.1. Language Enrichment

Karlsson (2012) argued that in all academic areas, storytelling enlivens the delivery of curriculum, accelerates and enhances curriculum learning, and engages learners. In addition, stories promote students' language development by exposing them to new words and high level literary language: vocabulary, metaphors, similes and complex sentence structures that they are not yet able to read independently (Karlsson, 2012). It encourages students to think about issues, and it can also deliver emotional and factual content beyond a learner's vocabulary or reading ability (Alliance, 2006).

According to Haven (2000), using storytelling in the classroom is a powerful and effective way to improve and develop language skills. He added that such activities where students participate in telling, writing, reading and listening to stories can motivate them to be active learners, developing within them a constructive approach towards English language learning.

4.2. Cross Cultural Awareness

Cultures around the world have always told tales as a way of passing down beliefs, traditions, and history to future generations because stories connect us with our humanness and link past, present, and future by teaching us to anticipate the possible consequences of our actions (Ellis & Brewster, 2014). So, storytelling helps learners appreciate different cultures; in addition to helping them examine and value their own personal heritage. In this sense Davies (2007) asserted that "*it was born from a need to record history, to chronicle the deeds of ancestors and in so doing keep them alive for years to come*" (p.53). From this quotation, we admit that, stories are related to the world around us and each community has its own stories that reflect the life style of the ancestors.

Richard (1986) said: “*Storytelling also introduces children to cultural values and literacy traditions before they can read, write and talk about stories by themselves.* p.87” He added that because the help of skillful questioning, they can also learn to reflect on the personal and cultural values introduced in the story. This is true because storytelling is a medium for sharing knowledge among people as it allows participants to be transported to another time and place.

4.3. Motivation

Hamilton and Weiss (2007) claimed that stories go straight to the heart because students are emotionally involved and truly enjoy storytelling and it can help to create a positive attitude toward the learning process. In addition, Zaro and Salaberri (1995) asserted that the motivation that comes from the use of stories can help to create a positive attitude in the learner towards the foreign language, which is vital in creating a more permanent good attitude towards language learning in general; and the activities based on stories develop an attitude of cooperation between learners and at the same time help them feel confident in using the foreign language.

Haven (2000) identified storytelling to be powerful, motivating and effective, stating that “*Factual and conceptual information is learnt faster and better, and will be remembered longer, recalled more readily, applied more accurately when that information is delivered as a well-told story*” (p.75). In storytelling, the words are not memorized, but are recreated through spontaneous, energetic performance, assisted by audience participation and interaction (Isbell, Sobol, Lindauer and Lowrance, 2004). From this we notice that Stories capture the imagination, engage the emotions and open the minds of listeners.

5. The use of Authentic Storytelling to Enhance Listening Skill

In their studies, Isbell et al (2004), Gallets (2005) and Philips (2000) revealed that storytelling improves the listening skills of learners because tales and stories are effective and useful listening materials for learners to develop listening comprehension and literacy both in their first and foreign language. Moreover, Harmer (2007) considered storytelling one form of the intensive listening or the live listening that provides excellent listening material in which the students can predict what is coming next , and they can be asked to describe people in the

story or to comment on any part of the story. Furthermore, Storytelling helps students develop concentration, and the pure pleasure that they experience while listening to a story helps them to associate listening with enjoyment (Hilton & Weiss, 2007).

Listening to stories allows the teacher to introduce or revise new vocabulary and sentence structures by exposing the learners to language in varied, memorable and familiar contexts, which will enrich their thinking and gradually enter their own speech(Ellis & Brewster; 2014). They added that listening to storytelling develops various aspects of language such as pronunciation of sounds, stress, rhythm, and intonation, as well as becoming familiar with new words and structural patterns.

Learners have the ability to grasp meaning even if they do not understand all the words; clues from intonation, mime, gestures, the context and visual support help them to decode the meaning of what they have heard (Zaro & Salaberri, 1995). Thus, the most important thing is listening for the main idea or plot without necessarily understanding everything, and listening for specific information can be developed through stories.

6. Conclusion

Teachers look for ways to bring authenticity into English language classrooms and to provide students with set of tools for thinking and creating. We argue that the use of authentic materials in teaching English as a foreign language have great importance and the use of storytelling as authentic audio material in listening classes attract attention as it is showed in this chapter and have many advantages in improving learner's listening skill, as well as it is a window into culture.

Part Two (Practical Part)

Chapter one: Research Methodology, Design and Results

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General Conclusion

Chapter one: Research Methodology, Design and Results

I. Description of the Study

1. Introduction

In the previous part, we dealt with the most important elements related to our two variables which are storytelling as authentic audio material (the independent variable) and listening comprehension (the dependent variable). In the following part is the practical part of the present study. Its aim is to provide answers to the questions we have asked and confirm or reject the hypothesis we have suggested. It consists of two main chapters: The first chapter is all about the research methodology design and result. In the second chapter, we provide the reader with limitations, implications and suggestions for further researchers; then, it is concluded with general conclusion.

The following chapter provides a detailed description of the study. We present our methodology, describe our subjects and the instrument used for data collection; then, we explain the procedures of data collection and analysis.

2. Population and Sampling

Our research was carried out with first year students of English as a foreign language enrolled at the University of Bejaia. The number of the whole population was approximately 190 students constituting 6 groups, but only one group is chosen as our sample based on random sampling which is the easiest method and it ensures equal chances of being selected (Kothari, 2004). Our sample consists of 24 students, representing 12.63% of the whole population. In our random sampling, we have two subgroups composed of subgroup A (12 students), and subgroup B (12 students) which are equal in terms of size and gender because “*Random assignment*” required to insure that both the comparison group and the experimental group are equivalent (Griffee, 2012).

The background information got from the pre- test questionnaire (see Appendix1) revealed that our sample consists of 22 females (92%) and 02 males (08%) and ranged in age 18 to 22 years old. We asked our participants to indicate how many years they have been studying English at university and if it is their personal or imposed decision; however, 100 % answered

that is their first year of studying English and just 4% answered that is imposed decision. More they speak Kabyle as their first language, and study English as their foreign one. The reason behind choosing this population is that first year students are beginners in the university learning and teaching which are said to be different from the way they used to learn in the secondary school. Besides, first year students come up to university with the idea that their main concern in learning English is being able to speak and communicate in English as natives do.

3. Research Methodology and Design

Since the present study investigates the effects of using authentic stories to develop EFL learners' listening comprehension. Thus, the method which is appropriate is the experimental method to attain this objective. It is considered as the best method for testing cause and effect relationship; however, it cannot test abstract variables (Griffiee, 2012; Fraenkel, Wallen & Hyun, 2012).

3.1. The description of the training program

Our study investigates the effects of authentic stories on EFL learners' listening comprehension. The experiment took four weeks, two sessions for each week and one hour and half in each session. In order to fit out 20 hours of implementing our suggested strategy we made four extra sessions. We followed in the lesson plan three stages: pre-listening, while-listening and post-listening. In the first stage, we explained the objective behind listening to the story then we distributed the task sheets because the use of questions helps to stimulate learners' interest and helps the teacher in checking different levels of comprehension (Flowerdew and Miller; 2005), after that we switched on the audio tape which was under the control of students. In the second stage, students are required to listen carefully and try to answer the questions. Flowerdew and Miller (2005) stated that these types of while-listening activities help the learner to follow the text and pick up the important points. In the third stage, a whole class discussion and debate in which students answered the questions and gave their opinions about how they found the story took place. We followed the same lesson plan during all the sessions (see appendix 02). The stories were authentic and told by native speakers with different accents (British and American) and each story took more than 5 minutes but it was not more than 10 minutes. The stories retrieved from British Council site and YouTube, then we converted them to MP3 format. The choice of the themes was made

with the help of their teacher of listening and we tried to deal with real experienced stories such as: “visitor to the star, Superstitions, A serious case” and others... (see appendix 03) and (CD 1) .

4. Description of Data Collection Tools

The two main tools that served this research were diagnostic tests and students' questionnaires.

4.1. The students' diagnostic tests

In this study we used diagnostic tests because they serve our purposes and fit out our research theme. The tests are used to collect data about the students' ability in listening comprehension before and after the implementation of storytelling as authentic audio material. The pre and post tests permit to check learners' improvement in listening comprehension by comparing the scores of the two tests.

4.1.1. Description of the pre test. Pre-test was considered as a pre-study of our research which aimed at collecting data about our sample's level in listening comprehension before the program of using storytelling as technique in listening sessions. The first step that we adopted to collect our data was designing a test for both experimental and comparison groups. The test's questions adapted from Listening Strategies and Applications in EFL Classroom (Michael, 2003) and others based on Test of English as a Foreign Language (TOEFL) such as: multiple-choice, true-false and fill the gaps. So, we asked the students to listen to a native storyteller, the story is entitled “Saint Valentine” and took 8 minutes (see CD 1), and to answer some comprehension questions related to the story in order to evaluate their listening comprehension level. The test was designed and scored by the researcher; learners were scored in two components constituting listening which are comprehension and vocabulary. Each component was attributed a score out of one to each correct item. Thus, the overall score on the test is out of ten. The test was conducted with the groups on March 16th 2016 at 09h: 40 till 11: 10 (see appendix 04).

4.1.2. Description of the post test. The post-test (see appendix 05) was conducted on May, 28th with the whole students on April 24th, 2016. The post-test included part of questions of the pre-test in addition to other new questions. This test was done after the implementation

of storytelling as authentic audio material in listening sessions. The story entitled “Golden boys” and took 8 minutes (see CD1). The same procedures as the pre-test were followed for scoring learners.

Finally, the mean scores and standard deviation of both pre-and post-tests were compared. This comparison allows us to check learners’ listening comprehension improvement under the implementation of storytelling as authentic audio material in listening sessions.

4.2. The students’ pre and post- test questionnaires

To be able to analyse and interpret the data collected, we have used the computer program SPSS version 20 which is of the major computer packages for analysing quantitative data (Jupp, 2006) and Excel 2007 (pre and post questionnaires, pre and post tests). We rely on frequencies, percentages and descriptive statistics to interpret our data.

4.2.1. The students’ pre- test questionnaire attitudes. Before starting our experiment, students were given a questionnaire (see appendix 01) which is the most common and widely used tool in several researches. It is divided into three sections. Section one comprises four personal questions grouped under the heading background information; these questions provide us with information about the participants’ age, gender, years of study at university and their motivation to study EFL. The second depicts students’ attitudes towards listening skill, and it comprises only one close-ended question. The last section concerns storytelling as authentic audio material, and it consists of two open-ended questions.

We administered the questionnaire on Monday, March the 14th, 2016 in building 3. We have given our participants time to fill it up, and we asked the delegate to collect them for us. The questionnaire was designed for the whole group but just 20 students answered our questionnaire out of 24 students.

4.2.2. The students’ post- test questionnaire attitudes. It is divided into three outstanding elements that students are required to answer by yes or no (see appendix 06). The first element examines students’ evaluation of stories; it comprises five questions. The second element is related to the students’ evaluation of their listening comprehension; it contains one question, and a justification of the answer. The third and the last element reports students’

opinions towards the use of storytelling as authentic audio material in listening sessions. It consists also of one question with justification. Our aim is to make an evaluation of the effect of the suggested hypothesis on the experimental group and see whether there will be a change in terms of students' attitudes towards the new strategy or not.

5. Validity, Reliability of the Instruments

Validity and reliability are very important concepts in research. According to Ravitch (2007), validity is defined as the extent to which a test measures exactly what it should measure. For reliability, refers to the consistency of the test, in other words, if two different markers mark the test, will they get the same scores (Flowerdew and Miller; 2005). In our research, the results of the pre-questionnaire and the post-questionnaire are calculated with the SPSS which guarantees objectivity and precision. The same thing is said for the pre and post tests since we relied on the help of another teacher in designing the test and in the evaluation of the tests' answers. This indicates that any other independent researcher analysing our data will reach the same results. However, since our sample is composed of only two sub groups; thus, the results cannot be generalized to the whole population which consists of 192 students.

II. Results and Discussion

1. Introduction

In this section, all the data collected through the research instruments were analyzed in details. Results were represented in tables and graphs in addition to an interpretation of each result. The data obtained by means of the pre-post questionnaires are presented in tables using frequencies and percentages. The pre- and post-tests were analysed by computing and converting the results to mean scores and standard deviations. Then, the mean scores and standard deviations of each test were compared to check whether are different or not.

2. Results

This section is mainly concerned with the presentation of the main findings of students' pre / post-test questionnaires and pre / post tests with their interpretations.

2.1 The students' pre- test questionnaire attitudes

Section one : Background Information on the Participants

Q01 : Gender

Table 02: Students' Gender

| Sex | Frequency | Percent (%) |
|--------|-----------|-------------|
| Male | 2 | 8 % |
| Female | 22 | 92 % |
| Total | 24 | 100 % |

From the table above, out of 24 participants, 22 (92 %) are female and just 02 (8 %) are males. From this high number of females, we noticed that they have more tendency towards studying foreign languages and English in particular rather than males.

Q02: Age

Table 03: Students' Age

| Options | Frequency | Percent (%) |
|--------------------|-----------|-------------|
| 18-20 years | 20 | 83.33 % |
| 20-22 years | 04 | 16.67 % |
| More than 22 years | 00 | 00 % |
| Total | 24 | 100 % |

According to the results shown in the table above we notice that the students are young because 83.33 % aged between 18 to 22 years old.

Q03: Your choice of studying English

Table 04: students' decision to study English

| Response | Frequency | Percent (%) |
|--------------------------|------------------|--------------------|
| Personal decision | 23 | 95 % |
| Imposed decision | 01 | 05 % |
| Total | 24 | 100 % |

The table 04 indicates that (95 %) of students chose freely to study English. However (05%) said that studying English was an imposed decision. The obtained results implied that the majority of students were motivated in studying English as foreign language and are ready to receive any materials attempts to develop and improve their language level.

Q04: Is it your first year of studying English?

Table 05: Years of studying English at University

| Response | Frequency | Percent (%) |
|-----------------|------------------|--------------------|
| Yes | 24 | 100 % |
| No | 00 | 00 % |
| Total | 24 | 100 % |

The results presented by the table 05 shows that all the students (100 %) are studying English at university for first year, which means that they have no experience at university before.

Section two: Students' attitudes toward listening skill

Q01: Which of the four skills do you prefer?

Table 06: Students' preferred skill

| Response | Frequency | Percent (%) |
|------------------|------------------|--------------------|
| Writing | 07 | 35 % |
| Speaking | 09 | 45 % |
| Listening | 09 | 45 % |
| Reading | 05 | 25 % |

Table 06 indicates that 45 % of students prefer listening and speaking, while 35 % prefer writing and 25 % prefer reading. We can deduce that listening and speaking are equal and represent the high percentage because students focus on listening in order to speak English like natives do.

Q 2: listening skill is important in learning English.

Table 07: The importance of listening skill in learning English

| Response | Frequency | Percent (%) |
|--------------------------|------------------|--------------------|
| Strongly agree | 14 | 58 % |
| Agree | 10 | 42 % |
| Strongly disagree | 00 | 00 % |
| Disagree | 00 | 00 % |
| Total | 24 | 100 % |

As shown in the table above the majority of students (58 %) are strongly agreed and 42 % are agreed that listening skill plays an important role in learning English. In fact, considering listening as important skill can be explained by the fact that students are aware about how this receptive skill plays a crucial role in learning English as a foreign language.

Q03: How do you consider your listening ability?

Table 08: The students' consideration of their listening ability

| Response | Frequency | Percent (%) |
|-----------------|------------------|--------------------|
| Good | 05 | 25 % |
| Average | 16 | 60 % |
| Bad | 02 | 10 % |
| Very bad | 01 | 5 % |
| Total | 24 | 100 % |

The findings illustrate that the majority of first year students consider their listening ability at "average", this represents 60 %. However, 05 students opted for their considerations of the listening ability to be "good". On the other hand, two students opted for "bad" this represents 10 % and just one student declared that is very bad in listening.

Having a good level or very good level in listening does not guarantee that the students can comprehend everything especially when native speaks by using the prosodic features and with different accents. We explained all this elements in our literature review.

Q04: How often do you practice listening skill?

Table09: Students' percentage of practicing listening Skill

| Response | Frequency | Percent (%) |
|---------------------|------------------|--------------------|
| Always | 11 | 45.83 % |
| Very often | 05 | 20.83 % |
| Sometimes | 08 | 33.33 % |
| Occasionally | 00 | 00 % |
| Total | 24 | 100 % |

The table reveals that the majority of the students 45.83 % use always listening skill, while 33.33 % of the students opted for “sometimes”. However, 05 students opted for “very often”. What is noticeable is that students try to develop their English language through listening materials.

Q05: Which kind of difficulties you encounter in listening?

Table10: Students' difficulties in listening

| Response | Frequency | Percent (%) |
|-----------------------------|------------------|--------------------|
| Length of the text | 02 | 10 % |
| Comprehension | 11 | 55 % |
| Difficult vocabulary | 10 | 50 % |
| Pronunciation | 13 | 65 % |
| Others | 00 | 00 % |

The results illustrate that the majority of first year students 65 % encounter difficulties on the pronunciation of the speaker, 55 % face problems on comprehension, 50 % have vocabulary difficulties while listening and just 02 students find the length of text as a difficult in listening. Thus, we can conclude that listening skill is a complex process.

Q06: What kind of materials are the most used by your teacher during listening session?

Table11: The materials most used by teacher

| Response | Frequency | Percent (%) |
|----------------------|------------------|--------------------|
| Conversations | 17 | 85 % |
| Songs | 09 | 45 % |
| Broadcasts | 00 | 00 % |
| Stories | 01 | 05 % |
| Films | 00 | 00 % |

According to the table 11, we noticed that conversations are the most used by the students' teacher, this presents 85 %. However, songs present 45 % which are the common used during listening sessions. Whereas, just one student answered that the teacher uses stories. We can conclude that the technique we suggested is not used with students before.

Section three: storytelling as authentic audio material

Q01: Are you interested in listening to native speakers?

Table12: Students' interest in listening to natives

Before we asked them anything about authentic materials and storytelling, learners were first asked if they are interested in listening to native speakers.

| Response | Frequency | Percent (%) |
|------------------|------------------|--------------------|
| Yes | 22 | 92 % |
| No | 1 | 4 % |
| No answer | 1 | 4 % |
| Total | 24 | 100 % |

As shown from the table that the majority of students (92 %) declared that they like listening to native speakers. Whereas, 4 % reported that they do not and one student did not answer the question.

Q02: Do you use authentic listening materials outside classroom?

Table13: Students' use of authentic materials out classroom

| Response | Frequency | Percent (%) |
|-----------|-----------|-------------|
| Yes | 17 | 70 % |
| No | 07 | 30 % |
| No answer | 00 | 00% |
| Total | 24 | 100 % |

The majority of students (70 %) said that they use authentic audio materials outside the classroom. The rest of the participants (30 %) said that they do not. So, we can deduce that authentic materials are not unknown for students or new for them.

If yes, which ones do you find useful?

Table14: The most useful materials outside classroom

| Response | Frequency | Percent (%) |
|------------------------|-----------|-------------|
| Video(s) | 08 | 40 % |
| Radio | 04 | 20 % |
| Internet | 09 | 45 % |
| Songs and music lyrics | 11 | 55 % |
| Television | 09 | 45 % |

The table above shows that 55 % of students use songs and music lyrics outside classroom, 45% use internet and television, 40 % use videos, whereas 20 % use radio. This means that the widespread of technology plays a crucial role in providing students with authentic materials.

Q03: Does your teacher use storytelling during listening session?

Table15: If teacher uses storytelling during listening session

| Response | Frequency | Percent (%) |
|-----------|-----------|-------------|
| Yes | 04 | 20% |
| No | 16 | 80 % |
| No answer | 00 | 00 % |
| Total | 24 | 100 % |

The findings show that the majority of students (80 %) answered that their teacher does not use storytelling as authentic audio material during listening session. From the results, we can

conclude that storytelling is a new technique for students because they did not deal with it before.

Q04: Listening to native storytellers improves listening comprehension. Why?

Table16: Students’ attitudes about listening to native storytellers

| Response | Frequency | Percent (%) |
|--------------------------|------------------|--------------------|
| Strongly agree | 07 | 30% |
| Agree | 16 | 65 % |
| Strongly disagree | 00 | 00 % |
| Disagree | 01 | 05 % |
| No answer | 00 | 00 % |
| Total | 24 | 100 % |

Table 16 indicates the attitudes of students toward listening to native storytellers to improve listening comprehension. As we can observe, the majority of our respondents, it means, 65 % answered with “agree”, 30 % said are “strongly agree” and only one student was disagree. From these answers, it is obvious that first year EFL students are ready to acquire any kind of listening material in order to develop their language.

The following table shows the students’ justifications to their attitudes toward listening to native storytellers.

Table17: Students’ justifications to their attitudes toward listening to native storytellers

| Justifications | Frequency | Percent (%) |
|--------------------------------------|------------------|--------------------|
| To develop language skills | 06 | 30 % |
| To enrich the vocabulary | 03 | 15 % |
| To speak like native speakers | 09 | 45 % |
| No answer | 06 | 30 % |

The table 17 shows that 45 % of students answered that listening to native storytellers help them to speak like them, 30 % said in order to develop language skills and 15 % said to enrich the vocabulary. From their justification we can see that they have not understood the question because they mentioned the benefits of listening to native storytellers and not why it improves the listening comprehension.

Q05: what is your attitude towards using storytelling as authentic audio material in listening session?

Table18: Students’ attitudes toward using storytelling as authentic audio material in listening session

| Response | Frequency | Percent (%) |
|------------------|------------------|--------------------|
| Positive | 23 | 95 % |
| Negative | 01 | 05 % |
| No answer | 00 | 00 % |
| Total | 24 | 100 % |

According to the table above the majority of students (95%) have positive attitude towards using storytelling as authentic audio material in their listening session. One student answered by “negative”.

Having a positive attitude about listening to storytelling as authentic audio material during listening session can to some extent help students host this new suggested strategy with enthusiasm and motivation which, according to us, is a very essential element in order to encourage them to listen to native speakers and to use authentic materials as well.

The following table illustrates the students’ justification towards the previous question.

Table19: Students’ justification towards using storytelling in listening session

| Justification | Frequency | Percent (%) |
|---|------------------|--------------------|
| To improve listening comprehension | 06 | 30 % |
| Entertainment | 07 | 35 % |
| To learn morals | 02 | 10 % |
| No answer | 04 | 20 % |

The table19 gives the reasons behind students’ positive attitude towards using storytelling in their listening session. Different answers have been expressed to this question in which we notice that 35 % of students said that it is a way of entertainment, 30% answered that it is a good way to improve listening comprehension. While 10 % of students found that the benefit behind listening to stories is to learn morals.

2.2. Analysis of the Pre and Post Tests

Learners were scored in two components constituting listening which are comprehension and vocabulary. Each component was attributed a score out of one to each correct item. Thus, the overall score on the test is out of ten. The following tables and graphs show the results arrived to from pre and post tests and were compared in terms of the mean scores and standard deviations of both tests.

2.2.1. Analysis of students' pre and post-tests score

Table 20: Students' pre and post tests score in listening comprehension

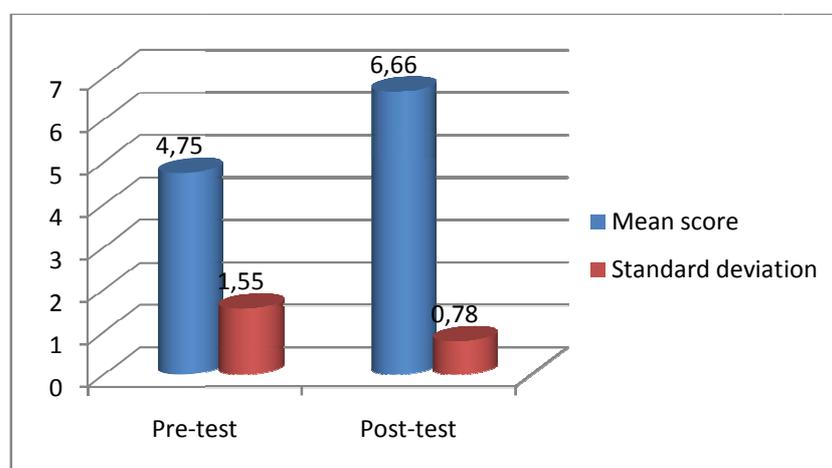
| Students | Pre-test | | | Students | Post-test | | |
|----------|---------------|------------|-----------------------|----------|---------------|------------|-----------------------|
| | Comprehension | Vocabulary | Total score out of 10 | | comprehension | Vocabulary | Total score out of 10 |
| S1 | 4 | 1 | 5 | S1 | 5 | 1 | 6 |
| S2 | 4 | 0 | 4 | S2 | 4 | 1 | 5 |
| S3 | 5 | 0 | 5 | S3 | 3 | 2 | 5 |
| S4 | 3 | 2 | 5 | S04 | 4 | 1 | 5 |
| S5 | 4 | 1 | 5 | S05 | 3 | 1 | 4 |
| S6 | 5 | 2 | 7 | S06 | 5 | 2 | 7 |
| S7 | 3 | 3 | 6 | S07 | 4 | 1 | 5 |
| S8 | 3 | 2 | 5 | S08 | 3 | 1 | 4 |
| S9 | 3 | 3 | 6 | S9 | 4 | 2 | 6 |
| S10 | 2 | 3 | 5 | S10 | 4 | 1 | 5 |
| S11 | 2 | 2 | 4 | S11 | 3 | 1 | 4 |
| S12 | 4 | 1 | 5 | S12 | 3 | 2 | 5 |
| S13 | 3 | 1 | 4 | S13 | 5 | 2 | 7 |
| S14 | 4 | 1 | 5 | S14 | 4 | 2 | 6 |
| S15 | 4 | 2 | 6 | S15 | 5 | 3 | 8 |
| S16 | 4 | 1 | 5 | S16 | 5 | 2 | 7 |
| S17 | 3 | 1 | 4 | S17 | 4 | 3 | 7 |
| S18 | 4 | 1 | 5 | S18 | 5 | 2 | 7 |
| S19 | 3 | 2 | 5 | S19 | 3 | 3 | 6 |
| S20 | 3 | 0 | 3 | S20 | 3 | 2 | 5 |
| S21 | 4 | 3 | 7 | S21 | 5 | 2 | 7 |
| S22 | 2 | 2 | 4 | S22 | 4 | 3 | 7 |
| S23 | 3 | 1 | 4 | S23 | 4 | 2 | 6 |
| S24 | 3 | 2 | 5 | S24 | 5 | 2 | 7 |

The table above presents the results arrived to from the pre-test and post test of listening comprehension. We notice different results from one student to another on both tests.

Table 21: Comparison between pre and post tests scores of experimental group

| Pre-test scores (experimental group) | | | Post-test score (experimental group) | | | | |
|--------------------------------------|---------------|------------|--------------------------------------|-----|---------------|------------|-----------------------|
| | Comprehension | Vocabulary | Total score out of 10 | | comprehension | Vocabulary | Total score out of 10 |
| S1 | 3 | 1 | 4 | S1 | 5 | 2 | 7 |
| S2 | 4 | 1 | 5 | S2 | 4 | 2 | 6 |
| S3 | 4 | 2 | 6 | S3 | 5 | 3 | 8 |
| S4 | 4 | 1 | 5 | S4 | 5 | 2 | 7 |
| S5 | 3 | 1 | 4 | S5 | 4 | 3 | 7 |
| S6 | 4 | 1 | 5 | S6 | 3 | 3 | 7 |
| S7 | 3 | 2 | 5 | S7 | 3 | 2 | 6 |
| S8 | 3 | 0 | 3 | S8 | 5 | 2 | 5 |
| S9 | 4 | 3 | 7 | S9 | 4 | 3 | 7 |
| S10 | 2 | 2 | 4 | S10 | 4 | 2 | 7 |
| S11 | 3 | 1 | 4 | S11 | 4 | 2 | 6 |
| S12 | 3 | 2 | 5 | S12 | 5 | 2 | 7 |
| M | 4.75 | | | M | 6.66 | | |
| SD | 1.05 | | | SD | 0.78 | | |

* M stands for mean score. SD stands for standard deviation.



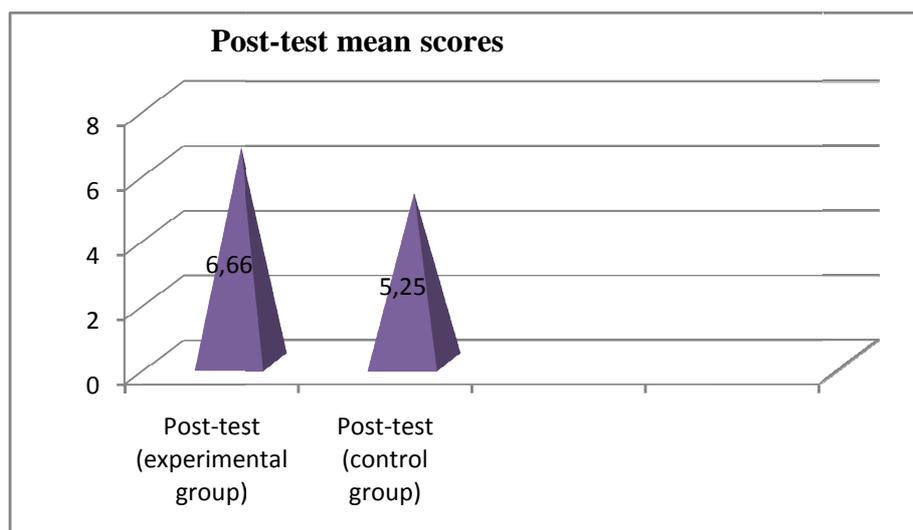
Graph 01: Analysis of pre and post tests mean scores of the experimental group

The table 21 and graph 01 illustrate the comparison between the mean scores of both pre and post-tests of the experimental group. By comparing the mean scores, we found that first year English students listening comprehension becomes higher after learning through using authentic audio storytelling as a technique in listening sessions than it was before implementing it. This is well expressed by the participants' mean scores which increased from

M=4.75 and SD=1.05 in the pre-test to M=6.66 and SD=0.78 in the post-test. From this comparison, we can say that learners' listening comprehension ability is slightly improved.

Table 22: Comparison of the listening post-test mean scores between the comparison and experimental groups

| Post-test scores (experimental group) | | | | Post-test score (comparison group) | | | |
|---------------------------------------|---------------|------------|-----------------------|------------------------------------|---------------|------------|-----------------------|
| | Comprehension | Vocabulary | Total score out of 10 | | comprehension | Vocabulary | Total score out of 10 |
| S1 | 5 | 2 | 7 | S1 | 5 | 1 | 6 |
| S2 | 4 | 2 | 6 | S2 | 4 | 1 | 5 |
| S3 | 5 | 3 | 8 | S3 | 3 | 2 | 5 |
| S4 | 5 | 2 | 7 | S4 | 4 | 1 | 5 |
| S5 | 4 | 3 | 7 | S5 | 3 | 1 | 4 |
| S6 | 5 | 2 | 7 | S6 | 4 | 2 | 6 |
| S7 | 3 | 3 | 6 | S7 | 4 | 1 | 5 |
| S8 | 3 | 2 | 5 | S8 | 3 | 1 | 4 |
| S9 | 5 | 2 | 7 | S9 | 4 | 2 | 6 |
| S10 | 4 | 3 | 7 | S10 | 4 | 1 | 5 |
| S11 | 4 | 2 | 6 | S11 | 3 | 1 | 4 |
| S12 | 5 | 2 | 7 | S12 | 3 | 2 | 5 |
| M | 6.66 | | | M | 5.25 | | |
| SD | 0.78 | | | SD | 1.39 | | |



Graph 02: Analysis of post-test results between comparison and experimental groups

The table 22 and graph 02 illustrate the comparison between experimental and comparison groups on the post-test mean scores and standard deviations. The highest score on the comparison group is 6 and the lowest one is 4 whereas the highest score on the experimental group is 8 and the lowest score is 5. These findings show that the mean score of the experimental group is $M=6.66$ and the mean score of the comparison group is $M=5.25$. Concerning the standard deviations, we notice $SD=0.78$ for the experimental group and $SD=1.39$ for the control group. So, we can conduct that the findings show a slight difference in the results between the two groups.

2.2.2. Analysis of students' post- test questionnaire attitudes

Students' answers to the post-questionnaire are presented in the following tables based on percentages and frequencies.

Table23: Analysis of students' post-test questionnaire

| Criteria | Questions | Yes | % | No | % | NA | % | Total | |
|---|---|-----|----|----|----|----|---|-------|-----|
| | | | | | | | | N | % |
| I. Evaluation of the stories | 1. Did you find the stories interesting? | 9 | 75 | 3 | 25 | 0 | 0 | 12 | 100 |
| | 2. Did the stories motivate you? | 7 | 58 | 5 | 42 | 0 | 0 | 12 | 100 |
| | 3. Was the authentic language difficult? | 6 | 50 | 6 | 50 | 0 | 0 | 12 | 100 |
| | 4. Did you learn something from the stories? | 10 | 83 | 2 | 17 | 0 | 0 | 12 | 100 |
| | 5. Did you waste much time trying to comprehend the story? | 7 | 58 | 5 | 42 | 0 | 0 | 12 | 100 |
| II. Evaluation of listening comprehension | 6. Do the stories help you improve your listening comprehension? | 9 | 75 | 3 | 25 | 0 | 0 | 12 | 100 |
| III. Opinion about the use of stories in listening session | 7. Do you find the use of storytelling as authentic audio material in listening session beneficial and instructive? | 10 | 83 | 2 | 17 | 0 | 0 | 12 | 100 |

From the table above, we can report the analysis of post-students' questionnaire. As we can notice, in item 1, 75% of students found stories interesting. In addition, in item 2, most of them stated that it was motivating (58 %), only 42 % said no. For item 3, half of students (50%) that the language was difficult and the other half (50%) pointed out that the language was not difficult. Furthermore, in item 4, most of students 83% stated that they learned from the stories, 17% answered by no. Moreover, in item 5, the answers revealed that 58 % of

students (07) replied that they wasted much time from trying to comprehend, only 42 % responded no. concerning the evaluation of listening comprehension, most of our respondents 75% answered for item 6 that the stories helped them improve their listening comprehension except 25% who reported no and only 04 students justified their answers. Finally, in item 7, most of students 83% considered the use of storytelling as authentic audio material in listening session beneficial and instructive and only 2 students responded by no and only 04 students justified their answers.

The students' justifications for the item 6 are as follow:

S1: *“Because when listening the brain remains a lot of data and obviously the terminology and the way things are said.”*

S2: *“I learned many new words and many morals.”*

S3: *“because when you listen the story you will have some pictures in mind and it is not boring. Also, my listening improved more than before.”*

S4: *“Because I'm very well in resting, i don't need stories to improve my skills.”*

From the students' justifications to the item 6, we notice that most of them have a positive attitude towards the use of stories in listening session to enhance their listening comprehension, and only one student answered that he did not find stories as a useful way in developing language skills.

The students' justifications for item 7 are as follow:

S1: *“because they will help us in understanding life better.*

S2: *“Because it helps to learn more and in a good way especially for students that are familiar with this learning style (auditory learners).”*

S3: *“it helps us to improve our pronunciation and within it we become a good listener it helps us to understand more and many words.”*

S4: *“it helps us to improve our language because when we listen to that stories it gives us an idea of different words in English.”*

In the item 7, most of students who justified their answers found that the use of storytelling as authentic audio material in listening sessions help them to improve their pronunciation since the stories told by native speakers and to learn vocabulary as well.

3. Discussion

In this section, we discuss the data shown in the previous section. In any research, the researcher can experience both success and failure in terms of results; in our case, we have experienced ups and downs during the experiment period and this refers to many reasons. In the five first sessions, most students were motivated and they participated; whereas in the last sessions, just some of them participated and answered the questions seriously. However, in the extra sessions, only few of them attended the lectures and they gave the reason that they were busy and had a lot of studies.

The detailed analysis of the data obtained from English listening comprehension tests, and pre and post-test students' questionnaire attitudes revealed that using storytelling as authentic audio material has a positive effect on enhancing the English listening comprehension of first year LMD students at the University of Bejaia. In addition, if we want to compare between the comparison group and experimental one, we can say that the mean scores of the comprehension listening test, which is increased from **4.75** in the pre-test to **6.66** in the post-test, show that learners' listening comprehension is developed after learning through using stories. But this does not mean that their listening comprehension is enhanced at 100 % through the use of storytelling as authentic audio material during listening sessions because the mean score of comparison group (see table 22) does not show a significant difference with the mean score of the experimental one.

The students' questionnaires also reflected positive views on implementing authentic storytelling tool in listening sessions in which they affirmed that listening to stories told by native speaker is beneficial and instructive in developing their language and be familiar with authentic language. Interestingly, in the present study, our findings match, to some extent, with the findings of other researchers (Gallets, 2005, Eck, 2006, Loukia, 2006, Miller and Pennycuff, 2008, Abo Skhela, 2010, Yang, 2011, Karlsson, 2012, Hibbin, 2016) who used storytelling in their classes, and who found in their investigation that this strategy or tool boosted their students' language skills and their motivation as well.

Now, let us move to discuss the students' difficulties during the implementation of storytelling as authentic audio material in their listening session classes. As we mentioned before in the description of the training program, that students were not attending their listening sessions regularly, especially, in the extra sessions. We noticed that the crucial problem that students faced when listening to stories told by native speakers is not the comprehension of the whole meaning of the story. They have difficulties in the vocabulary and in understanding the authentic language, this is later proved by analyzing some students' answers in the pre and post tests in which most of them failed in answering the vocabulary questions such as filling the gaps or find synonyms or antonyms (see appendixes 07,08, 09, 10,11,12). In addition, we felt that some students were not really engaged with us and their answers in the post-questionnaire (see table 23) proved our intuition.

All the findings of the different used research tools revealed that there is a slight improvement in learners' listening comprehension ability; but since, in the experiment, we could not control many variables like students' motivation and absences we cannot confirm that the use of storytelling as authentic audio tool in listening sessions is an effective technique for developing listening comprehension.

Throughout this section, we gave the inside scoop on our population and sampling, research methodology and design, data collection tools, procedures for analyzing and treating data, and validity as well as reliability of the instruments. Then, the analysis and discussion of the results permit us to reach interesting findings and answer our research questions and hypothesis.

Chapter Two: Limitations, Implications and Suggestions for Future Research

1. Introduction

In the present study, we investigated the role of using storytelling as authentic audio tool to develop EFL learners' listening comprehension. In the previous sections, we analyzed the data tools and we discussed the findings. In this section, we provide teachers and students with some implications. Then, we clarify the limitations of the present study and conclude with suggestions for future research.

2. Limitations of the Study

When carrying out the research and experiment, some limitations of the study were encountered. The first limitation was the lack of time to fit out 20 hours of experimentation because first year EFL learners have one session of listening per week, which pushed us to discuss with some teachers in order to conduct our experiment in their sessions, and we made some extra sessions in their free time; all this, influenced the students' motivation and reaction. In addition, dealing with two groups (experimental and control groups) was not an easy task; because each session we need to control whether the students attend in their right group.

Another limitation, was the bad quality of the material in the media rooms, this also has an impact on our experiment because in some sessions we wasted many time in trying to set the material or changing the room, before starting the course. Also, in the extra sessions we used the speaker tape which made the comprehension of the stories more difficult.

Moreover, the use of questionnaire as data tool cannot give us a real picture about students' attitudes since most of them may not take it seriously. Moreover, to be able to find interesting stories was a very challenge for us; since we have to take into account many principles such as: students' age, interest, level ...). In addition, each time we have to prepare a lesson plan which is not easy since it needs careful design. Furthermore, many factors could not be controlled; for instance, students' motivation, absentees, perception and difficulties and these are more likely to influence our results.

Finally, despite these limitations, this training program was an amazing experience for us in which we acted like a real teacher. We faced many challenges but it was motivated at the same time.

3. Implications

Based on the findings of this study, we further come to some of these implications which can help both teachers and learners to improve learning and teaching practices.

- Researchers may conduct research on implementing stories for teaching authentic vocabulary. This study finds that learners put much emphasis on learning vocabulary of different contexts.
- Doing research on implementing stories for teaching the productive skill of writing can be beneficial for EFL teachers. During the experiment learners took much time in taking notes and they wrote down any new expression or new word.
- Raising students' motivation and self-esteem because students need to be exposed to stories which are motivated and can boost their self-esteem. Thus, we recommend teachers of listening to introduce their students with topics that will increase their participation and motivation in the classroom because these are very crucial elements to take into account in order to develop their listening skill.
- Assessing and measuring students' listening comprehension through tasks and providing students with feedback. Thus, teachers need to encourage all forms of assessment in their classes in order to help students follow their progress and determine their strengths and weaknesses.
- Researchers also may study storytelling in oral expression because it was found retelling stories helps learners pronounce words better and more correctly through the opportunities it provides them with for practicing their English.

4. Suggestions for Further Research

Future studies can overcome our limitations by trying to devote more time for data collection and focus on other variables. The new tool suggested would be more successful if it was used for a longer period of time. Thus, other researchers can replicate this study by lengthening the duration of experiment. In addition, they should avoid generalizing of the findings.

We suggest for the future researchers to investigate the following variables:

- The effectiveness of storytelling in developing other skills like writing and reading.
- The effect of storytelling on the oral language complexity.
- The role of stories in developing EFL learners' intercultural competence.
- Comparison between storytelling and story reading.

5. Conclusion

In this section, we have identified the limitations of the present investigation that may influence our results. Moreover, we have come with important implications for both students and teachers in order to take into consideration our results and apply them in EFL classrooms. At the end, we have provided researchers with some suggestions that may shed light on our research and contribute to a better understanding of our variables.

General conclusion

The present work investigated the effects of storytelling as authentic audio material on enhancing EFL learners' listening comprehension among first year students at the department of English University of Bejaia. Specifically, we have hypothesised that if teachers use storytelling as authentic audio material in the listening classes; students would develop their listening comprehension. To reach this objective, we divided the work into two main parts.

The first part is the theoretical, it deals with the theoretical background of the study and it further consists of two chapters. The second part is practical; it has the aim of reporting the main findings of the present investigation and discussing them in order to reach a conclusion. In our research we adopted the experimental method the best method for testing cause and effect relationship; and the tools used to collect data are: students' pre and post-test questionnaires, pre and post-tests, in order to compare the students' level in listening comprehension before and after the implementation of the strategy suggested.

The analysis obtained from the students' pre and post-test questionnaires indicated that our participants face difficulties in listening to authentic materials as they reported that they were (stress, intonation, delivery of speed, clustering and reducing forms), but almost the majority of them appreciate learning with stories as authentic material. Even if there are some students still have problems as comprehending, lack of obtaining this kind of authentic material in classroom or outside it, lack of practicing the listening skill and interest in certain topics. However, these problems can reduce through practicing the listening skill and doing certain activities.

Therefore, we found that authentic stories exposure had a positive impact in increasing students' listening comprehension since they allowed them to have a direct contact with real language presented by proficient English native speakers. Moreover, they often learn from them new vocabulary, discover grammatical rules and constructions and get accustomed to English common expressions, idioms that they cannot necessarily learn in normal session.

We noticed from the analysis of the pre and post-tests that the mean scores of the comprehension listening test increased from (M=4.75) in the pre-test to (M=6.66) in the post-test, this result shows a slight progress in their listening comprehension level after the

experiment. But this does not mean that their listening comprehension is enhanced at 100 % through the use of storytelling as authentic audio material during listening sessions because the mean score of comparison group (M=5.25) does not show a significant difference according to the mean score of the experimental group (M=6.66).

In a nutshell, the findings of the different used tools revealed that there is a slight improvement in learners' listening comprehension ability after the implementation of the suggested method; but since, in the experiment, we could not control many variables like students' motivation and absences we cannot confirm that the use of storytelling as authentic audio tool in listening sessions is an effective technique for developing listening comprehension.

To benefit from our findings, we have provided both students and teachers with some suggestions. First, trying to devote more time for data collection and to focus on other variables. In addition, they should avoid generalizing of findings. Second, we suggested some topics for further researchers to investigate. Moreover, to overcome the limitations of our study, more research on our topic needs to be conducted.

We would like to bring to a close this research paper with the following quotation:

“It is better to fail in originality than to succeed in imitation” **Herman Melville**

“A person who never made a mistake, never tried anything new.” **Albert Einstein**

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Appendix 01

(Students' Pre- test Questionnaire Attitudes)

Dear students

You are kindly invited to answer the following questionnaire that aims to investigate and exploring the role of using storytelling as an authentic material to enhance the learners' listening skill in EFL classroom. We would like you to answer these questions anonymously and honestly. Your contribution is too important for the present research.

Thank you in advance

Section one: Background information

Please tick (✓) your appropriate answer:

1. Gender

a) Male

b) Female

2. Age

a) 18 - 20 b) 20 – 25 c) more than 25

3. Your choice of studying English

a) Personal decision

b) Imposed decision

4. Is it your first year of studying English at university?

a) Yes b) No

Section two: students' attitudes toward listening skill

1. Which of the four language skills do you prefer?

Writing

Speaking

Listening
Reading

2. Listening skill is important in learning English language.

Strongly agree Agree Disagree Strongly disagree

3. How do you consider your listening ability?

Good Average Bad Very bad

4. How often do you practice listening skill?

Always Very often Sometimes Occasionally

5. Which kind of difficulties you encounter in listening?

a) Length of the text

b) Comprehending

c) Difficult vocabulary

d) Pronunciation

e) Others

Mention them:

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

6. What kind of materials are the most used by the teacher during listening session?

a) Conversations

b) Songs

c) Broadcasts

d) Stories telling

e) Films

Section three: Storytelling as authentic material

1. Are you interested in listening to native speakers?

Yes No

2. Do you use authentic listening materials outside classroom?

Yes No

If yes, which ones do you find useful?

Video (s)

Radio

Internet

Songs and music lyrics

Television

3. Does your teacher use stories during listening session?

Yes No

4. Listening to native storytellers improves listening comprehension?

Strongly agree Agree Disagree Strongly Disagree

Why?

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

5. What is your attitude towards using authentic stories to develop listening skill?

a) Positive b) Negative

If positive why?

.....

.....
.....

If negative why?

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

Appendix 02

(The Session One of the Experiment)

Place: University of Bejaia

Room: Media room

Department: English

Hour: 11:20-12:40

Experimenter: Miss. Zahra Khira

Module: Listening

Experimented: 1st Year students (subgroup B, G4)

Date: April 4th, 2016.

Email: zouza920909@gmail.com

Presentation of the Lesson Plan

- ❖ **Lesson objective:** to help students to develop their listening comprehension through listening to authentic stories.
- ❖ **Materials:** Computer, MP3 stories.
- ❖ **Type of language:** Authentic
- ❖ **Topic:** superstitions

| Procedure | Aim |
|------------------------|---|
| <i>Pre-listening</i> | -We explained to the students the objective of listening to the story. -we told them what they are supposed to do while and after listening, in order to raise their attention, interest and motivation. |
| <i>While-listening</i> | - Students are required to listen carefully and try to answer the questions. -We were observing the students whether they were listening or chatting with their peers. |
| <i>Post-listening</i> | -We made discussion and debate in which students answered the questions and gave their opinions about how they found the story took place. |

Appendix 03

(The Sessions of the Experiment)

Place: University of Bejaia

Room: Media room / Room 6 Building 3

Department: English

Experimenter: Miss. Zahra Khira

Experimented: 1st Year students (subgroup B, G4).

Module: Listening

| N of sessions | Date | Time | Stories' title |
|-------------------|------------|-----------------|-----------------------------|
| <i>Session 1</i> | 03-04-2016 | 11 :20 - 12 :40 | Superstitions |
| <i>Session2</i> | 05-04-2016 | 11 :20 - 12 :40 | Jack Hanafard |
| <i>Session 3</i> | 06-04-2016 | 8 :15 – 09 :40 | Scarlett |
| <i>Session 4</i> | 06-04-2016 | 9 :40 – 11 :20 | New Nose |
| <i>Session 5</i> | 10-04-2016 | 8 :15 – 09 :40 | A serious case |
| <i>Session 6</i> | 10-04-2016 | 09 :40 – 11 :20 | sleeping beauty |
| <i>Session 7</i> | 12-04-2016 | 11 :20 - 12 :40 | Lazy Jack |
| <i>Session 8</i> | 13-04-2016 | 09 :40 - 11 :20 | The Elves and the shoemaker |
| <i>Session 9</i> | 17-04-2016 | 11 :20 - 12 :40 | The king of the Pumpkins |
| <i>Session 10</i> | 19-04-2016 | 12 :40 - 14 :20 | Visitor to the star |

Appendix 04

(The Students' Pre-test)

University A- MIRA OF BEJAIA

LEVEL: 1st YEAR

Lecturer: Miss. KHIRA

Listening session

Student's name:

group:

March 16th, 2016

I. Listen to the story and answer the questions:

1. What is the story about?

.....

2. When did the story take place?

.....

3. Is this a real or imaginary story?

.....

4. Does a character in this story remind you of anyone else you have read about?

..... If so, how they alike?

.....

5. What does *February 14th* represent?

.....

II. Find in the opposite of the following words:

a) Active: c) agree:

III. Listen to the story and complete the missing words:

On St. Valentine's day, the sun,
Made its way that , not long ago,
Into my locked, all in secret.

Appendix 05

(The Students' post-test)

University A- MIRA OF BEJAIA

LEVEL: 1st YEAR

Lecturer: Miss. KHIRA

Listening session

Student's name:

group:

April 24th, 2016

I. Listen to the story and answer the following questions:

1. When and where did the story happen?

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

2. Who are the main characters of this story?

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

3. How stole the purse of Mrs Moffat?

.....
.....

4. How can you describe the narrator?

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

II. Listen to the story and find the opposites/ synonyms of the following words:

Fancy #

Risky#.....

Rob=.....

Flesh=

III. Listen to the story and find the word that matches each definition.

1. Track between one place and another
2. Small person with pointed ears with magical powers.....
3. Extended nose.....

Appendix 06

(The students' post-test Questionnaire attitudes)

Dear students,

After conducting our experiment, we would like you to answer this post questionnaire.

Thank you in advance.

I. Evaluation of the stories

Please tick (✓) your appropriate answer:

| Statements | Yes | No |
|--|------------|-----------|
| 1. Did you find the stories interesting? | | |
| 2. Did the stories motivate you? | | |
| 3. Did you found the authentic language difficult? | | |
| 4. Did you learn something from the stories? | | |
| 5. Did you waste much time trying to comprehend the story? | | |

II. Evaluation of listening comprehension

6. Do the stories help you improve your listening comprehension?

Yes No

Why?.....
.....
.....

III. Opinion about the use of stories in listening session

7. Do you find the use of storytelling as authentic audio material in listening session
beneficial and instructive?

Yes No

Why?.....
.....
.....
.....

Appendix 07

(The first Student's Pre-test Sheet)

I. Listen to the story and answer the questions:

1. What is the story about?

the story is about St. Valentine 1

2. When did the story take place?

the story was happened in two thousand year ago 1

3. Is this a real or imaginary story?

the story is real 1

4. Does a character in this story remind you of anyone else you have read about?

..... If so, how they alike?
0

5. What does February 14th represent?

the 14. february represent a celebration of love if their somebody
you really like you can send a carte. 1

II. Find in the opposite of the following words:

a) Active: 2 c) agree: against 1

III. Listen to the story and complete the missing words:

On St. Valentine's day, the 2 sun,

Made its way that dawn .., not long ago 2

Into my locked 2 all in secret.

Appendix 08

(The Second Student's Pre-test Sheet)

I. Listen to the story and answer the questions:

1. What is the story about?

The story is about the valentine's day. O

2. When did the story take place?

The story did take place in 14 February 2017. A

3. Is this a real or imaginary story?

This story is real because the Saint Valentine's day exist until now.

4. Does a character in this story remind you of anyone else you have read about?

No. If so, how they alike? This story don't meet remind me of any other story I have read before. O

5. What does February 14th represent?

In the February represent the day of 'a celebration of love'.

II. Find in the opposite of the following words:

a) Active: ...soft... c) agree: ...refuse...
O O

III. Listen to the story and complete the missing words:

On St. Valentine's day, the sun,

Made its way that , not long ago,

Into my locked ...~~books~~..., all in secret.

O

Appendix 09

(The Third Student's Pre-test Sheet)

I. Listen to the story and answer the questions:

1. What is the story about?

The story is about the true story of the way that St. Valentine created.

2. When did the story take place?

The story happened 2000 years ago (2000).

3. Is this a real or imaginary story?

The story is real.

4. Does a character in this story remind you of anyone else you have read about?

Yes. If so, how they alike? The character in the story remind me about Jesus. All things alike. Jesus was the leader in an activity and courage to overcome all the obstacles they found in their ways.

5. What does February 14th represent?

February 14th represents the beginning of the celebration of love.

II. Find in the opposite of the following words:

a) Active: ...lazy..... c) agree: ...disagree.....

III. Listen to the story and complete the missing words:

On St. Valentine's day, the ...love... sun,
Made its way that, not long ago,
Into my locked ...chamber, all in secret.

Appendix 10

(The first Student's Post-test Sheet)

11/3

Activity one: Listen to the story, and answer the following questions:

1. When and where did the story happen? ... in August at the beach.

2. Who are the main characters of this story?
the narrator, the parents, Richard, Philip, Mrs. Moffat.

3. How did the narrator feel towards the brothers Richard and Philip? Why? he hated them because his parents always speaks about them.

4. Who stole the purse of Mrs Moffat? Richard and Philip

5. How can you describe the narrator?
He was jealous.

2/9

Activity two: Listen to the story, and find the opposites / synonyms of the following

words:

Fancy# hate risky# safe

Rob= stole fleshy= large

Appendix 11

(The Second Student's Post-test Sheet)

2.75
2

Activity one: Listen to the story, and answer the following questions:

0.25

1- When and where did the story happen? August in a beach.....

.....
.....

2- Who are the main characters of this story?.....

0.15

The narrator - Richard and Philip - and the parents of the narrator.

3- How did the narrator feel towards the brothers Richard and Philip? Why?.....

0.15

He hated them because they were too "perfect" than him.

4- Who stole the purse of Mrs Moffat?.....

very good thought that

Richard and Philip did, but it is the narrator in reality

5- How can you describe the narrator? The narrator is quite isolated

0.15

the person who likes to stay alone, in his whole world, and he's fed up with these vacations which are the same for 18 years

1.5
2

Activity two: Listen to the story, and find the opposites / synonyms of the following

words:

Fancy# hate risky# safe

Appendix 12

(The Third Student's Post-test Sheet)

2/3

Activity one: Listen to the story, and answer the following questions:

1- When and where did the story happen?.....

0/5 The story takes place in summer August in a small town (beach)

2- Who are the main characters of this story?..... They are the narrators and.....

0/5 the brothers Richard and Philip we can say that Mrs Moffat is a main character too.

3- How did the narrator feel towards the brothers Richard and Philip? Why?.....

0/5 The narrator hated the brothers Richard and Philip because every body is saying that they are the best.

4- Who stole the purse of Mrs Moffat?.....

0/5 The brothers Richard and Philip stole the purse.

5- How can you describe the narrator?..... The narrator is a person who is lost

0/5 inside the badman's maze he is tired of listening to every body speaking about two persons and telling that they are better than him.

2/2 Activity two: Listen to the story, and find the opposites / synonyms of the following

words:

Fancy# ~~hated~~ risky# ~~safe~~

Rob# ~~stolen~~ fleshy# ~~large fat~~

Agzul

Leqdic-a yelha-d d uskazal n wallus n tmucuha s wallalen n tmesliwt, yef useggem n tmesliwt d tegzi n yinelmaden n useggas amezwaru n LMD n tutlayt tagnizit deg tesdawit n Bgayet. Deg tezrawt-nney nesseqdec tarrayt n usnas akken ad nessiwed yer yiswi n tezrawt-nney, azal n 24 n yinelmaden i yekkan deg tezrawt-a d wid I nebda yef sin n yigrawen, yiwen d anagi wayed n usnas, nesseqdec asastan deg tazwara akked tagara am wakken dayen i nesseqdec akayad n tmesliwt d tegzi deg tazwara akked tagara n tezrawt, anect-a d ayen i d-yewwin igemmaḍ yelhan deg tmesliwt akked tegzi n yinelmaden, imi d wid yesɛan adduden yelhan yef useqdec n tmucuha-ayi deg tesmilin anda yaren. Maca ulac lemgarda i d-ibanen gar igemmaḍ n yigrawen, win n unagi akked win n usnas, rnu yer waya nufa-d deg ugraw n usnas uguren ur asen-nezmir ara am umentel akked tibawt n yinelmaden, yef waya ur nezmir ara ad d-nini d akken turda-nney telha ney dirit.

Awalen isura: Allus n tmacahut, tigzi n tmesliwt, allalen n tadra, tarrayt n usnas.

Résumé

Ce travail examine l'effet de l'histoire racontée comme matériel audio, authentique sur l'amélioration de l'écoute et de la compréhension des apprenants parmi les étudiants de première année de LMD de l'anglais inscrits à l'Université de Bejaia. nous avons adopté la méthode expérimentale pour atteindre notre objectif. Notre population est composée de 24 étudiants qui sont divisés en groupe témoin et expérimental. Elle est basée sur l'assignation aléatoire. Les outils utilisés sont: les questionnaires préparés et post les attitudes des élèves à l'écoute des histoires authentiques dans des séances d'écoute; et des tests d'écoute de compréhension pré et post. Les résultats ont révélé un léger progrès dans l'écoute et de la compréhension des élèves après l'audition, les élèves ont des attitudes positives envers l'utilisation de l'histoire réelle dans leur session. Il n'y a pas de différence significative entre les résultats des groupes témoins et expérimentaux. En outre, dans l'expérience nous faisons face à certains problèmes et nous ne pouvons pas contrôler certaines variables telles que la motivation et les absences des élèves; pour cela, nous ne pouvons ni confirmer ni infirmer notre hypothèse.

Mots clés: Raconter une histoire, compréhension orale, matériaux authentiques, méthode expérimentale.