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The Use of Authentic Listening Materials as a Source of Motivation

The Case of Second Year EFL Learners at Mila University

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Dedication

I dedicate this work to:

My ever-flowing fountain of encouragements, my unfailingly supportive and tender-hearted mother who stands beside me through thick and thin, in rain or shine, and in the face of adversity, who spent the spring of her life juggling between the role of both a mother and father to strictly, but lovingly, bring me up and make me the girl I am today.

The memory of my dearest father and funny grandmother, I say not in sadness that you are no longer here, but in pride that you once were.

My brothers: soft-hearted Said, smart Khaled, and naughty Fadi with whom I barely felt that I am an orphan.

My sisters: sweet young sister Fadia with whom I have had the funniest moments, and sober-minded Manel.

My cats: Garfield, the ne'er do well, lazy, and fluffy-haired kitty, and Chanel, the blue-eyed snowball-like kitten, the two reasons why I am always penniless.

Nihal

I hereby dedicate this work to:

My beloved mother and father

The best brother in the whole world, Zine Eldine

My dearest sisters Amani and Zineb

My grandmother to whom I wish long life

Nihad

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Abstract

Listening to EFL (English as a Foreign Language) materials is the starting point for expanding students' scope of knowledge that would enrich and improve all the language skills. Although listening is considered as one of the significant receptive skills, Algerian students fail to show interest in listening to authentic listening materials because of their sophisticated content and the comprehension obstacle, in addition to the long exposure to non-authentic listening materials at the middle and secondary schools. This study highlights the problem of students' reluctance to listen to authentic listening materials. It explores the impact of implementing authentic materials on students' motivation to listen to English. This research is based on the following hypothesis: If students are exposed to authentic listening materials, their motivation to listen to English will be enhanced. For the purpose of testing this hypothesis, a mixed methodology encompassed students' questionnaires and teachers' interviews, and represented both qualitative and quantitative data. First, the questionnaire was administered to one hundred and ten second year students of English (EFL students) at the Department of Foreign Languages, Mila University Center. Second, six teachers of oral expression were interviewed. On the basis of the results of the students' questionnaires and teachers' interviews, statistics showed that authentic materials, assigned for teaching listening, made a difference in fostering learners' motivation to listen to original materials, produced by the natives. Also, one of the major findings revealed that teachers were aware about the necessity of varying these listening materials, to cover all the students' needs. Eventually, the current study offered an abundance of pedagogical implications and recommendations, for the purpose of calling more attention to using extra authentic listening materials, in listening sessions, to enhance students' motivation.

Key words: authentic listening materials, teaching of listening, motivation, EFL students

List of Abbreviations

AM: Amotivation

BBC: British Broadcasting Corporation/Company

EFL: English as a Foreign Language

EM: Extrinsic Motivation

IM: Intrinsic Motivation

Q: Question

SDT: Self Determination Theory

VOA: Voice of America

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General Introduction

1. Statement of the Problem

As far as second language learning is concerned, teaching listening has been proved to be of crucial importance. It is worthy of mention that teaching listening offers an abundance of merits, which have a positive impact on students' performance. As stated by Gilakjani *et al.* (2012), teaching listening is meant to help students understand natives in a lot of multimedia which may motivate them.

The overwhelming spread of authentic listening materials has resulted in the alternations of researchers' thoughts that students' motivation stems from being exposed to the abovementioned materials. Hence, as authentic listening materials are believed to be one of the fundamental tools used in teaching listening, it has become compulsory for teachers to adapt to this change and shift their attention towards using authentic materials to promote students' listening motivation.

Furthermore, in the first semester, at the department of English, at Mila University Center, first year students are progressively exhibited to authentic materials, in the listening session. With the current technologies, in the language laboratories that are equipped with the necessary tools, listening to original materials has become possible, inside the classes; the learners' chance to be exposed to the native language in labs, for the first time, has made them somehow demotivated to listen attentively to the presented content, and feel the difficulty of understanding the chosen input. All these facts have been disclosed through informal discussions with students, who displayed a low desire to react positively towards this original language, which was considered as an obstacle that blocked their comprehension. This issue can be strongly tied to the artificial teaching of the listening skill, through presenting the content by Algerian teachers, who lack the native accent and the basic rules for speaking like

the natives. What has made the situation worse is the protracted experience at the middle and secondary school, this led learners to relinquish interest in this skill, and to be demotivated to learn; Moreover, authentic materials are of paramount significance in fostering students' motivation, however, they are not included in teaching listening during the first seven years of learning English.

Therefore, the crux of the problem revolves around students' reluctance towards authentic listening materials in listening sessions. This entails inquiring whether the so called authentic listening materials have any potential contribution in enhancing students' motivation.

2. Significance of the Study

This study derives its significance from taking into account some pedagogical and educational concerns on what results students' listening motivation. Therefore, the main goal of the present research is to describe the role of authentic listening materials in enhancing student' motivation, and its impact on students' listening proficiency. Furthermore, to explore how often teachers also, as part of the issue, are expected to make a real change in their teaching strategies towards the use of authentic listening materials.

3. Aim of the Study

Through this research, we aim at investigating the relationship between the use of authentic listening materials and motivation. To phrase it differently, it is assumed that this study will provide an investigation of how the use of authentic listening materials can enhance students' motivation in second language classrooms. What is more, our study aims to diagnose the effect of using authentic listening materials on EFL students' motivation.

4. Research Questions

In light of what precedes, this study sets out to provide answers to the following questions:

- 1/ Do authentic listening materials increase students' motivation to listen to English?
- 2/ Are teachers aware of the importance of authentic listening materials in teaching listening?

5. Research Hypothesis

As the purpose of the current research is to explore the role of authentic materials in solving the problem of reluctance for EFL learners, in the listening sessions. This investigation suggests that there is a robust relationship between authentic listening materials and the improvement of EFL students' listening motivation. Accordingly, the hypothesis is formulated as:

- If students are exposed to authentic listening materials, their motivation to listen to English will be enhanced.

6. Research Means

For carrying out the current study, reach the aim and answer the research questions, students' questionnaire and a teachers' interview have been opted for. The students' questionnaire is administered to second year EFL students, at the Department of foreign Languages, Mila University Center, to know their standpoints about the impact of authentic listening materials on second year EFL students' motivation. The questionnaire is concerned with the sample of 110 students, representing the target parent population of 223 students in total. It is designed primarily with the goal of obtaining students' standpoints about the role of authentic listening materials in enhancing their motivation to listen to English. In line with

this, a teachers' interview, with the same goal, is administered to 6 teachers of oral expression, at the same university center.

7. Structure of the Study

This dissertation is divided into two chapters. While the first chapter constitutes the theoretical part, the second one is devoted to the field work of the current study.

Concerning the first chapter, it is further made up of two sections. The first section offers theoretical insights into authentic listening materials which is the first variable of the current study. To start with, the section is initiated with defining listening, the processes of listening and authentic listening materials, according to many scholars' points of view. Next, an account is made of the differences between authentic and pedagogical listening materials, and the types of authentic listening materials. Following that, there is a major coverage of the major criteria for selecting materials. At the end, the discussion highlights the role of the abovementioned materials in EFL classrooms. On the other side, the second section is set out to offer some insightful glimpses into the concept of motivation, the second research variable. It starts with defining the concept of motivation according to many researchers and scholars. After that, focus shifts to the five well-known motivation theories, namely the psychoanalysis theory, behaviouristic theory, Maslow's needs theory, self-determination theory, and attribution theory. Last, but never the least, a brief account on the importance of motivation in EFL classrooms is made.

The second chapter has common grounds with spelling out the practical part and providing a thorough description of the field work. Within this chapter, in an attempt to reach the aim of the study, research questions are tackled. Most significantly, a detailed description and analysis of both the students' questionnaire and teachers' interview takes place. Equally important, considerable attention is devoted to the interpretation of the findings and some

implications. Drawn to conclusion, this chapter ends with pointing out the major limitation of the study and recommendations for students, teachers, and further research.

Chapter One

Section One: Authentic Listening Materials

Introduction

The need of enhancing language learners' listening skill has required the use of many new techniques and materials. Recently, many researchers have made a drift to using authentic listening materials, in Algerian EFL classrooms, to guarantee the successful enhancement of learners' listening skill and make their needs satisfied.

The present section sets out to offer some theoretical insights into the area of authentic listening materials. First, it sheds light on both the listening skill and its cognitive processes through defining and explaining them. This is followed by laying stress on the concept of authenticity and accounting for the authentic listening materials. Further, some differences between authentic and non-authentic speeches are highlighted. After that, types of authentic listening materials are classified and explained through providing some clarifying definitions for them. Then, a brief discussion about material selection takes place, through stressing the major criteria of selection. Last but not least, a part is devoted to explain the role of authentic listening materials, dealing with both the advantages and disadvantages of its uses.

1.1.1. Listening Definition

Definition of listening, to begin with, does not vary over a couple of centuries. It seems to be a fact that listening is generally known as one of the receptive language skills; yet, many authors have tried to widen the meaning of this concept, each one according to his/her own perspective. From the point of view of Purdy and Borisoff (1997), listening is the active process that is more a matter of attendance, interpretation, remembrance, and response to the expressed verbal and non-verbal concerns, needs, and requirements of other humans.

Indeed, listening is a task that requires paying attention to what other humans are offering in a verbal or nonverbal way, and processing the information through different active operations.

More extensively, O'Malley et al. (1989, as cited in Ahmadi & Gilakjani, 2011) proposed another definition, saying that listening comprehension is an active and conscious course of action. The listener attentively assembles meaning by utilizing signals from both the contextual information and existing knowledge. Moreover, the recipient depends on numerous resources to accomplish task requirements. Rephrasing it, the listening process needs concentration and focus on what people are receiving in order to build some kind of knowledge to fulfill a task at hand.

In line with this, as far as the listening process is concerned, Rubin (1955, as cited in Cheung, 2010) provided another worthwhile explanation. He stated that for second and foreign language learners, listening is one of the four skills that requires the heaviest demands, as learners have to store the needed information in short term memory, while working on understanding them simultaneously. This means that the process of listening is a highly active process, through which the listener exerts a dual effort when he/she is storing the received information while trying to achieve comprehension.

Furthermore, a study conducted by Cheung (2010) has shown that listening should be the primary skill to be acquired in any language learning. He, then, continued to say that comprehending the spoken language precedes speaking, reading, and writing.

Besides all these, listening plays a crucial role in developing other skills. Listening can help learners build vocabulary, develop language proficiency, and improve language usage (Barker, 1971, as cited in Mousavi, 2012).

To epitomize, listening, though a receptive skill, requires consciousness and concentration while receiving the spoken language, not only to construct meaning, but also to

store it in the short term memory long enough, to retrieve the received information at the moment. It is clear that we can never notice the cognitive process of listening; however, we can understand the hidden operation.

1.1.2. The Process of Listening

It may seem that explaining the listening process is an easy task, but in fact, it is a sort of complicated task. However, many researchers have tried hard to fully explain it. Hence, the widely known cognitive processes are the bottom-up and top-down processes.

In order to account for the merits of the bottom up process, Field's explanation (2008) seems to be a good point of departure. He explained it as the process of constructing and building of the received elements starting from small units to larger units. That is to say, the listener is exposed to the knowledge in a cumulative way from part to whole. Similarly, Buck (2001) asserted that the bottom-up view sees the language comprehension as a process of passing through stages, or levels that are successive in a way that each level forms the input of the next level. In the same way, Richards and Renandya (2002) maintained that the bottom-up processing model adopts the idea that the listening process is subject to a series of procedures, pertaining to decoding the sounds that the listener hears in the linear style. That is, the so-called bottom-up process launches from the smallest meaningful units to whole texts. Explaining the process in detail, phonemes are decoded and bonded together to form words, words are bonded together to form phrases, phrases are bonded together to form utterances, and reaching the last station, utterances are bonded together to form complete meaningful texts.

Jointly, it is worth highlighting that the whole acoustic input is interpreted by making linkages between the individual stages that are ordered consecutively from sounds and phonemes to build up the final input.

While the bottom-up process involves the comprehending of an acoustic input through dividing it, the top-down process requires prior knowledge to decode the message. This process is referred by Field (2008) as context and co-text. That is to say, the listener has a linguistic background that allows for deciphering the message from top to down. Precisely, the listener uses his/her prior information to decode the input. Similarly, Richard and Renandya (2002) explained what they call the context and situation. According to their standpoint, context and situation consist of the topic within reach, background knowledge of the topic, the interlocutors, their relationship to each other and the situation, and prior events situation, in which the listening takes place to encode what is being said.

As a matter of fact, it must be stated that the more familiar the topic is, the easier for the listener to comprehend and receive the input successfully. In a nutshell, the bottom-up and top-down processes are recognized as essential strategies to account for the listening process. The former process deals with the incoming data as the main source of information, and the latter uses the already existing knowledge that is stored in the long term memory to encode the meaning of the incoming message.

1.1.3. The Concept of Authenticity

The concept of authenticity is not an easy term to pin down or explain; however, it has been defined by many researchers. The term is still preserved because there are no amendments or changes in the language, it is taken as it is and used for pedagogical purposes. Widdowson (1983, as cited in Mishan, 2005) stated that authenticity is used to refer to the language that is produced by natives, for a normal communicative purpose. In the same respect, Wilson (2008) stated that the term authentic is used to describe the language used by native speakers, and if the language is not originally used to teach the language elements, then

it is authentic. In short, authenticity refers to the genuine language that is not prepared for a pedagogical purpose.

1.1.4. Definition of Authentic Listening Materials

Listening materials are those auditory materials used to achieve social purposes. Originally, they are used for the sake of communication between native speakers. Nevertheless, initially major attention has been devoted to the use of such materials, in EFL listening classrooms, to fulfill academic purposes. Even more dramatically, horizons for authors to define them and explain their uses in EFL classrooms have widened.

There is a slight dissimilarity in the definition of authentic listening materials in the literature; nonetheless, there is a match between all the proposed definitions. Kilickaya's definition (2004) seems to be a good starting point. He stated that authentic listening materials are "exposure to real language and its use in its own community" (p. 1). As has just been quoted, the language used in these materials is neither planned nor amended, before being exposed to EFL learners. In similar fashion, Rogers and Medley (1988) further claimed that there are language samples that carry with them original, unadapted, and natural form along with the aptness of both the situational and cultural context. All of which would exist in the language as it is used by native speakers. As far as the language is concerned, it is applicable to state that it is completely natural and not designed for language teaching. The authentic listening materials are designed for the natives; whether they are weather broadcasts, songs, videos, or the like. They are, then, used in EFL classrooms to make an exposure to real life language.

Another definition is that of Marrow (1977, as cited in Lingzhu & Yuanyuan, 2010), it stated that they should be defined as a stretch of real language, produced by a real speaker for a real audience, and designed to carry a message. Again here, attention being given to the

language, they emphasized the fact that the language used in these authentic listening materials is not prepared for teaching or academic purposes, but only used in real life, produced for native speakers, to fulfill some social purposes, in the language community. Apart from the nature of language, Saderson (1999, as cited in tamo, 2009) claimed the ability of using these materials, in EFL classrooms, without amendments or changes, in any way or under any circumstance.

Germane to the foregoing claims, one cannot fail to notice that authentic listening materials are not originally developed for learning purposes. These materials tend to contain more realistic, natural, and realistic examples of language than those pedagogical materials (Richards & Schmidt, 2013). In addition, since they have originally a communicative quality, they tend to prepare learners for real life communication, and make allowance for engaging in real life situations (Lee, 1995).

Situating the discussion to a cognitive context, they provide the learners not only with a chance to develop their linguistic and communicative competence, but also with an awareness of the language use, in real contexts, which enables them to use the language style appropriate to the various communicative contexts (Bacon & Finnemann, 1990, as cited in Lee, 1995).

Based on the aforementioned views, there is a general agreement on the idea that authentic listening materials are those materials produced by native speakers, and that authenticity occurs as communication takes place between native speakers. Consequently, teachers use them as teaching materials, in EFL listening sessions, as they are believed to be effective.

1.1.5. Difference between Authentic and Non-authentic Listening Materials

From the name of each type, it is, in fact, noticeable that there are many dissimilarities between the authentic and non-authentic listening materials, regarding many points. Therefore, Underwood (1989, as cited in Aina, 2016) spotted a number of differences between the two types. They are explained in the table below:

Table 1. *The Difference between Authentic and Non-authentic Speeches (Aina, 2016, p.27)*

Authentic speeches	Non-Authentic speeches
<ul style="list-style-type: none"> -Real unmodified spoken language. -Natural rhythm, speed and intonation. - Enunciated natural pronunciation. - Some overlap between speakers (including interruption). - Normal rate of delivery (sometimes fast, sometimes slow). - Relatively unstructured language. - Incomplete sentences, false starts. - Hesitations and fillers. - Repetitions. - Background noise. - Natural starts and stops. - Less densely packed information than in written language. 	<ul style="list-style-type: none"> -Artificial simplified speech. -Unnatural rhythm, speed and intonation. - Over-clear enunciation. - Little overlap between speakers. - Slow (and perhaps monotonous delivery). - Structural language. - Complete sentences. - No hesitations and fillers. - No repetitions. - No background noise. - Artificial stops and starts. - Densely packed information.

Underwood's claims revolve around many resources, which are commonly overlooked in telling apart the real and non-real speeches. It is usually possible to say that non-authentic speeches are restricted and limited, when compared to the authentic speeches that are somehow free in expression. Authentic speeches are, naturally, characterized by the fast rate of talking, hesitation, and background noise. However, non-authentic speeches, surprisingly little, are well taped, organized, and contain rather artificial language.

1.1.6. Types of Authentic Listening Materials

There are numerous kinds of authentic listening materials that can be applied in EFL classrooms, but the well-known ones are: songs, films, news broadcasts, guest speakers, live conversation, audio tapes, radio, and videos.

According to Hornby (1990), a song is a piece of music with words that are meant to be sung. Originally, songs are widely known as musical words, uttered for the sake of art. Aside from being a mere musical tool, songs are, not long ago, used as authentic listening materials, and various studies have been carried out on the effects of using them for academic purposes. Consequently, it is worth mentioning that a song is claimed to be a great language package including grammar, vocabulary, listening and culture. Songs can also provide and form the basis for many lessons (Futonge, 2005). In the same vein, Wilson (2008) stated that:

Songs help students focus on aspects of pronunciation such as stress patterns. Also, songs tend to contain some usefully predictable elements: the use of rhyme, for example, often helps the listener to predict vocabulary. Choruses mean we hear the same phrases with the same emphasis several times, giving students multiple opportunities to understand the lyrics. Songs often contain stories, too, which can be motivating. Finally, songs bring different accents, voices, cultures and ideas into the classroom. (pp. 50.52)

With reference to the aforesaid, songs can be utterly helpful and beneficial, in the matter of language and skills. This brings us to the fact that the idea of using songs, as authentic listening materials, is undoubtedly efficient and brings motivation into the classroom.

Films are valuable tools for teaching because they present the colloquial English, in real contexts, instead of artificial ones, in a way that enables the learners to be exposed to multiple native speaker voices, accents, dialects, and slangs (King, 2002). Moreover, films can move the audience to the world that film represents (Stewart, 2006). Additionally, Edasawa et al. (1990) provided interesting advantages:

Films were originally made for entertainment, so they are interesting and enjoyable. They are made to impress audiences. They have stories. They are smooth and professional compared to many video materials made for teaching English. They can entertain students more and immerse them more without strain in a real situation where the target language is used, compared to video materials made with so many educational purposes that they become boring. (p. 21)

Based on the abovementioned, it must be noted that using films as authentic listening materials, in classrooms, can be extremely beneficial, not only in the exposed language, but also in making the atmosphere enjoyable, which makes the lesson run smoothly.

News broadcasts make a positive contribution and impact, not just on the classes, but also on the students' progress in learning English (Brinton & Gaskill, 1978). Similarly, Morrison (1989) conducted a research on using news broadcasts, stating that broadcasts take in many elements, which facilitate practicing the listening skill integrally and individually. He, then, concluded saying that news broadcasts incorporate listening with other skills. Furthermore, using TV news stories helps students to be exposed to different types of speech

and language, build confidence by practicing listening to native speakers, develop critical viewing skills, provide an opening window to the target culture, and keep the students updated on what is happening around the world (Evans, 2006). All the above researches, conclusively, have proved a correlation between the results, which demonstrate that using news broadcasts as authentic listening materials is advantageous in many terms.

Inviting guest speakers into the classroom can be another way of giving students access to a live conversation, which is considered to be like a bridge between the real, outside world and the world of the classroom, as well as giving them the chance to ask for clarification to deepen their understanding; furthermore, it is a valuable opportunity to the students to be engaged in a real, face-to-face conversation with a native speaker, which can be both informative and stimulating (Wilson, 2008).

Live conversations that encourage real-life interaction are of great importance. The teacher can record a real life conversation or take his/her students to authentic situations; whether it is a party or a trip, where many groups of individuals meet for building later discussion (Aina, 2016). Equally important, a study conducted by Nishimura and Umeda (2016) highlighted the significance of engaging in live conversations. Accordingly, they stated that such communication not only improves the learners' language skills, but also motivates them even further to learn the language.

Audiocassette players are one of the cheapest tools that provide chances for language learners to practise listening (Flowerdew & Miller, 2005). More importantly, Hedge (2000) pointed out that audio tapes provide a range of voices, speakers, listening situations, thus, they allow practice for the situations, where the speaker is not visible such as telephone conversations. Consequently, the learners' listening skill may obviously be enhanced.

Flowerdew and Miller (2005) stated that listening to the radio is one of the most attainable tools a learner has for enhancing the listening skills. Owing to its low cost, both teachers and learners have access to the radio. There are various English stations that are available on radio such as British Broadcasting Corporation (BBC) World service and Voice of America (VOA). Koon (1933) further asserted that the radio is the new force that science has developed for humanity. He said that the radio is as human as the women and men who direct it. Hardly surprising, it can be concluded that the radio is far from being a mere material used to deliver events, and it is a listening material that really helps in enhancing the listening skill.

The use of videos to develop the listening skill has received attention in language classes, in the mid-1970s. Many researchers have proved that using videos promotes learners' motivation to listen, provides authenticity of language use and aids learners' understanding of the target culture and contexts, through observing paralinguistic features (Flowerdew & Miller, 2005). Interestingly, a recent research of Kim (2015) further affirmed the whole idea and stated that using videos can ultimately be an extremely effective tool to boost the EFL learners' listening. Everything that is said earlier brings us to the conclusion that using videos as an authentic listening material can seriously enhance the listening skill.

Besides all the above, Wilson (2008) identified other types which can be extremely helpful, namely, radio news, weather reports, film clips and trailers, episodes in a comedy series, animation, and radio talks. Similarly, Hedge (2000) distinguished additional types including children stories, airport and station announcement, debates, relaxation tapes, travel news, extracts from recorded guided tours, and interviews.

1.1.7. Criteria for Selecting Authentic Listening Materials

Selecting appropriate listening materials is not a task that could be done easily. It must be noted that not all learners share the same interests and level, which make the selection task even harder to accomplish. Though spontaneity represents useful criteria, some points must be highlighted. To achieve this end, the selection of the authentic listening materials should be done with respect to many factors including the learners' language proficiency level. Based on the ideas of Aina (2016), short stories, short news, and simple songs are, generally, chosen for learners with lower levels, while long speeches and movies are to be exposed to learners whose levels are advanced.

Other factors such as learners' needs and interests also should be taken into consideration. In this respect, Berardo (2006) stated that the two basis criteria that teachers should pay regard to variety and presentation. The former supports selecting assorted listening materials to avoid boredom, and the latter encourages presenting the opted material, in a way that creates a favorable mental set.

In addition to the above-named, McGrath (2002) discussed the main criteria for choosing materials that are applied, not only to the teaching of listening, but also to other language skills; however, Field (2008) reframed McGrath's principles that are explained in the following points:

- Relevance (to syllabus, to learners' needs)

The so-called relevance has to do with two focal points. The first point lies in the extent to which the recording represents and sets about the kind of the spoken datum that is introduced to the learner. It stands to reason that the input in the recordings, being exposed, should be neither all-embracing that unneeded elements are being involved, nor suited to only specific needed elements and dismiss the others. The second, however, is the degree of

relevance of the listening tasks to real-life situations and contexts. It is a matter of fact that the listening materials should be compatible with real-life contexts.

- Intrinsic interest of topic/theme

As far as intrinsic interest is concerned, one cannot doubt the worth of creating motivation and interest in the learning process. Attaining this aim, the exposed authentic listening materials must create a favorable mental set, and prompt the learners' self-determination to engage in the listening task willingly.

- Cultural appropriateness

By cultural appropriateness, it is meant that the authentic listening materials within reach must be respectable, not only to the culture of the target language learners, but also to all cultures. Be that as it may, the exposed recordings should not, at any rate, contain culture-specific content that would either reduce its comprehensibility to the listener, or cause cultural offence.

- Linguistic demands

In pursuit of achieving the linguistic demands, the recordings must contain essential points, and follow guiding principles. Three major elements may be taken into consideration: the familiarity of the vocabulary, the extent to which the task aids the decoding of the linguistic content, and the degree of understanding the exposed linguistic content.

- Cognitive demands

This factor has to deal more with the ideas and the structure of the arguments in the recorded materials. By dint of this, the ideas and arguments should not be too complex. Besides, the relationship between them has to be logically ordered.

- Logistical considerations, e.g. length, audibility

The length and audibility have a pivotal role to play in selecting the authentic listening materials. The recordings should not be too long in order to avoid boredom, and the voice of the speakers has to be audible.

- Quality

This is another factor that has to be taken into account, in the process of selection. The materials selected should have a good quality and the speakers' speech should be clearly articulated.

- Exploitability

Bringing exploitability to the fore tends to bring about extended tasks, which clearly bring to light comprehension, at both local and global levels.

Lee (1955) added that the selection should be wise and beneficial when choosing materials. Consequently, he suggested a set of guiding principles. First and foremost, he stated that the content of the materials should possess communicative potential, realistic situation, relevance to the learners' life experiences and future communicative needs. Indeed, the input should meet the learners' needs for communication, in real life situations. Second, the materials should be compatible to the course objectives. This means that the content in the materials should improve the language skill that learners need to practise. Third, the material should be suitable for the approach adopted for teaching learners. Supposing that the listening session is about debating a topic, thus, the material should contain an input that is debatable.

In light of what researchers have claimed, authentic listening materials are supposed to add to the learner's proficiency level. Choosing wisely the suitable materials will not only allow learners to practise the listening skill in a natural, realistic, and meaningful way, but

also to improve their English proficiency. This selection results in creating learners that are ready to engage in real-life situations.

1.1.8. The Role of Authentic Listening Materials in an EFL Classroom

Hardly surprising, applying authentic listening materials has become a necessity, and there is no way to deny this. This expansion must obviously be welcomed because of their extreme usefulness; however, the picture is a great deal more diverse than this. Thus, some researchers have given different standpoints about the use of such materials.

Nagel and Sanders (1986) recommended that any listening material should contain samples of real language from different sources, so that learners can be exposed to a variety of topics, speakers, and situations. Besides, the use of authentic listening materials is profitable since the main goal of teaching listening is to prepare learners to cope with English in real life situations (Porter & Roberts, 1981; Hafernik & Surguine, 1979). In the research of Kilickaya (2004), he stated that the use of authentic materials allows learners to interact with the real language rather than the form, which makes them learn the language as it is used outside the classroom. In addition, a recent study conducted by Long (2019) showed that authentic listening materials do not only improve the listening skill, but also serve learners with a variety of accents, idiomatic expressions, and pragmatic features of real language usage such as pausing and making stress. Another study conducted by Akbari and Razavi (2016), in Iran, showed that teachers have positive attitudes towards using authentic listening materials. The reason for such attitude is that these materials improve the learners' skills, and expose them to the English language as it is used in reality.

In addition to the foregoing claims, Bacon (1989) confirmed that authentic listening materials help learners comprehend more complex and context-reduced language. Not only this, but also tend to give them a sense of motivation, satisfaction, and understanding of real

language. In another study conducted by Karimi and Dowlatabadi (2014), they insisted on the necessity of using authentic materials, in EFL classrooms. They, then, concluded saying that using such materials prepare learners for real life listening outside the classroom.

By implementing authentic listening materials, learners not only develop the listening skill, but also enrich vocabulary, intonation, and pronunciation in their speech. Furthermore, they provide them with authentic cultural notions and real language (Peacock, 1997; Clarke, 1989). Additionally, such materials make second language learners aware of the linkages and connected speech phenomena used by native speakers such as elision, assimilation, and other elements that can only be founded in real life conversations and speeches (Maxwell, 1997). However, despite the fact that the role of authentic listening materials is obviously important, it must be noted that there are limitations and obstacles that both teachers and learners face in the use of such materials.

Many researchers claimed the opposite of what has been discussed so far. Tamo (2009) stated that authentic listening materials may be too culturally biased, the vocabulary used might be difficult in comparison to the current level of the students, the use of many accents causes confusion, and learners require a great deal of cultural knowledge in order to avoid misconceptions and false interpretation. Moreover, there are more problems such as the speed of speech and the fast delivery of contents making it challenging to the learners to follow. Multiple speakers with different accents create confusion, unneeded vocabulary, background noise, and complex language items that result in frustration (Richards, 2001).

Conclusion

Though of a debatable nature as it might seem, the use of authentic listening materials still persists as a necessity, in the context of EFL listening classrooms. These materials are characterized by the authenticity of the language, which helps them to offer multiple

communicative or pedagogical advantages. Apparently, such materials have a say in helping learners to enhance their listening skills. Therefore, both learners and teachers have to take into account the use of authentic listening materials, and see it as a valuable chance that must be grabbed with both hands, as they are believed to be utterly efficient in enhancing the listening skills.

Chapter One

Section Two: Motivation

Introduction

One of the long-standing concepts in psychology by far is the term 'motivation'. Due primarily to the queries undertaken by researchers in the previous decades, to cover this term, a number of concepts and theories are virtually designed to explore its essence. This is, in actual fact, true for all deep-rooted issues and undertakings. This section, chiefly, seeks to present a theoretical review related motivation. It primarily deals with some introductory issues such as clarifying definitions of the term motivation. Then, it throws light upon the major contemporary theories of motivation, as well as the distinction between extrinsic and intrinsic motivation. Finally, a brief discussion highlights the importance of motivation for learning, in general, and for foreign language learning, in particular.

1.2.1. Motivation Definition

According to psychologists, motivation has been basically regarded as a very complex concept, which has attracted the attention of many researchers, mainly psychologists, who have adopted different methods of investigating the complexity of this phenomenon. As with many important concepts in psychology, there has been no one clear universally accepted definition of motivation. In fact, responding to the question that tackles the essence of motivation is not an easy task. However, we may get some clues from the word itself. Pintrich et al. (2002) stated that the term motivation is as old as time. They wrote that "the term motivation is derived from the Latin word *movere* (to move)" (p. 5). This etymological precision that sheds light on the idea of moving "to do something" was, in actual fact, from Latin philosophical reasoning. Aside from its origin, many writers have attempted to cover the meaning of this well-known complex concept. Yorks (1976, as cited in Pardee, 1990) asserted

that motivation can be defined as those motives and forces within any person that push and lead them to the path of achieving and satisfying their needs or wants willingly.

Clearly enough, like a car being moved by its engine, motivation and motives promote an individual to act or behave in a certain way for the sake of needs satisfaction. In similar fashion, Saqlain and Islam (2014) stated that motivation is more than a psychological state that drives people to obtain their goals and aims. Pushing the explanation further, Arnold et al. (1991) distinguished three components of motivation which are:

1. Direction: what a person is attempting to do.
2. Effort: how hard a person is exerting efforts.
3. Persistence: how long a person keeps on trying.

Rephrasing them, motivation has been believed to be comprised of direction as the aim or the goal behind exerting an effort, effort has been seen as the behaviour or the action taken by an individual towards the direction (goal), while persistence has been considered as that feeling of assertiveness and firmness to achieve the goal and never quitting. In the same vein, Osabiya (2015) stated that motivation is a goal-directed behaviour. They said that it is an operation through which a goal-directed action is boosted and sustained. Simply stated, then, motivation has been perceived as the need or desire that has given power to a certain behaviour in order to direct it towards a goal.

Looking more closely at the concept of motivation, Deci and Ryan (1985) wrote that motivation is the realization of both the energization and direction of behaviour stressing the fact that energy is more a matter of needs. They, then, put emphasis on the term direction that concerned the procedures and the construction of the organism that gives meaning to both the external and internal stimuli, and thus, directing to satisfy the needs. So, Deci and Ryan, the

self-determination theory proponents, made emphasis on the term “needs” in conceptualizing the meaning of motivation. They also took into account both internal and external stimuli.

It is worth mentioning that the reasons of the complexity of the term motivation lay behind the nature of its characteristics, which are seen as very sophisticated to disentangle, motivation is also regarded as not being directly observed; it is rather the product of behaviours and/or emotions. In this sense, Scheidecker and Freeman (1999) argued that the main issue with motivation, for certain, is that everyone is searching for a one-size-fits-all answer. Teachers are looking for one pedagogy that, when applied, will obviously make learners willing to do their homework, to seek an afterschool aid, and to get good marks in their tests and report cards. They, then, concluded saying that, unfortunately, there would never be a one simple process to motivate all students. In this sense, the main problem with motivation is that people, in the field of psychopedagogy, try to reduce the meaning of motivation as simple as they can (Scheidecker & Freeman, 1999 as cited Boulfelfel, 2016).

In a nutshell, though motivation has been defined in multiple ways, it is worth noting that it is all what lead an individual to act. Moreover, the main theories of motivation have provided the right clarification for precising this differentiation.

1.2.2. Theories of Motivation

As far as we can go back into the human historical thinking, motivation has always caught a huge attention of philosophers. Approaches and theories of motivation were diverse and numerous, but the widespread ones were: the psychoanalysis theory, behaviouristic theory, Maslow’s needs theory, attribution theory, and self-determination theory.

1.2.2.1. Psychoanalysis Theory (Instinct Theory)

This approach, also known as the psychodynamic approach, was developed by the well-known Sigmund Freud (1856-1939). As far as psychology is concerned, Sigmund Freud was undoubtedly one of the most famous figures. He was the first to talk about the unconscious mind and its function in human behaviours. Among his most prominent ideas was the “topographical model” in which he explained that the human mind is divided into three levels of consciousness: the unconscious mind, the preconscious mind, and the conscious mind. First, by consciousness, Freud stressed the current state of awareness of any situation, stimulus, or object. Consequently, the conscious mind, only one tenth of it, allows having the capacity of dealing with current experiences. A case in point, when someone is reading a book, he is only aware of the words written and he/she is not aware of the moving fan or anything besides reading. Second, the preconscious mind, sometimes called subconscious, is that state in which a person is marginally aware. That is to say, the objects are in the subconscious stage with the possibility of coming to the conscious part of the mind only when it gets an external force. Applying the previously mentioned example, the reader is not fully conscious of the moving fan, but when it stops all of a sudden, he/she becomes aware of it. Finally, the unconscious mind is among the three topographical aspects that gained maximum emphasis by Freud. The unconscious mind has to do with the dynamic processes that can never reach consciousness despite its effectiveness. This includes actions like running away from danger or crying at the sight of a flower (Imam, 2020).

In relation with what has been discussed so far, Freud also introduced the three structures of the mind; namely the id, the ego, and the super-ego. The first part that is more likely to develop is the id, the ego develops after, and the superego develops last. The id is completely unconscious, whereas the ego and the superego are genuinely nearly conscious; all of which work together to determine behaviour. Pushing the discussion further, the id is

generally ruled by the so called “pleasure principle”, which leads individuals to demand satisfaction regardless of negative effects or hardships; a case in point is a child who steals from a store to satisfy his id despite being yelled at. The ego, however, is ruled by the “reality principle”. The reality principle has to deal with the idea that the desires of the id must be satisfied in a way that is realistic and appropriate. The superego is sub-divided into conscience and ego ideal. The former tells the individual what is right and wrong; that leads the ego to satisfy the id desires in a way that is morally acceptable and not realistic or pleasurable. For instance, a child will never steal chocolate even if he is unwatched (Stevenson, 1996).

The idea of “defence mechanisms” has also gained its fair share of interest in this theory. Freud (1936), in her effort to elucidate this term, stated that it was used for the first time in 1894, and since then it was employed in many Freud’s works to describe the ego’s strife against painful ideas or affects. This means that the defence mechanisms help to avoid negative feelings and anxiety coming from the id motives, and push away the undesirable facts out of our consciousness. Hence, they serve as the leading motivator of behaviour in order to protect the ego.

All in all, Freud believed that behaviours are given rise to by internal instincts, drives, or impulses. Therefore, strictly speaking, the instinct theory denotes that motivation arose as a result of inborn patterns of behaviour. People and animals are born with programmed set of behaviours essential to their survival.

1.2.2.2. Behaviourism

Behaviourism, as a school of psychology, was basically founded by the mostly known John B. Watson in 1913. This movement, however, has kindled the concerns of both psychologists and philosophers to account for its tenets. As far as records can go, behaviourism was initiated in two of Watson’s articles (1913) and two books (1914, 1919).

He, then, directed the subject matter of psychology to “behaviour” as a movement of muscles and glandular secretions. Strictly speaking, Watson believed that the construction of behaviour is due to a series of events from stimulus to response and that this process can be explained in physical-chemical terms. Additionally, behaviourism principles can be applied to animals and humans as such (Hatfield, 2003).

Pushing the explanation further, Rakos (2013) tried to dwell upon some of Watson’s ideas in his very first article “Psychology as the Behaviourist Views it”, also known as the “Behaviourist Manifesto”, that was published profusely and chiefly to introduce the term behaviourism as a field of study. Therefore, according to Watson, psychology is a natural science of predicting and controlling behaviour, and this behaviour is prevalently determined by the environment. By the same token, behaviours are constructed and altered based on the environment. Even more intriguingly, Watson (1924), in his book “Behaviourism”, plainly said:

Give me a dozen healthy infants, well-formed, and my own specified world to bring them up in and I’ll guarantee to take any one at random and train him to become any kind of specialist I might select—doctor, lawyer, artist, merchant-chief and yes—even beggar-man and thief, regardless of his talents, penchants, tendencies, abilities, vocation, and race of his ancestors. (p. 82)

Apparently, Watson stressed the glaring fact that any infant can be trained to be any sort of specialist, be it positive or negative, regardless of his skills, talents or abilities; consequently, if an infant is trained to be a doctor he will obviously be a doctor. From the behaviourist standpoint, it is more a matter of the environment in which the infant is brought up than the infant’s background.

Now, after taking up a pithy account on the grounds of behaviourism, the two main types of learning are discussed deeper hereinafter. In order to explain and prove the principles of behaviourism, both Watson and Pavlov worked on two experiments; namely classical conditioning, and operant or instrumental conditioning.

Classical conditioning was originally founded by Ivan Pavlov (1902) and later developed by Watson. The experiment was made on Pavlov's dogs to explain the stimulus-response relationship. As a matter of fact, dogs do not learn to salivate whenever they get food; consequently, food is an unconditioned stimulus and salivation is an unconditioned response. However, Pavlov noticed that any sort of object that dogs learn to associate with food would ultimately trigger the same response (salivation). He, then, knew that he made an essential scientific discovery, and devoted his career to study this kind of learning. In his experiment, Ivan Pavlov rang a bell, a natural stimulus, whenever he gave food to the dogs. After multiple repeats, as one might expect, ringing the bell caused salivation. So, the dogs learned the association between the sound of the bell. In a nutshell, this experiment can be explained briefly in two phases. In the first phase, food is the unconditioned stimulus (UCS) that causes salivation, which is the unconditioned response (UCR). In the second phase, the neutral stimulus (NS) is the ring of the bell that does not produce any response. Once this neutral stimulus is associated with the unconditioned stimulus, it becomes conditioned (CS) that causes salivation which is now a conditioned response (CR) (Pavlov, 1902; 1928).

Skinner, on the other hand, took another step and worked on the so called "operant conditioning" to explain his glaring ideas on habit formation. Barnett (2017) explained that the experiments, on rats mostly, took place in a box called "Skinner box". Therefore, a rat was placed in the Skinner box that was equipped with a lever and electricity. On the one hand, when the rat accidentally pressed the lever, food was given. So, the rat kept on pressing the lever each time it gets hungry. On the other hand, when the rat pressed the lever, some electric

current was released and caused discomfort to it; consequently, the rat stopped pressing the lever. This is exactly what Skinner meant by the repetition and extinction of behaviour. Briefly, Skinner explained that a behaviour that is reinforced positively is more likely to be repeated and increased, while the behaviour that is punished is more likely to be stopped and decreased (Skinner, 1933).

Before going any further, it is worth situating the discussion to a pedagogical context to account for the application of behaviourism in teaching. It is believed to be an effective and efficient method in underpinning pedagogy. The behaviourist teaching is based fundamentally on the belief that the correct and appropriate responses are reinforced and the inappropriate ones are neglected or punished. Eventually, learners that are given positive reinforcement are more likely to repeat their behaviours and those who are punished will cease their behaviours (Woollard, 2010).

In conclusion, it is fair to say that behaviourism has explained that learning is at heart a mere habit formation. This theory has met a wide acceptance since it was first introduced. Therefore, many psychologists have followed its footsteps and have accepted its principles. Up to now, behaviourism is still keeping its feet to the ground of psychology, and is seen as a good methodology to follow in the process of teaching and learning.

1.2.2.3. The Humanistic Theory (Maslow's Needs Theory)

Aside from the above-mentioned theories, around 1943 Abraham Maslow proposed his long-standing humanistic theory in the province of psychology and motivation. Early in his career, while working with monkeys, Maslow noticed that some needs precede others. A case in point, someone who is hungry and thirsty at the same time, he deals with thirst first. This is because the body can do without food for a longer period than it can do without water. In the same manner, if someone is very thirsty and breathless, he will catch his breath before

looking for water. Therefore, these are the premises upon which Maslow's needs theory was founded. The hallmark of this theory is that Maslow, based on the aforementioned ideas, arranged those needs in his famous "pyramid of needs". In a hierarchical way, they are arranged in this order: physiological needs, safety needs, social needs, ego needs and self-actualization needs (Boeree, 2006).

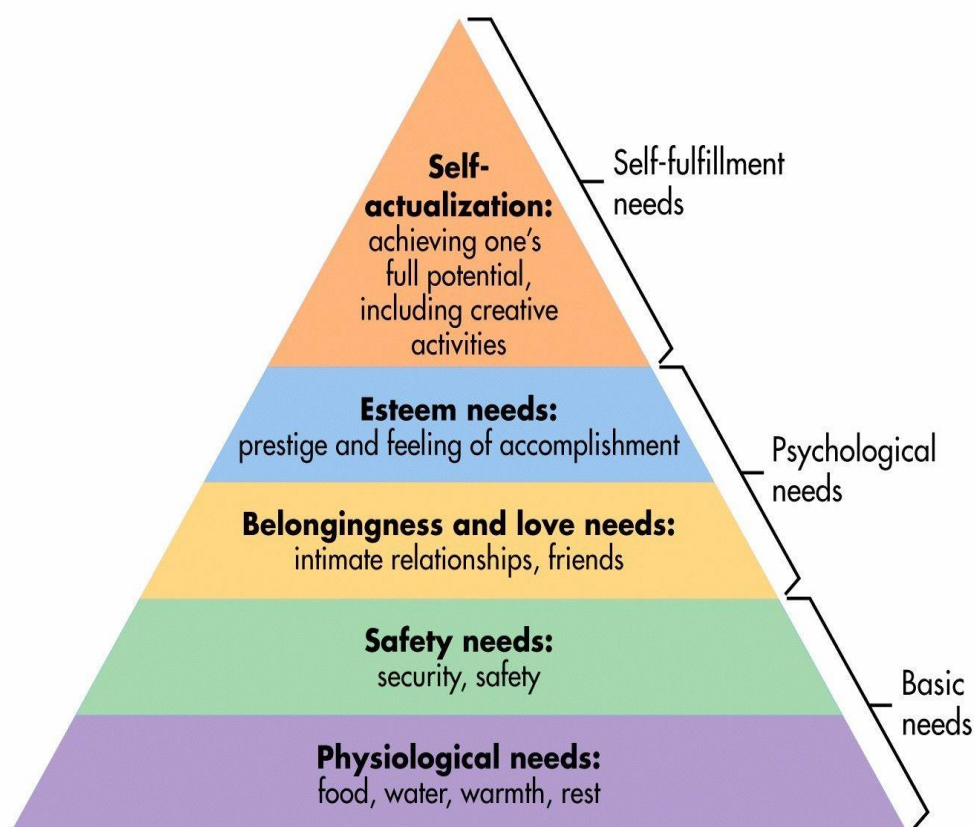


Figure 1. *Maslow's Hierarchy of Needs (Mcleod, 2016, p. 1)*

The pyramid shown above is the earliest widespread version of Maslow's hierarchy of needs. As stated earlier, it includes five layers of motivational needs that can be divided into deficiency needs (physiological, safety, social and esteem) and growth needs (self-actualisation). According to Maslow, if the deficiency needs are unmet, people will be motivated. In other wordings, people must satisfy their deficiency, basic, needs before

progressing on to satisfy higher growth needs. Once these needs are met, people may reach the highest level which is self-actualization. In order to understand this progression, one must delve more deeply into explaining these needs individually. First, the physiological needs are the basic lowest needs at the bottom of the pyramid. They include the biological elements such as air, water, food and shelter. Second, safety needs, which are activated after the satisfaction of the physiological needs, they refer to security and peaceful environment that is devoid of any threats. Third, social needs are the needs to be loved, considered, appreciated and accepted by others. Fourth, after social needs are met, self-esteem needs are activated. Self-esteem needs are the need for accepting others and self-respect. Last but not least, self-actualisation needs that took a fair share of interest in this theory. Self-actualisation needs are best explained by Maslow (1954), in his valuable book “Motivation and Personality”, as “the desire to become more and more what one is idiosyncratically is, to become everything that one is capable of becoming” (p. 46). It is obvious from this quote that self-actualisation needs are the need to develop oneself fullest potential (Maslow, 1954; Kaur, 2013; McLeod, 2007).

At conclusion, it is worthy of mention that this theory, unlike the other theories, has focused on the needs of individuals to account for motivation. Since its early crudest appearance, the humanistic theory was one of the essential theories of motivation and it still has a paramount effect in the field of psychology.

1.2.2.4. Self-determination Theory

Before we commence the discussion, it is imperative to hint at the crudest appearance of the self-determination theory (SDT) whereby the subject matter of psychology shifted from behaviours. The behaviourist approach ignored the human inner capacities in accounting for motivation. Eventually, they founded it a sort of troublesome to explain behaviours which had no relation with external reinforcements as well as incentives. This led researchers to take in

hand more internalized motivational sources. One of the first influential figures who dealt with this matter was White (1959). The term ‘effectance motivation’ or competence is the intrinsic drive and feeling of satisfaction that follows interaction with the environment (White, 1959 as cited in Saari, 2012). Deci and Ryan went on and suggested an up to date and highly futuristic theory of motivation called self-determination theory. Their study had an attempt to extend the former research of White by focusing on two new components, firstly, the pivotal role of intrinsic motivation, and secondly, the circumstances under which extrinsic motivation can lend a helping hand for promoting motivation within people. This theory highlights the following basic areas: intrinsic and extrinsic motivation, organismic integration theory and the cognitive evaluation theory.

1.2.2.4.1. Intrinsic and Extrinsic Motivation

As alluded to in the introduction, psychologists during the early 20th century gave prominence to external factors over internal ones. Nonetheless, SDT has made a distinction between two types of motivation, namely intrinsic motivation (IM) and extrinsic motivation (EM).

1.2.2.4.1.1. Intrinsic Motivation. In this type of motivation, a person who might be considered intrinsically motivated engages in a certain activity for the sake of pleasure and internal satisfaction, as well as for the purpose of having something hidden in the activity itself (Ryan & Deci, 2000). Intrinsic motivation is the drive to contribute in a task to get pleasure and satisfy the internal factors within the individual himself.

1.2.2.4.1.2. Extrinsic Motivation. This type is the other side of the coin. EM results when some external elements out of the individuals such as rewards, promotion, and praise are given to increase the possibility of making someone motivated. Deci and Ryan (2000) defined extrinsic motivation as: “external incentives or force that lead an individual to engage

in an activity”(Deci & Ryan, 2000, as cited in Zarouri, 2013, p.14). It is patent from this quote that these typical external elements, which are not associated with the person himself, are done when people have a desire to obtain them or avoid punishment from teacher and parents (Ryan & Deci, 2000).

Moreover, many studies have shown that intrinsic motivation can be affected by external factors, in different ways. A study conducted by Deci (1971) was the prior to look at the influence of external events on IM. Subsequently, the study showed a diminishing effect of external factors, specifically rewards on IM. In theory, such factors carry out a change in the perceived locus of causality from internal to external. Other studies in the 1970s showed that the controlling factors outside the activity can influence the type of activity in which people want to be involved. Deci and Ryan (1985) noted that external events have two ways to be presented: informational or controlling. Informational events promote competence, and provide feedback, whereas controlling events force individuals to learn under pressure (Vansteenkiste, et al.,2010). These factors are monetary rewards, threats and deadlines, and evaluation.

- Monetary rewards: according to Boulfefel (2016), Deci and Ryan proved that rewards especially monetary ones put out unfavourable effect on IM. That is to say, rewards can push people to be involved in tasks, in which there is no interest.
- Competence and challenge: the pressure of winning and avoiding the loss makes people encouraged to undertake activities.
- Threats and deadlines: Deci and Cascio (1972) established that the unpleasant noise make people hurry to complete interesting activities. Nonetheless, people who have no threat such as unpleasant noise seem to be intrinsically motivated. Equally, imposing deadlines weakens and diminishes IM.

- Evaluation: people usually fail to keep self-determination when they are aware that their work is critically evaluated. Consequently, a decrease in their creativity is apparent.

1.2.2.4.2. Organismic Integration Theory

The organismic integration theory made distinction between three general factors of motivation: intrinsic motivation, extrinsic motivation, and amotivation (AM). IM involves a full autonomy and a total enjoyment of the activity. It is the most self-determined type whereupon the highest level of self-regulation is reported. Amotivation is said to have neither IM nor EM. It is the state of having no intention to act. Between IM and AM there is a continuum which holds four several ordered types of regulations, the difference between them is the degree of autonomy an individual has as well as the degree of internalization of motivation. The term internalization refers to how much an individual values the task he is involved in (Dincer & Yesilyurt, 2017). The following figure shows the taxonomy that is explained hereinafter:

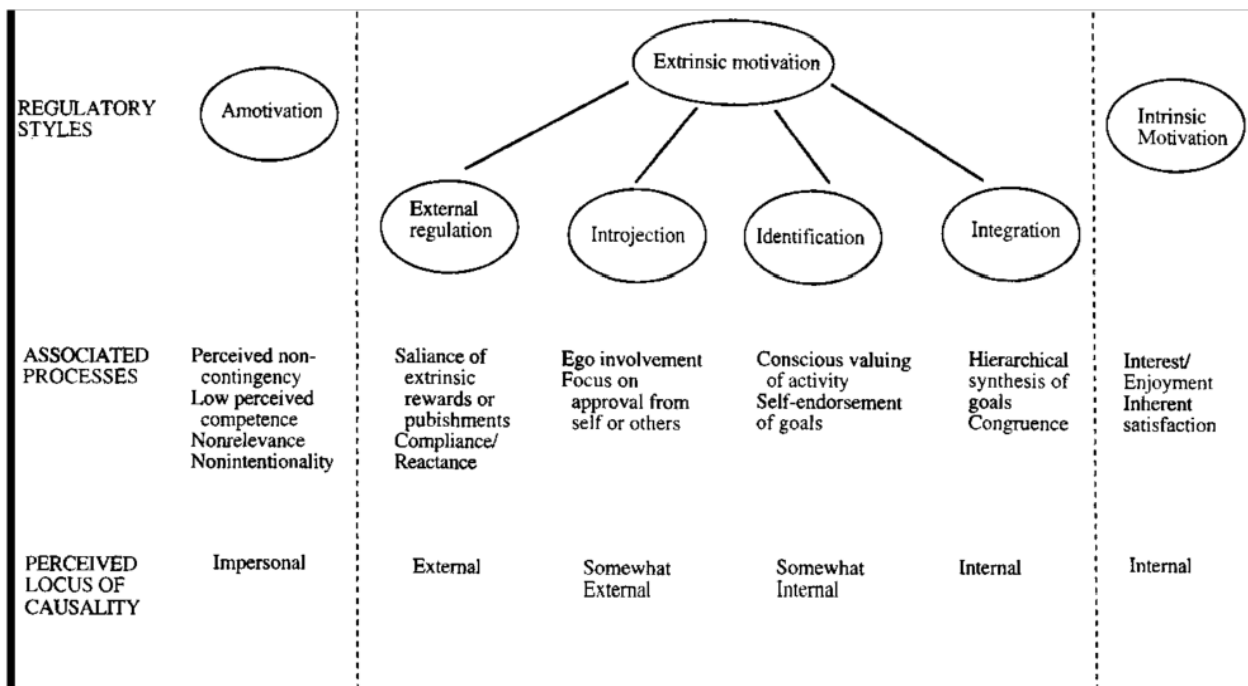


Figure 2. *Taxonomy of Human Motivation (Deci & Ryan 2000, as cited in Zarouri, 2013, p.*

15)

1.2.2.4.2.1. External Regulation. For this type, the degree of Self-regulation is very low. It describes actions which are done due to the external control and pressure. The purpose of performing the behaviours is obtaining external rewards and avoiding punishment. Hence, it is the least self-determined type.

1.2.2.4.2.2. Introjected Regulation. The degree of self-determination is moderately low. It describes behaviours which are controlled by the need inside the individual such as threats of guilt or self-esteem. Here, people act because they feel they should. This behaviour is the consequence of partial internalization, which makes the person feel ashamed of not doing the activity. The perceived locus of causality is external.

1.2.2.4.2.3. Identified Regulation. In this type of regulation, people do not perform activities because they think they should, but rather as a means to attain the valued advantages

of a particular behaviour. The degree of self-regulation is moderately high and the perceived locus of control is internal to some extent.

1.2.2.4.2.4. Integrated Regulation. The degree of self-regulation is very high; it describes behaviours which are the results of the true sense of willingness, interest, and enjoyment (Deci, et al., 1996).

1.2.2.4.3. Cognitive Evaluation Theory

The cardinal criterion for this theory is the contention that human beings have a need to perceive three innate psychological needs. A central point about these psychological needs is that they are innate and universal. That is, they seem to be human qualities which are needed by people in all cultures. In like manner, these needs are not acquired through social interactions with the surrounding environment. These three needs are: competence, relatedness, and autonomy (Evans, 2015).

1.2.2.4.3.1. Autonomy. It refers to the sense of personal-reliance in determining what should be done, and how it should be done. Autonomy is concerned with self-control over experiences and actions, and therefore, self-determination (Benzahra, 2013).

1.2.2.4.3.2. Competence. It refers to the feeling of mastery and effectance in completing activities, in the context of life. Competence, therefore, can be termed as self-confidence (Ryan & Deci, 2017).

1.2.2.4.3.3. Relatedness. It refers to the personal affiliation with others in the social environment, together with the sense of belonging, connecting, feeling cared for, and significant among others through positive relationships (Ryan & Deci, 2017).

Beyond recall, according to the SDT, being psychologically healthy is conditioned with the satisfaction of all of the three needs, one or two are not enough. The feeling of

competence does not increase IM without the provision that the sense of autonomy and relatedness are also accompanied. If social network promotes clearly the way for the three psychological needs satisfaction, one's behaviour will be considered as self-determined and the psychological well-being is reported. Contradictorily, if the social network decreases the three psychological needs satisfaction, one's behaviour will have no self-determination and ill-being will be reported (Ntoumanis et al., 2009).

To round off, the self-determination theory, as the name may signify, is that safe theory that gives each person his/her own ability to manage his/her own life. This ability, therefore, grants people inner satisfaction and control over their decisions and choices which lead them to be psychologically healthy. Since its crudest appearance, the self-determination theory has gained a fair share of interest and the horizons to define it have widened.

1.2.2.1. Attribution Theory

This theory was founded by Bernard Weiner (1970). It is efficacious to apprehend exactly the meaning of the term attribution. It is the causal explanation of events and behaviours. All attribution theories started by the presupposition of making sense of people's experiences and realizing the reasons behind the events they witness (Spilka et al., 1985). The attribution theory, generally, presumes that motivation is the consequence of individuals' explanations of their success and failure. Weiner characterized four attribution factors particularly ability, effort, luck, and task difficulty. These are the factors which tend to affix success and failure. Afterward, three attribution dimensions, particularly, locus of causality, stability, and controllability were combined (Rasekh et al., 2012). The table drawn below shows how exactly the interaction among attributional factors and dimensions really works:

Table 2. *Interactions among Attributional Factors and Dimensions (Rasekh et al., 2012, p. 8694)*

Factors	Dimensions		
	<i>Locus</i>	<i>Stability</i>	<i>Controllability</i>
<i>Ability</i>	Internal	Stable	Uncontrollable
<i>Effort</i>	Internal	Unstable	Controllable
<i>Task Difficulty</i>	External	Stable	Uncontrollable
<i>Luck</i>	External	Unstable	Uncontrollable

- Locus of causality deals with whether the location of the attribution is from outside or inside the person. In other words, it describes the extent of the internality and externality of the cause (Rotter, 1966, as cited in Rasekh et al., 2012). As an example, luck and task difficulty are considered to be external causes. On the flip side, ability and effort are internal causes.
- Stability deals with the degree of change that will happen to the cause through time. To cite an instance, effort and luck are unstable causes, ability and task difficulty are stable causes.
- Controllability refers to what extent a person has a control over the attribution. As a model, luck and task difficulty are uncontrollable events. Oppositely, ability and effort are controllable events (Rasekh et al., 2012).

In a nutshell, the attribution theory, unlike the aforementioned theories, relates motivation to the four attribution factors. Phrased differently, people tend to relate their success or failure to many factors like luck and task difficulty.

1.2.3. Importance of Motivation in Education

After discussing the main theories of motivation, a sweeping glance at its importance in education is required. Motivation, in its broad term, is a strategic factor that leads to educational and life success. Motivation is considered to be the ‘neglected heart’ of language teaching in view of the fact that all classroom activities are oftentimes filtered through learner’s motivation (Rost, 2006, as cited in Anjomshoa & Sadighi, 2015). Motivation, broadly speaking, plays a pivotal role in the field of language teaching; consequently, many studies have been carried out for the sake of specifying its importance in education. Therefore, Filgona et al. (2020) approached the importance of motivation in the following clear-cut points:

- At the moment a learner gives recognition to the needs and expands desires to learn, he/she learns best.
- Motivation moves faster the process of goal achieving the learner is putting.
- Motivation upholds and fosters learner’s self-development by gaining satisfaction via concentrating on what he or she is doing.
- Motivation administrates and controls learner’s behaviours towards specific aims which he or she strives for.
- Owing to the fact that motivated learners pay more attention and give more effort to understand the material, motivation affects learner’s cognitive processing by means of enhancing it.
- Reinforced or punished learner’s consequences are determined by motivation.

Another study conducted by Cheng and Cheng (2012) showed that any good and successful results, in the process of learning, are traced back to motivation especially intrinsic

motivation. Furthermore, they stressed the glaring fact that the motivated students are far more capable of getting high average than the unmotivated ones.

Conclusion

On the whole, all the different perspectives and theories are defensible and convincing. Although, they largely criticise each other, they seem to be complementary if studied more thoroughly. In addition, motivating foreign language learners is one of the current challenges, which requires selecting the most appropriate materials for new generations. This leaves a demand for an overall picture, and more practice becomes a necessity to know learners' updated interests and needs.

Chapter Two: Field Work

Introduction

Unlike the previous chapter, which provided a literature review of the issue under study, this chapter was fundamentally dedicated to painstakingly carefully spell out the practical part of the study. It is sure to be pinpointing, and bringing to the fore the conducted field work for the sake of collecting the data needed to reach the aim of the study and answer the research questions. This chapter, more exactly, provided an outright description of the basic components and elements that showed a fitting relevance to the field work at hand. This took in the specification of participants, adopted instruments, and data collection procedures. More momentously, a thorough description, analysis, and discussion of both the learners' questionnaire and teachers' interview took place. Above and beyond, within this practical chapter, the last elements to be tackled were the major limitations of the study. Following that, a last account provided some suggestions for further recommendations.

2.1. The Participants

At the outset, the research was fulfilled at the Mila University Center, Institute of Letters and Languages, Department of Foreign Languages. The population involved students of English, along with the teachers of listening comprehension. As far as students were concerned, they were second year students in the academic year '2020/2021'. As for the total number, the whole population was 223 students, who were divided into 10 groups; among these, we randomly chose 110 students to constitute the sample of the research. Second year students were chosen, owing to their experience with listening comprehension. Concerning teachers, they were six teachers, at the Mila University Center; all of which, as stated before, were teachers of listening expression.

2.2. Data Collection Instruments

In quest of obtaining the information necessary for accomplishing this research, we opted for two gathering data tools. The former was the questionnaire to collect students' opinions and answers about the effect of authentic listening materials on students' listening motivation, and the latter was the interview to spotlight and specify teachers' views about motivating learners through listening to authentic materials, and their importance in the process of teaching listening.

2.3. Students' Questionnaire

2.3.1. Description of Students' Questionnaire

The students' questionnaire aimed at finding the effect of using authentic listening materials on students' motivation, and more precisely, whether using such materials would promote students to show more willingness and motivation for learning. Therefore, the respondents were fully informed about the importance of their answers in the development of this study, and that their answers were to be used for study purposes solely. Of course, students knew before that all their responses would remain voluntary and anonymous; so that they could fill in the questionnaire freely, and as honestly as they could.

The questionnaire involved of twenty three elements which were a combination of open-ended questions and close-ended questions, segmented into three sections. The reason behind decreasing the questions to twenty three was that we included the most important serving questions, to ensure covering all the details needed for answering the research questions. Additionally, we assumed that a questionnaire that was bound with questions would cause boredom to the respondents; therefore, the answers might be infringed.

The first section was about students' background information; it turned spotlight on the students' background information, concerning how long they had been studying English, if it was their choice or imposed on them, and evaluating their listening skill by giving them multiple options.

The second section was entitled "listening and authentic listening materials"; this section, by far, attempted to underscore the first variable of the study at hand. It contained ten questions, all of them, focused attention on students' standpoints towards the use of authentic listening materials, in the teaching of listening. The first question checked whether teachers had the habit to use authentic listening materials or not. The second question was a continuation of the first one, which was about seeking further explanation concerning the regularity of using such materials. The third and the fourth questions showed a strong interrelation; they were designed to specify the commonly used authentic listening materials as well as the degree of varying using them. The fifth question focused on eliciting students' opinion and preference, in regard to using authentic or pedagogical listening materials. The sixth question concentrated on the students, who answered the previous question negatively; therefore, to bring into light the difficulties that they face when they are being exposed to authentic listening materials. The seventh question was about whether such materials had a positive or negative impact on the enhancement of their listening capacities. Eventually, the last three questions tackled what could be best done before, during, and after listening to the material. More specifically, this included if a pre-listening task would help them predict the overall meaning of the material, it also treated whether practicing tasks, while listening, helped them in the comprehension and assimilation of unfamiliar information, and whether they summarized the listening material and made an evaluation after listening or not.

The last section centered on "listening motivation"; this section, which acted as the main section in the questionnaire, comprised ten questions. The first and second questions

emphasized students' period of listening to authentic listening materials, and their evaluation of their listening if it had been for a long period. The third and the fourth questions aimed at exploring whether listening to such materials had improved their English. Next, the fifth question sought to investigate whether listening to these materials increased the time spent in listening. The sixth question central point was checking whether the students liked listening after exposure to authentic listening materials. Then, the seventh question aimed at exploring if listening to these materials made them interested in listening to English for university grades, or for the purpose of learning. The eighth question stressed the effect of these materials on enabling the students to understand the language of natives without difficulty. Finally, the ninth and tenth questions invited respondents to provide their standpoints regarding the impact of authentic listening materials on their communicative competence, and the reason behind their desire of achieving high listening proficiency.

2.3.2. Questionnaire Administration

The students' questionnaire was administered to second year students during the second semester of the academic year 2020/2021. Printed papers were administered and handed to 110 students, at our own presence, to ward off any misunderstandings and ensure that everyone understood the questions properly and, thereby, would furnish us with the convenient answers. The process of gathering data had taken about two months to reach the intended sample.

2.3.3. Analysis of the Students' Questionnaire

2.3.3.1. Background Information

Q1. How long have you been studying English?

Table 3. *Learner's Experience with Learning English*

Options	Number	Percentage
10 years	22	20%
More than 10 years	88	80%
Total	110	100%

Aiming at exploring the students' background information, this question put stress on determining the amount of time spent in learning English. The above table 3 plainly revealed that the majority of students (80%) had been studying English for 9 years. This overwhelming bulk of respondents, undoubtedly, had studied English in the middle school for four years, in the secondary school for three years, followed by two years at university in a successive way. The minority of respondents (20%) proclaimed that they had been studying English for 9 years.

Q2. Was English your first choice?

Table 4. *Students' Choices for Studying English*

Options	Number	Percentage
Yes	100	90%
No	10	10%
Total	110	100%

This question's primary point was to figure out whether English was the first choice or not. As the table 3 showed, the overwhelming majority (90%) declared that studying English at university was their first choice; not only this, some of the students plainly mentioned that it was and is still the best language to learn. On the flip side, 10% of the students indicate that

English was not their first choice. This minority saw English as a difficult language to be studied; they might be better at doing other things. However, it can be presumed that the majority display an interest in learning English.

Q3. Do you consider that your listening skill is?

Table 5. *Evaluation of Students' Listening Skills*

Options	Number	Percentage
Very good	30	27.27%
Good	50	45.45%
Average	20	18.18%
Weak	10	9.09%
Total	110	100%

This question's prime aim was to gauge how much students' listening skill was high. Therefore, when asked to provide self-rating, thirty students (27.27%) evaluated their listening skill as very good, while 50 students (45.45%) claimed that their listening skill was good. The ones who chose average were 20 students (18.18%). The rest ten students (9.06%) chose the option weak.

2.3.3.2. Listening and authentic listening materials

Q1. Does your teacher use authentic listening materials?

Table 6. *Teachers' Use of Authentic Listening Materials*

Options	Number	Percentage
Yes	110	100%

No	00	00%
Total	110	100%

This question specified attention to unearth and explore whether teachers used authentic listening materials or not. As the table showed, the percentage of the respondents who answered positively outweighed those who answered negatively. Therefore, the whole sample (100%) ticked the ‘yes’ box, whereas none of them chose the ‘no’ option. We can, accordingly, argue that teachers are aware of the merits and benefits of using authentic materials in listening sessions.

Q2. If yes, how often?

Table 7. *The Frequency of Using Authentic Listening Materials*

Options	Number	Percentage
Always	80	72.72 %
Often	20	18.18%
Sometimes	10	9.09%
Rarely	0	00%
Total	110	100%

This question had a specific address to the respondents who answered positively to the previous question. Therefore, among one hundred and ten respondents, 80 students (72.72%), i.e., the majority claimed that teachers always used authentic listening materials. Twenty students (18.18%) selected the option ‘often’. As for the minority, only ten students (9.09%) reported that the teachers use them sometimes, while none of them opted for the ‘rarely’

option. These results indicate clearly the high awareness that teachers have about the cardinal significance of authentic materials.

Q3. Pick up the ones your teacher often uses

Table 8. *The Most Frequently Used Authentic Listening Materials*

Options	Number	Percentage
Videos	20	18.18 %
Songs	10	9.09%
Radio clips	10	9.09%
Audio tapes	15	13.63
Conversations	20	18.18 %
News broadcasts	5	4.54 %
Videos + audio tapes + conversations	30	27.27 %
Total	110	100%

This meant to highlight the mostly used authentic listening materials. Upon analysis, twenty students (18.18%) chose the videos. Ten students (9.09%) opted for songs and other ten students (9.09%) picked the radio clips option. Fifteen students (13.63%) chose audio tapes, while twenty others (18.18%) picked native speakers conversations. To push further, only five students (4.54%), the minority, chose news broadcasts, whereas thirty students (27.27%), the majority, opted for videos, audio tapes, and conversations collectively. These percentages explain teachers' awareness about the essence of diversifying materials, which guarantees covering all students' preferences.

Q4. How often does your teacher vary using the aforementioned materials?

Table 9. *The Frequency of Varying Authentic Listening Materials*

Options	Number	Percentage
Always	40	36.36 %
Often	50	45.45 %
Sometimes	10	9.09 %
Rarely	10	9.09 %
Total	110	100%

A quick glance at the table 9 revealed that forty students claimed that the teachers always used to vary authentic listening materials, while the overwhelming majority, fifty students, opted for often. Only ten students, representing the minority (9.09%), stated that it was only sometimes when the teachers varied the use of such materials, whereas 10 of them picked off the box ‘rarely’. The results, for this question, show that teachers are prone to diversify materials at regular intervals, and not after extended periods of using the same materials.

Q5. Do you prefer using authentic listening materials over the pedagogical ones? If yes, explain.

Table 10. *Students’ Preferences of Authentic Listening Materials*

Options	Number	Percentage
Yes	99	90 %
No	11	10 %
Total	110	100 %

The result in table 10 suggested that the majority of the students (90%) displayed preference for authentic listening materials over the pedagogical ones, while only eleven students (10%) asserted the opposite. Some students' explanations were quite similar; therefore, they announced that authentic listening materials were the best way to practice listening, enrich vocabulary, and develop the language, which gave them inspiration for imitating native speakers' pronunciations and accents. However, some explanations seemed to be distinguished; accordingly, few respondents declared that they preferred authentic materials merely because they contain real language and accurate cultural information. As a result, authentic materials are more attractive for learners since they find them important, and they recognise the necessity to be exposed to more original language.

Q6. If no, what are the difficulties you face?

This open-ended question demanded a clarification, about the difficulties that students who chose the option 'no', in the previous question, thought they faced. Therefore, as stated earlier, only eleven students affirmed that they did not prefer authentic listening materials. Upon analysis, they explained that authentic listening materials tended to contain ambiguous vocabulary, background noise, and fast speed of speech; which was quite challenging for them to follow the whole material. Some students, however, viewed that listening to these materials required a rich vocabulary in order to understand the whole speech.

Q7. Do you think that listening to these authentic listening materials helps you enhance your listening capacities? Please justify.

Table 11. *Students' Opinions about the Impact of Authentic Listening Materials on their Listening Capacities*

Option	Number	Percentage
Yes	99	90%
No	11	10%
Total	110	100 %

It was conspicuous from the table 11 that the overwhelming majority, 99 students (90%), insisted that authentic listening materials really helped their listening capacities. When asked to back their answers up, they argued that they witnessed a change in their listening capacities since they started listening to these materials. The minority (10%), who proved the opposite, however, avowed that they still found it hard to listen to native speakers. It is worth saying that authentic materials have a positive effect on improving students' listening skill; this is due to exposing learners to challenging original data, which lead them to be more engaged and interested in listening .

Q8. Before listening, a pre-listening task helps me to predict the overall meaning of the Material

Table 12. *The Effect of Pre-Listening Tasks on Meaning Prediction*

Options	Number	Percentage
Strongly agree	30	27.27 %
Agree	50	45.45 %
Neutral	20	18.18 %
Disagree	10	9.09 %
Strongly disagree	0	00.00%
Total	110	100%

The table showed that the biggest number of the respondents picked the positive options; consequently, thirty students strongly agreed that a pre-listening task helps predicting the whole meaning, while fifty students (45.45%), found it reasonable and chose to agree. Twenty others (18.18%) were not so sure about the answer, and thus, they picked the option neutral. The rest ten students, the minority, averred that they disagree with this and expressed no harmony with this question. Eventually, no one strongly disagreed with this. As a result, it is presumed that pre-listening tasks help students to enhance their prediction to comprehend the content at hand, and thus, they make the listening task easier because they aid the learners to activate the existing mental constructions.

Q9. While listening, practice tasks facilitate the comprehension and assimilation of unfamiliar information.

Table 13. *Students' Evaluation of the Effect of Practice Tasks on their Comprehension and Assimilation of Unfamiliar Information*

Options	Number	Percentage
Strongly agree	66	60%
Agree	33	30%
Neutral	11	10%
Disagree	0	00%
Strongly disagree	0	00%
Total	110	100%

As the table demonstrated, more than half of the respondents, sixty six students, strongly admitted that practicing tasks while listening facilitated the comprehension and assimilation of unfamiliar information. Thirty three respondents merely agreed with this,

while the rest eleven students expressed neither willingness nor unwillingness towards this item, and tick off the box “neutral”. Apparently, no one picks the negative options. Thus, these results highlight the obvious positive effect of practice tasks on enhancing learners’ comprehension.

Q10. After listening, I always summarize the listening material and try to evaluate my understanding.

Table 14. *Students’ Regular Summaries and their Evaluation of Understanding*

Options	Number	Percentage
Strongly agree	10	09.09%
Agree	70	63.63%
Neutral	10	09.09%
Disagree	20	18.18%
Strongly disagree	0	00.00%
Total	110	100%

Table 14 revealed that seventy students (63.63) strongly showed a total agreement with this item, while ten others ticked off the box “agree”. This denoted that the largest number of students answered positively. On the other side, some indecisiveness got on the way of ten students, therefore, they chose to state neutrality, whereas twenty students disagreed with this. Eventually, no one strongly disagreed. So, it is clear that the students are aware of the importance of the output tasks (summaries), and the enhancement achieved in their listening skill.

2.3.3.3. Listening motivation

Q1. For how long have you been listening to authentic materials?

Clearly enough, this question aimed at knowing how long students had been listening to authentic materials. Hardly surprising, the majority stated that they had been listening to these materials for two years only, while the minority for long periods, specifically, from four to ten years.

Q2.If it has been for a long period, how do you evaluate your listening improvement?

Table 15. *Students' listening Improvement when Listening to Authentic Materials*

Options	Number	Percentages
A lot	88	80%
A little	11	10%
No change	11	10%
Total	110	100%

It goes without saying that the reason behind setting up this question was to give students a chance to evaluate their listening improvement. This table revealed that eighty eight respondents (80%), which was a great proportion of the participants, expressed that listening to these materials helped them a lot in improving their listening skills, while only eleven (10%) students picked 'a little' option. The rest eleven students (10%) claimed that no change was detected. These results are immediately indicative of the existence of gaps between the answers of students, but it should be recalled that, since the majority witness a lot of improvement, listening to these materials improves the listening skill because the

originality of the content makes the context more natural, consequently, more enjoyable to listen to attentively, and makes a difference in language learning.

Q3. Does listening to authentic materials have an effect on improving your English?

Table 16. *The Impact of Authentic Listening Materials on English Improvement*

Options	Number	Percentages
Yes	88	80%
No	22	20%
Total	110	100%

The table 16 demonstrated that the overwhelming bulk of the respondents, 88 students, ticked the box “yes” and, therefore, expressed that listening to authentic listening materials had an effect on the improvement of their English. The rest of the students, 22 students, stated that these materials had no effect on improvement. Based on these findings, we can infer that listening to these materials improves students’ English; this is mainly due to the fact that the natural language of its original users makes it more interesting, and increases students’ desire to develop their language talents.

Q4. Justify your answer

Though this question had been neglected by many students, some respondents gave their justification to back their answers up. Therefore, they proclaimed that authentic materials fortified their English since they tended to contain real language, rich vocabulary, accurate pronunciation and correct grammar. Interestingly, one student claimed that there was no better way to learn a language than to listen to its native speakers.

Q5. Does listening to authentic materials increase the time spent in listening?

Table 17. *Students' Engagement when Listening to Authentic Listening Materials*

Options	Number	Percentages
Yes	66	60%
No	44	40%
Total	110	100%

Among other things, this table demonstrated that forty four students (40%) showed that the time spent in listening to authentic listening materials did not increase, whereas the 60% of the sample expressed the opposite. It was clearly stated that more than half of the students' time had increased when being exposed to authentic materials. These results imply that learners enjoy the tasks they are performing; which clarify how these original materials have enhanced their desire to be involved in listening. Thus, they feel more active and absorbed by time; as a consequence, this signifies higher levels of engagement.

Q6. Do you like listening to English after exposure to authentic listening materials?

Table 18. *Students' Preference of English after Experiencing Authentic Listening Materials*

Options	Number	Percentages
Yes	99	90%
No	11	10%
Total	110	100%

This question was tailored to enable us to see to what extent students had become more interested in listening, after being exposed to authentic listening materials. Hardly

surprising, ninety nine students (90%) ticked off the ‘yes’ box. The rest eleven students (10%) expressed their disapproval for this. Based on these results, we would probably safely say that the majority find it easy to cope with the language of natives, which makes them like practicing listening after the exposure to these materials.

Q7. Listening to authentic materials make you feel interested in listening to English only for your university grades, or for the purpose of learning?

Table 19. *The Role of Listening Authentic Materials in Increasing Students’ Internal or External Interest towards Listening to English*

Options	Number	Percentages
For the purpose of learning	88	80%
For university grades	22	20%
Total	110	100%

This question aimed at exploring whether the students are interested in listening, after the exposure to authentic listening materials, for the sake of learning or just for university grades. The epicenter of this question was to elicit the students’ stances, either voluntary or compulsory, it regarded the reason behind being interested in listening after the exposure of authentic listening materials. Therefore, much to our surprise, eighty eight students, the majority (80%), opted for the option ‘for the purpose of learning’, while the rest twenty two respondents claimed that it was merely for university grades. Despite the fact that the minority opted for external reasons, the answers provided by the majority are supportive enough to prove that authentic language is one of the significant factors for fostering students’ intrinsic motivation to learn English.

Q8. Listening to authentic materials enables you to understand the language of the native speakers without obstacles.

Table 20. *Students' Comprehension Improvement of the Native Speakers Language*

Options	Number	Percentages
Yes	77	70%
No	33	30%
Total	110	100%

This question was tailored to explore whether students had difficulties when listening to the language of native speakers or not. Hence, sixty six respondents (60%) opted for the box 'yes'. On the other hand, 40% said that they faced problems when listening to authentic listening materials. Ultimately, what was discernible, in the results, was that more than half of the sample faced no problems with listening to native speakers, not only this, also some students showed their utter preference to this kind of listening. So, it can be deduced that authentic materials play a crucial role in increasing comprehension of the native speakers' conversations, for a considerable number of the students, which is a challenge for them in their language learning journey. This is mainly true because of the noticeable improvement in their cultural knowledge of the language.

Q9. Does listening to authentic materials have an impact on your communicative competence? Explain.

Table 21. *The Impact of Listening to Authentic Listening Materials on Students' Communicative Competence*

Options	Number	Percentages
Yes	110	100%
No	00	0%
Total	110	100%

This question gave rise to the impact of listening to authentic materials on the communicative competence. Therefore, the results embedded in this table, surprisingly enough, denoted that the whole sample ticked off the 'yes' box, whereas none of them opted for no. Upon analysis, they explained that though they did not have a high communicative competence, listening to these authentic materials encouraged them to imitate native speakers, understand the whole speech without checking dictionaries, and have the ability to engage in conversations with their classmates. Some students stated that listening to natives was the road to build a high communicative competence and they were looking forward to listen to authentic materials continuously till achieving this aim and ending up living with the daunting ghost of mangled communication. Consequently, it is fair to say, based on the findings, that listening to authentic materials has a positive impact on students' communicative competence. This result can be attributed to the presence of the cultural dimension in these authentic materials. It is also assumed that those learners already have a positive view about the culture of the foreign language, and show readiness to grasp all what is concerned with the language. For them, the different dimensions of the language are complementary, and they are the key to overcome the problems of communication with native speakers.

Q10. Why do you want to achieve high listening proficiency?

This is one of the open-ended questions that the questionnaire encompassed. Opting for this choice was thought to be wise to open horizons for the respondents, and to express their standpoints freely, rather than being limited to options. Though some students did not pay the faintest attention to this question, a fairly high number of responses was collected. Consequently, the answers were diverse and numerous. Some students who gave similar answers stated that they wanted to achieve high listening proficiency, for many reasons, including having the ability to understand English very easily, follow the speech of natives without facing problems, communicate with people around the world, engage in conversations, make friendships with people from different cultures, to speak a correct English, improve their skills, master the language, the ability to understand the different accents, to find it easy when they have a chance to go abroad, sound like native speakers, and to enrich vocabulary. Other students stated that they wanted to achieve high listening proficiency because they were motivated and had the desire to excel in their studies. Few others, however, said that they were fond of pop songs, and thus, they wanted to achieve a high listening proficiency for the sake of understanding these songs.

2.3.4. Discussion of the Main Findings of the Students' Questionnaire

Having analyzed the key questions, this heading, therefore, is set forth to recapitulate, in multiple ways, the main findings of the questionnaire. Undoubtedly, the conclusions were drawn after dealing with each question, on an individual basis, and it is the role of this rubric to strive to bring unity into the whole calculated inferences. This heading will, among other things, be a time-saving shortcut and easy access for readers who might be merely interested in the kernel of the main findings.

The abovementioned analysis of the students' questionnaire gives insightful glimpses into the use of authentic listening materials as a source of motivation. The main findings reveal that most second year students claim that the use of the authentic materials makes a satisfactorily grounded sense in listening sessions. Students admit that being exposed to these materials tend to motivate them to overcome the all-too-cumbersome barriers that prevent them from mastering the language skills; these include, lack of vocabulary, weak grammar and pronunciation, bad communication skills, and important of all, the lack of listening skills. This can be clearly seen in their answers to the second and third sections. Furthermore, they show positive opinions towards the use of nearly all materials, be them videos, audio tapes, conversations or the like. In line with this, the overwhelming bulk of respondents assume that listening to authentic listening materials plays a pivotal role in enhancing their listening skill, improving the language all-round, and achieving communicative competence. Eventually, they declare that listening to these materials is the road to achieve high listening proficiency.

2.4. The Teachers' Interview

2.4.1. Description of the Teachers' Interview

The teachers' interview goes along with the students' questionnaire. Consequently, the overriding aims of this interview are to unearth and benefit from teachers' accounts regarding the use of authentic listening materials in listening sessions, give insights into the teachers' own perspectives about the matter at hand, and get supplementary enlightenments into the effect of using authentic materials on students' motivation. It encompasses one type of questions which is the open-ended type due to the descriptive nature of the tool used. This interview is composed of eleven questions that are divided into three sections and summed up intelligibly hereinafter.

The first section is composed of three preliminary questions about the interviewees' background information. The first question is concerned with the highest professional degree that the teachers hold. The second question targets the amount of time that they have spent in teaching at university. The third question is designed to highlight the modules taught by the interviewees' at the university level.

The second section is about listening to authentic listening materials. It begins with inviting teachers to point out whether listening is important to EFL students or not. The second question is set forth to see if students are asked to listen to authentic listening materials. The third question is concerned with the interviewees' beliefs about the students' enjoyment when listening to authentic materials. Following that, the fourth question attempts to shed light on the students' feelings when they listen to authentic listening materials. The last fifth question is concerned with the interviewees' feelings when students are exposed to authentic materials.

The last section is entitled 'listening motivation'. The first question asks teachers if motivation is an essential factor in teaching listening. The second question deals with interviewees' evaluation of the students' listening motivation. The last third item concerns itself with the interviewees' beliefs whether listening to authentic listening materials can foster students' listening motivation.

2.4.2. Administration of the teachers' interview

Just like the students' questionnaire, the teachers' interview was administered face to face. The process of gathering data and receiving interviewees' answers was conducted on a span of two weeks.

2.4.3. Analysis of teachers' interview

2.4.3.1. Background information

Q1. What is your highest degree?

Table 22. *Teachers' Professional Degree*

Teachers	Answers
Teacher 01	Masters'
Teacher 02	Masters'
Teacher 03	Masters'
Teacher 04	Masters'
Teacher 05	Masters'
Teacher 06	Magister

This introductory question was devised primarily to figure out the interviewees' highest degree. As far as the professional degree was concerned, they all held master degree except one teacher. All of them are qualified teachers, and ready for developing their teaching experience.

Q2. How long have you been a university teacher?

Table 23. *Teachers' Years of Experience*

Teachers	Answers
Teacher 01	2 years
Teacher 02	5 years
Teacher 03	6 years
Teacher 04	5 years
Teacher 05	8 years
Teacher 06	10 years

This question aimed at knowing the interviewees' experience with teaching, at the university level. Therefore, one teacher had taught for two years only, two other teachers had taught for five years, one teacher had taught for six years, one for eight years, and the last teacher had been teaching for ten years. This experience can be said to be a considerable one, and the data provided would be reliable, for this research work.

Q3. Which modules do you teach?

Table 24. *Modules Taught by the Interviewees*

Teachers	Answers
Teacher 01	Grammar, phonetics, listening and speaking
Teacher 02	Oral expression and literature
Teacher 03	Oral expression and research methodology
Teacher 04	Oral expression
Teacher 05	Oral expression
Teacher 06	Oral expression

This question targeted the modules taught by the interviewees at university. The first interviewee had taught grammar, phonetics, and oral expression. The second one had taught both oral expression and literature. The third had experience with teaching research methodology along with oral expression, whereas the remaining three teachers were bounded to teach oral expression only.

2.4.3.2. Information about authentic listening materials

Q1. Is the listening skill important for EFL students? If yes, please justify your answer.

Table 25. *Teachers' Point of View about the Importance of Listening.*

Teachers	Answers
Teacher 01	Yes, it is, for sure! It is one of the four skills by which languages function to make communication happen.
Teacher 02	Of course, yes, through listening, students are exposed to the language of its native speakers through selecting appropriate materials.
Teacher 03	Yes, it is because they will be accustomed to native speakers' accent.
Teacher 04	Of course, it is essential, listening is the first skill which helps the learner to acquire vocabulary and improve the process of gaining language.
Teacher 05	Obviously yes, students will be able to improve their listening skills, to listen to native speakers, and to interact orally later on.
Teacher 06	Yes, listening is an input skill in which people get the data needed for their brains to process and communicate. Thus, for communication to happen accurately, university students should develop their listening skills.

When asked whether teaching listening was important for EFL students, all of the interviewees agreed that it is of paramount significance. By way of explanation, they said that listening was that skill which made communication happen properly, made students get accustomed to natives' accent, and helped them acquire vocabulary. Not only this, two interviewees stressed the fact that listening was the key to improve the language, as a whole, without targeting the listening skill merely. This might lead to make certain that listening played a pivotal role in second language teaching.

Q2: Are your students asked to listen to authentic listening materials?

Table 26. *Teachers' use of Authentic Listening Materials in Listening Sessions*

Teachers	Answers
Teacher 01	Yes, they are
Teacher 02	Yes
Teacher 03	Sure
Teacher 04	Usually
Teacher 05	Yes always, so that they get used to native speakers English.
Teacher 06	Yes, they are. Authenticity is the key to every listening material.

This question examined whether students were asked to listen to authentic materials or not. Hardly surprising, all six interviewees said that they did. Furthermore, interviewees showed that authentic materials were always included in every listening session. This is a clear indication that teachers recognise the importance of these materials that's why they implement in their teaching sessions.

Q3: Do you believe that your students enjoy listening to authentic listening materials?

Table 27. *Teachers' Opinions about Students' Enjoyment during Listening to Authentic Listening Materials.*

Teachers	Answers
Teacher 01	Not all the time
Teacher 02	Yes most of the time
Teacher 03	Generally yes

Teacher 04	Yes, they are
Teacher 05	Absolutely yes, they enjoy listening to English accent and even to slangs and short forms while natives speak
Teacher 06	Sure, although some of them suffer from many listening troubles such as processing the uttered meaning

As far as teachers' opinions about students' enjoyment of authentic listening materials were concerned, they were all positive. All five interviewees believed that their students were prone to listen to authentic materials. One interviewee, however, showed some hesitation in his answer stating that students did not always show willingness for listening to them.

Q4. How do your students feel when they listen to authentic listening materials?

Table 28. *Students' Feeling when Listening to Authentic Materials*

Teachers	Answers
Teacher 01	They do not enjoy it all the time. The majority of the students prefer active listening materials in which they feel involved.
Teacher 02	They feel impressed and motivated.
Teacher 03	I think they enjoy them because there is a satisfactory reaction.
Teacher 04	They enjoy it, sometimes they face some ambiguity, but anyway they like it.
Teacher 05	They really enjoy listening to these materials since they feel that they are subjected to native speakers' language which provides patterns of speech, vocabulary and phrases.
Teacher 06	Authentic materials give them the feeling that they are listening to real English spoken by native speakers.

This question figured out the students' feelings during listening to authentic materials. The first teacher said that students did not enjoy it all the time. The second teacher stated that they felt impressed and motivated. The third interviewee said that there was a satisfactory reaction from the part of the students, which could be indicative of their enjoyment. The fourth teacher asserted that though students faced some ambiguity in the content, they enjoyed listening to them. The fifth teacher stated that they enjoyed them due to the feeling of being exposed to natives' language that provided them with vocabulary and phrases. The sixth interviewee said that they enjoyed them because they gave them a sense of realism in the spoken language. It is probably fairly clear from the claims of the interviewees that students, undoubtedly, enjoy listening to authentic materials.

Q5. How do you feel when they listen to authentic listening materials?

Table 29. *Teachers' Feeling when their Students Listen to Authentic Listening Materials*

Teachers	Answers
Teacher 01	I feel that some students lose their focus when they are not really interested in the topic of the material. It also happens while they are trying to keep up the speed, terms, and/or accent.
Teacher 02	They pay more attention
Teacher 03	I feel satisfied because I see them enjoy the lesson and participate which makes the classroom atmosphere more active
Teacher 04	I feel that students concentrate better while listening to authentic materials and I feel that they are more motivated.
Teacher 05	If my objective which should be observable and measurable for the session is reached then I feel satisfied
Teacher 06	I have the feeling that my listening session is adding to my students'

	proficiency unlike when they are provided with materials which lack authenticity.
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Among other things, the interviewees were asked about their feelings when their students listen to authentic listening materials. The first teacher stated that students lost focus and they were not really interested in listening, and when trying to keep up the speed, terms and the accent. The second teacher stressed the fact that they paid more attention when listening to this kind of authentic materials. The third teacher said that the students enjoyed the lesson and participated which made her feel happy and satisfied. The fourth teacher claimed that students concentrated more and felt motivated. The fifth teacher, nevertheless, said that she felt satisfied only when the objective of the session was reached. The last teacher said that using such materials made her feel that the listening session was adding to the students' proficiency unlike when they were exposed to materials that lack authenticity. It is fair to infer, therefore, that authentic listening materials function as a huge help for bringing motivation to the listening sessions.

2.4.3.3. Students' motivation

Q1: Is motivation an essential factor for teaching listening?

Table 30. *Teachers' View about the Importance of Motivation in Teaching Listening*

Teachers	Answers
Teacher 01	Yes, it is. It's the job of the teacher to help students develop intrinsic motivation towards improving themselves in listening.
Teacher 02	Yes it is the major factor.

Teacher 03	Surely. Motivation is the key indeed.
Teacher 04	Motivation is an essential factor for any skill; learners perform better when they are motivated, and it enhances their language learning performances.
Teacher 05	Sure, one of the most obstacles that EFL students suffer from is Anxiety, self-trust and prejudgment of not being able to understand, thus, there should be motivation to fix those problems.
Teacher 06	Yes, it is.

This question reflected teachers' opinions about the significance of motivation in teaching listening. Therefore, all interviewees showed that motivation played a pivotal role in teaching listening. However, three teachers, out of six, backed their answers up stating that it was the teacher's role to help students develop intrinsic motivation, improve themselves in listening, and that motivation enhanced the learning performances.

Q2: How do you evaluate your students listening motivation?

Table 31. *Teachers' Evaluation of Students' Listening Motivation.*

Teachers	Answers
Teacher 01	I do sometimes see good or bad performances in their pronunciation of some basic words or the way they develop some personal accents; that helps me measure how motivated they are to be active listeners.
Teacher 02	Through involvement.
Teacher 03	Remarking their attention and concentration, their attitudes towards what they are listening to

Teacher 04	Through participation.
Teacher 05	I evaluate my students' listening motivation through their interaction, discussion, and the way they try to imitate native speakers.
Teacher 06	I believe that my listening class is multileveled when it comes to motivation. Most of the students show significant levels of motivation to engage in listening tasks. However, it cannot be denied that some students are not motivated by all accounts.

This question revolved around the way through which teachers evaluated the students' listening motivation. During the interview, all teachers tried to supply the necessary explanation. The first teacher said that he evaluated the students' motivation through looking at their performances, and their attempt to build a personal accent. The second teacher asserted that evaluation took place through taking a look at the students' involvement. The third teacher showed that her way of evaluation had to do with the amount of concentration and attention given by the students. The fourth teacher related motivation to participation. The fifth teacher said that she evaluated her students' listening motivation through the way of discussing, interacting and imitating native speakers. The last teacher, however, asserted that the listening sessions were multileveled when it came to motivation, and she evaluated them each according to the level he/she showed when the listening task took place.

Q3: Do you believe that listening to authentic materials can foster students' listening motivation?

Table 32. *Teachers' view about the Effect of Authentic Materials on Listening Motivation.*

Teachers	Answers
Teacher 01	Not all the time. It depends on students' interest in the materials provided by the teacher.
Teacher 02	Yes, they try to imitate native speakers pronunciation.
Teacher 03	Certainly, students love to listen to natives and if that English meets their interest, that would be great.
Teacher 04	Yes, it does.
Teacher 05	Sure.
Teacher 06	Yes, I believe so. Authentic materials can be deemed as one way to stimulate learners to engage in listening tasks with the intent of developing this skill.

This last question seemed to further diagnose teachers' beliefs about the effectiveness of authentic listening materials in fostering students' listening motivation. The answers, in actual reality, were in harmony with the use of authentic materials. Therefore, they all agreed that listening to authentic materials fostered students' listening motivation, except one teacher who said that it depended on the students' interest in the material presented. Two teachers, however, backed their answers up. The first teacher stated that it would be great if the language met their interest, whereas the second teacher believed that authentic materials could be deemed as a way to stimulate learners to engage in the listening tasks. All answers are, therefore, indicative of the fact that authentic materials bring about listening motivation.

2.4.4. Interpretation of the Results of the Interview

The above detailed analysis of teachers' interview enable to plan a review about the teachers' opinion about the core matter of the present investigation, the use of authentic listening materials and students' motivation. The results of this study hint that there is a positive relationship between the authenticity of listening materials and students' motivation.

Most interviewees' comments highlight how beneficial is the listening skill for EFL students. They report that listening comprehension is a central element which has a tremendous influence on the process of learning a language. So as language teachers, there is a significance emphasis on developing students' listening skills, in classroom, due to its importance. All teachers claim that they are teaching using authentic materials. At the activity level, most teachers argue that this technique is an enjoyable way for their students to learn the target language although some of them have a lack of vocabulary knowledge which is the key to listening comprehension. The results of the findings show that students feel enjoyed in gaining knowledge about the different dialects based on real-life materials. They seem to find authentic listening tasks useful for the opportunity of having fun, knowing about others culture, in addition to being connected with the real-life English contexts. All teachers are of one view that motivation is a crucial aspect in second language acquisition, taking into account the teachers' factor in making students active and desirable in the learning process. It is also reasonable to acknowledge that the teachers' choice of approaching the teaching strategy strongly influence students' motivation.

According to the comments, the process of motivation evaluation includes many aspects such as students' engagement in classroom discussions which resembles real-life contexts in addition to students' belief and perception about the usefulness of learning means in relation to their motivation to learn because learners generally feel motivated by authentic

listening materials if they consider its content is useful. Further, authentic materials help students build and increase their knowledge and create their own conversations through which they express and practice their speaking, this can obviously be noted by the teacher.

In terms of relationship between listening to authentic materials and students' motivation, the results of the interviewees' comments suggests a positive relationship because there is a significant improvement in terms of students' motivation.

3.5. Implications, limitations and Recommendations

3.5.1. Implications of the Study

Considering the main findings elicited from both the students' questionnaire and teachers' interview, the current study is said to bring about important implications for theory and practice.

The major findings of the present study confirm that using authentic listening materials brings motivation into listening sessions. The use of such materials plays a pivotal role in promoting learners' willingness for learning and motivation to engage in the listening tasks.

Another easily drawn conclusion is that although using authentic listening materials is important, teachers should be aware of the main subjects that meet the interest of the learners. Teachers are also invited to bear in mind the importance of being selective in choosing the materials because not all materials make students intrinsically motivated. Further, a primary concern for teachers is to select materials that contain clear language and less background noise.

3.5.2. Limitations of the Study

In course of conducting this research, several difficulties are confronted. First, though we included a large sample, we encountered many problems during the process of collecting data, needed for the practical part. Some teachers did not give us access into the classrooms; consequently, we handed out the questionnaire papers outside the classroom after they finished studying, which was a difficult situation to deal with. Second, open-ended questions did not take their fair share of interest by most students. Finally, we wanted to work with a large sample of teachers, but the lack of teachers of oral expression at the University of Mila renders it imperative to deal with six teachers only.

3.5.3. Recommendations for pedagogy and Research

Based on what is detected through running the analysis of the main data acquired through the research tools used in the current study, of utter significance is to draw a set of clear cut recommendations concerning pedagogy and further research. This space is devoted to enable students and teachers delve deeper into the use of authentic listening materials as a source of motivation in the various pedagogical practices. Furthermore, some recommendations for further research are addressed.

3.5.3.1. Recommendations for Students

- Students should listen to authentic listening materials even outside the classroom.
- Students should be aware of the importance of listening to different accents.
- Students should make use of what they listen to.
- As regards listening skills, students must exert more efforts in coping with natives' accents.

3.5.3.2. Recommendations for Teachers

- Teachers should select authentic listening materials that expose the learners with what they feel interested in.
- Teachers should know more about students' needs and lacks, and provide them with the materials that satisfy their needs and make up for any detected weakness.
- They, themselves, should show positive attitude towards using authentic listening materials, and try to instill the whole idea in the students' mindset.
- Teachers should encourage students to listen to authentic listening materials even if outside the classroom.
- Teachers should draw the attention towards the importance of enhancing listening through listening to authentic listening materials.
- It will be a great idea if teachers vary the use of authentic listening materials to avoid boredom.
- They should work on creating opportunities for their students to listen to natives as possibly as they can.

2.5.3.3. Recommendations for Further Research

The current study sets into motion the issue of the use of authentic listening materials as a source of motivation. It is conducted as an exploratory and descriptive investigation of the impact of authentic listening materials on second year EFL students' motivation, at Mila University Center, Department of Foreign Languages. Subsequently, it is considered to be a step which might pave the way for other studies that are to be carried for the sake of studying the current issue more thoroughly, and open mammoth horizons for further research avenues. Therefore, we suggest that this research can be reproduced by investigating the effect of listening to authentic listening materials on students' pronunciation. Furthermore, we suggest

for further research to investigate the impact of using authentic listening materials on foreign language learning, in general.

Conclusion

After the analysis of the data obtained from both of the research tools, in this chapter, it is concluded that most of the EFL students, and all the teachers agree upon the fact that authentic listening materials play a significant role for motivating learners, in their listening sessions. They also highlight the fact that teachers are aware of this importance. Consequently, these results confirm the hypothesis that authentic listening materials enhance students' motivation to listen to English.

General Conclusion

Motivation is one of the cardinal elements that requires consideration when teaching listening. Thus, accelerating students' motivation to listen to authentic materials is an inevitable prerequisite to eradicate learners' language imperfections, and fortify their language talents. This study is, more specifically, an attempt to get an adequate grasp, and a comprehensive account on the use of authentic listening materials as a source of motivation, i.e., it is concerned with investigating the effect of authentic listening materials on fostering students' motivation to listen to English. Accordingly, this research has been designed on the basis of the following questions:

1/ Do authentic listening materials increase students' motivation to listen to English?

2/ Are teachers aware of the importance of authentic listening materials in teaching listening?

Thus, it is hypothesized that students' motivation to listen to English would be increased if they listen to authentic materials.

Based on the questionnaire and interview analysis, and in regard to the main findings obtained from the receptive data, the results reached, reveal an important effect. They report that the use of authentic listening materials is of a pivotal importance in bringing motivation into listening sessions. The majority of students and teachers show willingness to their use, to enhance listening motivation. They are, as well, considered to be an essential element in enhancing students' listening skills and communicative competence which supports the hypothesis set up at the outset of the study.

Inconformity with the students' questionnaire results in questions Q2, Q5, Q6, Q7, and Q8, students show consensus about the importance of authentic listening materials in

improving their listening (90%),in increasing the time spent in listening (60%being engaged),in fostering liking listening to English(90%),in making their interest in listening high (80%),ultimately, in augmenting their listening comprehension(70%).As a result, learners' desire to listen to English, their listening persistence, and their listening comprehension witness a considerable enhancement, and confirm the hypothesis that students' motivation to listen to English would be increased if they listen to authentic materials.

On the other hand, with reference to the teachers' answers, data obtained from the interview show an agreement with the students' questionnaire results. More precisely, they prove that teachers are aware of the positive effect of authentic listening materials in teaching listening as the next percentages displays: (Q 2, section 1) which proves that (100%) of the teachers agree on the use of authentic listening materials in their listening sessions; (Q3, section 2) which reveals that (100%) of the teachers assert their belief about the importance of these materials for fostering motivation in teaching listening.

To sum up, it is revealed that the use of authentic listening materials is of a pivotal importance in bringing motivation into listening sessions. The majority of students and teachers show willingness to their use to enhance listening motivation. They are, as well, considered to be an essential element in enhancing students' listening skills and which supports the hypothesis set up at the outset of the study.

At the end, it is worthy of mention that this research is a trial to gain insight into the use of authentic listening materials as a source of motivation as was feasibly possible. Consequently, this study can be restored to, in order that students and teachers can reflect upon the importance of using authentic listening materials, in their pedagogical practices. In this respect, it is highly recommended that students take advantage of listening to these

materials to enhance their listening skill. Nonetheless, it is worth highlighting that this study is of a limited scope, this makes it imperative for future researchers to take into account conducting further research in this area of study.

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Appendices

Appendix A

The Students' Questionnaire

Dear students

The present questionnaire is an attempt for collecting data needed for the accomplishment of our master dissertation. This questionnaire aims at investigating the use of authentic listening materials as a source of motivation; therefore, we would be very grateful if you could answer the following questions.

Some of you might be confused about what are authentic listening materials, hence, they are those materials that are not prepared for pedagogical purposes, and often, made by native speakers to native speakers.

Please, make a tick () in the box corresponding to your answer. Note that multiple choices are allowed in some questions. Extra comments or further explanations are warmly welcome.

Section one: Background Information

Q1.How long have you been studying English?.....years.

Q2. Was English your first choice?

a. Yes

b. No

Q3.Do you consider that your listening skill is:

a. Very good

b. Good

c. Average

d. Weak

Section two: Listening and authentic listening materials

Q1. Does your teacher use authentic listening materials?

a. Yes

b. No

If no, please explain

.....

Q2. If yes, how often?

a. Always

b. Often

c. Sometimes

d. Rarely

Q3. Pick up the ones your teacher often uses (more than one answer is allowed)

a. Videos

b. Songs

c. Radio clips

d. Audio tapes

e. Conversations (of native speakers)

f. News broadcasts

Q4.How often does your teacher vary using the aforementioned materials?

a. Always

b. Often

c. Sometimes

e. Rarely

Q5. Do you prefer using authentic listening materials over the pedagogical ones?

a. Yes

b. No

If yes, please explain

.....

Q6.If no, what are the difficulties you face?

.....

.....

Q7. Do you think that listening to these authentic listening materials helps you enhance your listening capacities?

a. Yes

b. No

Please justify

.....

.....

Q8. Before listening, a pre-listening task helps me to predict the overall meaning of the material.

a. Strongly agree

b. Agree

c. Neutral

d. Disagree

e. Strongly disagree

Q9. While listening, practice tasks facilitate the comprehension and assimilation of unfamiliar information.

a. Strongly agree

b. Agree

c. Neutral

d. Disagree

e. Strongly disagree

Q10. After listening, I always summarize the listening material and try to evaluate my understanding.

a. Strongly agree

b. Agree

c. Neutral

d. Disagree

e. Strongly disagree

Section two: Listening motivation

Q1. For how long have you been listening to authentic materials?

.....year

Q2. If it has been for a long period, how do you evaluate your listening improvement?

a. A lot

b. A little

c. No change

Q3. Does listening to authentic materials have an effect on improving your English?

a. Yes

b. No

Q4. Justify your answer?

.....
.....
.....
Q5. Does listening to authentic materials increase the time spent in listening?

a. Yes

b. No

Q6. Do you like listening to English after exposure to authentic listening materials?

a. Yes

b. No

Q7. Does listening to authentic materials make you feel interested in listening to English only for your university grades, or for the purpose of learning?

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

Q8. Listening to authentic materials enables you to understand the language of the native speakers without obstacles.

a. Yes

b. No

Q9. Does listening to authentic materials have an impact on your communicative competence?

.....

.....

.....

Q10. Why do you want to achieve high listening proficiency?.....

.....

.....

.....

Thank you for your collaboration

Appendix B

The Teachers' Interview

Section one: General Information

Q1. What is your highest degree?

Q2. How long have you been a university teacher?

Q3. Which modules do you teach?

Section two: Listening to Authentic Materials

Q1. Is the listening skill important for EFL students? If yes, justify your answer.

Q2. Are your students asked to listen to authentic materials?

Q3. Do you believe that your students enjoy listening to authentic materials?

Q4. How do your students feel when they listen to authentic materials?

Q5. How do you consider your students' listening skill?

Section three: Listening Motivation

Q1. Is motivation an essential factor for teaching listening?

Q2. How do you evaluate your students listening motivation?

Q3. Do you believe that listening to authentic materials can foster students' listening motivation?

Résumé

L'écoute du matériel EFL (anglais comme langue étrangère) est le point de départ pour élargir le champ des connaissances des étudiants qui enrichirait et améliorerait toutes les compétences linguistiques. Bien que l'écoute soit considérée comme l'une des compétences réceptives importantes, les étudiants Algériens ne montrent pas d'intérêt pour l'écoute de matériels d'écoute authentiques en raison de leur contenu sophistiqué et de l'obstacle à la compréhension, en plus de la longue exposition à des matériels d'écoute non authentiques au intermédiaire milieu et écoles secondaires. Cette étude met en évidence le problème de la réluctance des élèves à écouter des supports d'écoute authentiques. Il explore l'impact de la mise en œuvre de matériels authentiques sur la motivation des étudiants à écouter l'anglais. Cette recherche est basée sur l'hypothèse suivante : si les élèves sont exposés à des supports d'écoute authentiques, leur motivation à écouter l'anglais sera renforcée. Afin de tester cette hypothèse, une méthodologie mixte englobait des questionnaires d'étudiants et des entretiens avec des enseignants, et représentaient, à la fois, des données qualitatives et quantitatives. Tout d'abord, le questionnaire a été administré à cent dix étudiants de deuxième année d'anglais, au Département des langues étrangères, centre universitaire de Mila. Deuxièmement, six professeurs d'expression orale ont été interrogés. Sur la base des résultats des questionnaires des étudiants et des entretiens avec les enseignants, les statistiques ont montré que les matériaux authentiques, affectés à l'enseignement de l'écoute, faisaient une différence en encourageant la motivation des apprenants à écouter des matériaux originaux, produits par les natifs. Aussi, l'un des principaux constats a révélé que les enseignants étaient conscients de la nécessité de varier ces supports d'écoute, pour couvrir tous les besoins des élèves. Finalement, l'étude actuelle a offert une abondance d'implications et de recommandations pédagogiques, dans le but d'attirer davantage l'attention sur l'utilisation de

matériel d'écoute authentique supplémentaire, lors des séances d'écoute, afin d'améliorer la motivation des étudiants.

Mots clés : supports d'écoute authentiques, enseignement de l'écoute, motivation, étudiants EFL

الملخص

يعتبر الإستماع إلى مواد اللغة الإنجليزية كلغة أجنبية نقطة بداية مهمة وضرورية حظ تساعد على توسيع نطاق المعرفة للطلاب. فمن شأن هذه الأخيرة إثراء وتحسين المهارات اللغوية أجمع. بالرغم من أن الإستماع يعتبر من المهارات الإستقبالية المهمة، إلا أن الطلاب الجزائريون يفضلون في إظهار الإهتمام الكافي للإستماع لهذه المواد السمعية الأصلية بسبب محتواها المعقد وعقبة الفهم بالإضافة إلى الوقت الطويل الذي يقضوه يدرسون المواد السمعية الغير أصلية في الوسط الدراسي و الثانوية. ان الغرض الرئيسي من هذه الدراسة هو تسليط الضوء على مسألة عزوف الطلاب على الاستماع للغة الإنجليزية من مصادر أصلية على غرار استكشاف الرابط الموجود بين استعمال الأساتذة لمصادر استماع أصلية وتحفيز الطلاب للسمع من أجل التحقق من صحة هذه الفرضية، اعتمدنا منهجيتي بحث: الأولى تشمل استبيان الطلاب والذي يمكننا من الحصول على معلومات كمية والثانية تمثلت في مقابلات مع الأساتذة والتي تتيح لنا فرصة الحصول على بيانات نوعية تعتمد هذه الدراسة على النظرية التالية:

إذا تم تقديم وسائل استماع أصلية للطلبة، سيكون للطلبة دافع داخلي قوي من أجل سماع اللغة أكثر. أولاً : تم توزيع الاستبيان على مائة وستة طالب سنة ثانية تخصص لغة انجليزية في جامعة ميله. ثانياً: تم إجراء مقابلات مع ستة اساتذة التعبير الشفهي اعتماداً على نتائج الاستبيان والمقابلات اثبتت الإحصائيات ان الوسائل الأصلية والموجهة لغرض تعليم مهارات الاستماع قد احدثت فارقاً في تحفيز الطلبة للاستماع أكثر لهذه المصادر الأصلية والتي ينتجها المتحدثون الأصليون للغة. واطهرت أيضاً إحدى النتائج الرئيسية ان الأساتذة على دراية بأهمية تنوع مصادر الاستماع هاته لغرض تغطية جميع الاحتياجات اللغوية للطلبة. أخيراً وليس آخراً، قدمت الدراسة الحالية توصيات واستخدامات تعليمية وفيرة من أجل لفت المزيد من الانتباه حول استعمال الأساتذة لمصادر الاستماع الأصلية خلال حصة السمع لغرض تعزيز الدافع الداخلي للطلبة للاستماع أكثر للغة.

الكلمات المفتاحية: مواد الاستماع الأصلية ، تعليم الاستماع ، التحفيز ، طلاب اللغة الإنجليزية كلغة أجنبية.