PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGER EDUCATION AND SCIENTIFIC RESEARCH
AbdElhafid Boussouf University centre- Mila

Institute of Literature and Languages

Department of Foreign Languages

Branch*: The English Language*

A Dissertation Submitted in Partial Fulfillment for the Requirement of the Master Degree in

Didactics of Foreign Languages

Fostering Students' Listening Comprehension through Listening to Short Stories as Authentic Materials

The Case Study of Second –Year LMD Students at the English Department in Mila

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Academic year: 2017 - 2018

Nedjla's Dedication

First of all, I thank God for the guidance and help in accomplishing this work, thank

you God for giving me the patience, the courage and the power to continue

and never give up.

Then, I would like to dedicate my research work

To my teacher Miss BOUGEURNE SABAH. Thank you for your guidance and support.

To my family .A special feeling of gratitude to my lovely parents .My father

"MOHAMMED" , and my mother "FATIHA" whose love, encouragement ,

and prays of day and night make me able to get such success.

To my sisters AMINA ,RANIA ,AICHA ,and ISRA, and to my brother SALAH EDDIN .

Whose word of encouragement and push for tenacity ring in my ear.

To my research colleague "MERIEM KHEMISSI " ,also to my friends ASSIA and others,

who shared their words of advice, encouragement and support to finish this work.

To all people in my life who touch my heart,

I dedicate this work.

Meriem 's Didecation

First of all thanks to ALLAH for giving me the strength to face this life with its sad and

happy   moments and also to complete this work successfully .

I dedicate this work to My precious mother FATIMA for loving me, supporting me ,and

being a source of inspiration and strength when I thought for giving up ,and most of all for

being always there for me.

To My closest brother ADEL ,thanks for standing beside me throughout this way ,and

always encouraging me to work hard for the things I aspire to achieve .

To My dearest sister DALILA, thanks for providing me with your moral ,spiritual and

emotional support.

To My beloved sisters ASSIA and HANAN, thanks for your kindness and care about me all

the time ,and for your spiritual and financial support.

To My wonderful brothers MOHAMMED AND RABEH ,thanks for your patience, care

and support and for standing always by my side .

To MISS SABAH BOUGUERNE

Thanks for your guidance and patience and also for giving me the chance to learn more .

Thanks to My dearest friend NEDJLA BENDADA for her advice ,trust and kindness ,and

for being always with me .

Thanks to all my family members in law especially my mother FATIMA for her

unconditional love , and I am truly grateful for having her in my life .

Thanks for all my friends and colleagues.

ACKNOWLEDGEMENT

Abstract

Listening is considered as one of the important skills in foreign language learning.It provides learners with a foundation for all aspects of language and cognitive development. However, it is neglected by many teachers .The main goal of this investigation is to examine the effectiveness of using short stories as authentic materials to foster students listening comprehension.An experiment was conducted with second year English students at Abdelhafid Boussouf University Center to see whether there is a significant change in students' listening comprehension after listening to audio short stories as an extensive listening .The experimental group participants who received the listening instructions have shown a higher mean scores of the results in comparison to the control group. The second mean used in this study was the teachers' interview ,it aims at investigating the teachers' beliefs and points of views concerning the use of short audio stories as authentic materials in EFL classrooms to improve students listening comprehension. The findings of the interview reveal that teachers at the English department, at Abdelhafid Boussouf University Center, are facing many difficulties when using authentic materials as listening inputs in EFL , and most of them are not aware of the effectiveness of using short audio stories for improving students' listening comprehension.In addition to that ,they suggest to incorporate short audio stories in teaching listening because they have a great impact on students listening comprehension.Furthermore, the results obtained from the two research tools confirm that using short audio stories as authentic materials would enhance listening comprehension of second year students .

ملخص

الاستماع هو واحد من أهم المهارات التي تساعد في تعليم اللغة الأجنبية إذ انه يزود المتعلمين بجميع جوانب اللغة والتنمية المعرفية، و مع ذلك فانه ليس محط اهتمام العديد من الأساتذة . و الهدف الرئيسي من هذا الفحص هو اختبار فعالية استخدام القصص القصيرة كمواد أصلية لتشجيع قدرات الطلاب على الاستماع و الاستيعاب. وقد أجريت تجربة مع طلاب السنة الثانية تخصص لغة الإنجليزية، والذين يزاولون دراستهم في المركز الجامعي عبد الحفيظ بوالصوف ودلك من اجل معرفة ما إذا كان هناك تغيير كبير في مهارة الاستماع وبالتحديد في فهم الاستماع من خلال عرضهم للقصص الصوتية القصيرة. و قد اظهر المشاركون في المجموعة التجريبية الذين تلقوا تعليمات الاستماع نتائج جيدة بالمقارنة مع مجموعة عناصر التحكم. أما بالنسبة إلى الوسيلة الثانية المستخدمة في هذه الدراسة هي إعداد مقابلة شفهية مع الأساتذة والتي تهدف إلى التحقق من معتقداتهم ووجهات نظرهم في ما يتعلق باستخدام القصص الصوتية القصيرة كمواد أصلية في الفصول الدراسية في الجامعة بغرض تحسين مهارات الطلاب على مستوى الفهم، وقد كشفت نتائج المقابلة الشفهية مع أساتذة كلية اللغة الإنجليزية في المركز الجامعي عبد الحفيظ بوالصوف، بأنهم يواجهون صعوبات كثيرة عند استخدام المواد الأصلية كأداة لتطوير مهارة السمع، وآخرون ليسوا مهتمين بفعالية استخدام القصص الصوتية القصيرة في تحسين مهارات الطلاب في استيعاب ما يستمعون إليه، بالإضافة إلى ذلك، فإن معظمهم يقترحون دمج القصص الصوتية القصيرة في تدريس مهارات الاستماع كونها تؤثر تأثيرا كبيرا على مهارات الطلاب في فهم ما يستمعون إليه. وفضلا على ذلك، فان النتائج التي تم الحصول عليها من أداتي البحث تؤكد أن استخدام القصص الصوتية القصيرة كمواد أصلية من شانها أن تعزز في مهارة استيعاب السمع لدى طلاب السنة الثانية. واستنادا إلى هذه النتائج تم استخلاص العديد من التوصيات لمساعدة المعلمين والطلاب والجامعة من اجل تطبيقها في الأقسام الدراسية للغة الإنجليزية كلغة أجنبية.

List of Abbreviation

EFL : English as a Foreign Language.

LC : Listening Comprehension .

Q: Question.

%: Percentage.

Etc : Et cetera.

List of Tables

List of Figures

Table of Contents

General Introduction

Chapter One: The Theoretical Background

Section One: Listening Comprehension

Section Two (A): Authentic Materials

Section Two (B): Short Stories

Chapter Two: The Field Work

Introduction

Introduction

   1. Statement of the Problem.

   2. Aim of the Study.

   3. Research Questions.

   4. Hypotheses.

   5. Means of Research.

   6. Organisation of the Dissertation.

Introduction

Learning a foreign language necessitates one to be competent in the four skills; reading, writing, speaking and listening. Previously, in teaching and learning a foreign language, the focus was on reading and writing skills. However, recently with new technology the focus shifted to the listening skill because it is very important for learners to develop their pronunciation and listening abilities through the use of authentic listening materials such as video recording, songs, movies and short stories. These materials are very effective through which the learners will be exposed to the real language of the native speakers, and that will help them to become competent in the target language. In this sense, listening is considered as one of the processes which makes the learners acquire the language unconsciously .In addition to that, learning new vocabulary makes them more familiar with other cultures and ameliorates their pronunciation abilities.

1. **Statement of the Problem**

Listening is an important skill that helps learners to be engaged in the second language learning. Most of English as a Foreign Language (EFL) learners face various problems in listening comprehension because many teachers focus on reading, writing and grammar while listening is neglected. In addition to that, listening is not an important element in many course books and syllabus; teachers believe that students practice listening spontaneously within the course. Furthermore, students will face many difficulties in pronunciation and intonation because of the lack of materials provided in practicing listening. On the basis of these facts, the problem of this study turns around student's deficiency to comprehend listening materials in the English language.

2. The Aim of the Study

Listening is an important skill in EFL language teaching and learning .Researchers have recognised its importance in language learning and communication in the target language.

This research aims to examine the impact of using short stories as authentic materials to improve listening comprehension abilities of second year EFL students .In this research we deal with short stories as authentic materials and how these materials can be effectively used to enhance students listening comprehension abilities.

3. Research Questions

The present study is designed to answer the following questions:

1. Does using short stories as authentic materials improve listening comprehension of the second year English as Foreign Language students at Abdelhafid Boussouf University Center in Mila?

2. Are Teachers at Abdelhafid Boussouf University Center conscious of the difficulties that their students face while listening and the causes behind them?

3. Are listening tasks applied effectively by teachers of oral expression?

4. The Hypotheses

As an answer to these questions ,the following hypotheses will be advanced :

On the one hand, the null hypothesis suggests that:

H0: Listening to short stories would not result in significant improvement in listening comprehension for the experimental group.

On the other hand, the alternative hypothesis suggests that:

H1: Listening to short stories as authentic materials would enhance listening comprehension of second year LMD students.

5. Means of Research

To fulfill the aim of this study we depend on the quantitative method of research in the form of an experimental design as the primary data collection means and we conducted an interview with teachers as a qualitative research method. The population of the quasi experiment was the second year of EFL at Abdelhafid Bossouf University Center (Mila).The sample is composed of two groups, out of five second year groups. First, the participants of both control and experimental groups are pre –tested, then exposed to listening instruction through short stories for eight weeks. By the end of this period, the control groups are immediately post-tested. However, for the experimental group,listening was followed by treatment phase of eight weeks after which they were post-tested. The collected data of the pre- test and post- test are compared via a t- test analysis.

6. Organization of the Dissertation

The present dissertation is comprised of two chapters , the first chapter is the theoretical part which is divided into three sections, the first section investigates listening comprehension in EFL classrooms and gives a literature review about its types ,characteristics ,strategies ,factors that influence listening comprehension and also potential problems of listening in language learning classes ,and how to overcome these difficulties , in addition to that ,it sheds light on its importance in developing language learning .Section two exhibits a literature review about the use of authentic materials in foreign language classrooms, and how they influence language learning.This section deals with the role of authentic materials in language learning ,and their advantages and disadvantages , factors that the teacher should take into consideration when presenting authentic materials in the EFL classrooms, how to apply these materials in foreign language classrooms , For section three, it treats the use of short stories in EFL classrooms and how it assists students in developing their learning.

This section talks about characteristics of short stories ,and its elements , it also

focuses on using short stories as authentic materials in teaching listening and its impact on developing the listening skill.

Chapter two contains two main research tools one is qualitative in the form of an interview with teachers of Oral Expression, and the second is quantitative in the form of an experiment done with second year students of English at Abdelhafid Boussouf University Center .These two means are used to investigate the effect of short stories as authentic materials on fostering students listening comprehension skill ,and also teachers' views about using short stories as a listening input in EFL classrooms .The experiment is done with two groups of second year English students ;these groups have been selected randomly ,and each group consists of 25 students, one group is the experimental group, and the other one is the control group .Both groups have received a pretest .The experimental group have received a treatment of six weeks. Students are divided into eleven pairs, each pair is asked to listen to a short audio story .After they listen to these stories ,they end up with a summary to see whether they comprehend the stories or not ,however, the control group have not received any treatment . After that both groups have received a posttest. Furthermore, a statistical analysis has been done on the obtained results using the t test .For the second means of research which is teachers' interview that is, about teachers views and experiences about using short stories in teaching listening. The results are analyzed and discussed . The chapter ends up with recommendations that have been proposed for teachers, learners, and university.

Chapter One: The Theoretical Background

Section One: Listening Comprehension

Section Two(A): Authentic Materials

Section Two (B): Short Stories

Section One: Listening Comprehension

Introduction

Conclusion

Introduction

Listening is considered as the most important skill in English as a foreign language (EFL) to achieve communicative competence. Students may face many difficulties while listening, and this might create problems in achieving listening comprehension. They may experience these problems because of language difficulty, new vocabulary, the speed of the speech, quality of the sound and grammar structure complexity. Furthermore, listening is neglected by teachers and learners and they tend to focus more on reading, writing and speaking. As a result, learners will not be interested in listening .Teachers have a great role in supporting learners to ameliorate their listening comprehension and overcome difficulties in understanding the listening passage.

This chapter displays the role of listening in EFL classrooms and how researchers examine this skill in fostering language competency. The purpose of this chapter is to investigate the essence of listening and listening comprehension, its types, its characteristics, and its strategies in EFL classrooms. It will also discuss the vital teaching activities and the way we assess that skill.

1. Definition of Listening

Listening is one of the important skills in second language learning. Teachers are paying more attention to vocabulary, and grammar structures rather than listening; this is so because they believe that students practice listening while presenting the course spontaneously. Speaking is also important in second language learning. It comes hand in hand with listening; students cannot speak correctly if they do not hear the language pronunciation from native speakers.

There are different definitions of listening. Steinberg (2007) defines listening as the

capability of a person to comprehend other's speech, i.e., understanding the oral message received from others. Underwood (1989) argues that listening is "the activity of paying attention to and trying to get meaning from something we hear" (p. 1). It means that listening is a process used to gain the attention of students and check their concentration through using various materials such as listening to songs or short stories. According to Rost (2002), listening is the process of getting what the speaker says, building and understanding the meaning through negotiation, imagination and empathy, then responding to the speakers. Chastain (1971) claims that the purpose of listening comprehension is to comprehend the native conversation naturally and unconsciously.

Listening is considered as a tool used by listeners to obtain information and knowledge through the translation of the speech they listen to. Listening is an effective skill, in the communicative process ,through which listeners get a speech sound, seek to guess the meaning of words, and then try to comprehend the message of the oral text; so that they can answer successfully (Thanajaro, 2000).

Furthermore, listening is the basic skill which stimulates and raises the mental development and also listener's awareness about the necessity of the foreign language. According to Purdy (1997), listening is "the active and dynamic process of attending, perceiving, interpreting, remembering, and responding to the expressed (verbal and nonverbal) needs, concerns, and information offered by other human beings" (p. 8). Listening is a receptive skill through which the person is able to explain, remember and reply to both oral and non-oral functions supplied by other persons. The first function is linked to those sounds of language utilized to answer a message. The second one is joined to the body language through facial expressions that include gestures, tone, and the pitch of the sound.

Morely (1972) states that listening includes aural differentiation, selecting important information, remembering it, and linking it to the sound and the form of meaning. Gross

(1982) defines listening as the skill of comprehending what is heard, and arranging it into lexical items, in which the meaning is determined. According to Gilakjani and Ahamadi (2011), listening contains listening for thinking, emotions, notions and all of those need effort and practice.

Despite the fact that these definitions differ from one researcher to another, they essentially see listening as an activity, in which listeners use several mental processes in order to find a meaning from oral texts. So, listening is the process of hearing the oral language and comprehending it.

2. Definition of Listening Comprehension

Listening comprehension is a fundamental skill for the acquisition of the second language, therefore, teachers have to teach it as other skills. It is based on the understanding of the oral message, then decoding it in order to get the full meaning of the task. Listening comprehension is a process through which learners attempt to understand a meaning while listening.

Listening comprehension has been defined differently by various authors. According to Brown and Yule 1983 (cited in Gilakjani and Sabouri, 2016), listening comprehension indicates that a person comprehends what he hears; for instance, when a person learns a text by listening, he will comprehend it. According to Rost (2002) and Hamouda (2013), listening comprehension is a communicative process by which listeners are engaged in building the explanation of the listening input throughout different sounds, background knowledge, grammar structure, tone, and stress.

Furthermore, listening comprehension is the several procedures of understanding the meaning of the oral language. It includes recognizing sounds of speech, comprehending utterances, and understanding the syntax of sentences (Nadig, 2013). Listening comprehension is a process of trying to hear something attentively; it is the capability of understanding a given

task. The purpose of listening comprehension is to comprehend the formal talk at a regular speed in a natural situation (Chastain, 1971).

As a result, listening comprehension is the process of understanding the oral text through remembering the information that the listeners catch while listening, and then they try to put them together to get a comprehensible meaning.

3. Types of Listening

In our daily life, we listen both intensively and extensively. The different situations need different types of listening. In the classroom setting, students need certain types of listening which help them to improve their listening skill. There are two types of listening: extensive and intensive, and both are needed to develop student's learning capacities.

1.1. Extensive Listening

Extensive listening refers to independent listening activities when students feel free, it does not need a lot of effort, and the purpose behind it is to make students at their ease in getting the general meaning. The listeners can choose the material that interests them; for example, songs, videos or short stories (Flowerdew and Miller, 2005). Extensive listening gives the listeners the freedom of choosing the listening passage that interests them and makes them feel enjoyment. The focus is not on knowing the meaning of every single word, grammar or structure; yet the focus is on the overall understanding. In addition to that, students are free in repeating the listening piece at any time, and choosing the level and length that are suitable for them. Extensive listening helps students to develop their listening abilities, their pronunciation and enrich their vocabulary.

Extensive listening is opted for when the teacher gives the learners a chance to select the listening passage that they want to listen to, as a result, they will be pleased in learning the language (Harmer, 1998). Extensive listening materials are varied; they can be recorded stories, passages from books and radio. All of those represent natural conversations and

dialogues. He further states that foreign language teachers are able to support their classes with an efficient input, performing extensive listening by a good selection with regard to the level of students and types of topics.

Inventive teachers are capable of enhancing this type of listening by asking students to perform a set of tasks; for example, to record their answers to what they listened to, to evaluate the level of hardness, to recap what they hear, to write their remarks down to check out their understanding and seek together all students needs and necessity (Harmer, 1998). The aim of these tasks is to "give students more reason to listen, if they can share their information with colleagues, they will feel they have contributed to the progress of the whole group" (Harmer, 1998, p.229). It means that teachers provide students with activities which attract their attention, make them more interested, and engaged to build the whole meaning of the activities.

Extensive listening is an adequate and suitable way for students to construct their linguistic capacities and vocabulary. Since students are free in selecting the listening input, they will be more satisfied, pleased, and motivated to learn.

3.2. Intensive Listening

In intensive listening, students listen for a specific aim, they work on the listening skill and how the English language is spoken, it takes place in the classrooms laboratories under the control of the teachers that focus on specific items to reach the intended goals (Harmer, 2007). Intensive listening is not like extensive. In intensive listening, students focus on everything in the structure, grammar, and vocabulary, in addition to that, teachers have the authority of choosing the materials according to the objective of the course. Intensive listening helps students to develop their listening skill and makes them more interested in what they are listening to.

According to Harmer (2001), the best way of communication is "live listening"

because it has many benefits ; the learner can stop the speaker and ask for the explanation at any time, and it also helps learners to develop their listening skill by doing different activities .Live listening can be as the following forms: reading aloud, storytelling, interviews, and conversations.

3.2.1. The Role of the Teacher in Intensive Listening

According to Harmer (2001), the role of the teacher in intensive listening is to make students interact with the activities by building their self-confidence, raising their awareness, and evaluating them after listening to the activities by testing their comprehension.

The teacher can be an organizer by telling students what they are listening to and giving them a general idea about the activity that they will accomplish. The teacher should give tasks that are achievable and texts that are understandable (Harmer, 2001).

The teacher should be a mechanic operator through being active and professional in the way he uses the tape player. The teacher should know what kind of materials he uses, whether it is a tape or a disk, and he should also know how it works, and how to go back when he wants to check or repeat a segment. In addition to that, the teacher should check the material before presenting it in the class, in order to gain time and avoid falling in problems, and he should also be well organized. Furthermore, the teacher should be ready to answer student's questions by stopping and playing the machine again. "If we involve our students in live listening, we need to observe them with great care to see how easily they can understand us" (Harmer, 2001, p.232). So, the teacher should be aware of his students' weaknesses and check if they comprehend the task or not.

When students finish the task, the teacher examines whether or not they comprehend and complete the task successfully. In addition to that, the teacher asks his students to share their answers with classmates, and then with the whole class to build the lesson, and motivates them to give their answers. After that, the teacher interferes and gives them

feedback (Harmer, 2001).

When the teacher is the prompter, he gives the students a task to listen to, it can either be a tape or a disk, and he repeats it again and again, in order to help them focus more and observe the different features of the spoken language (Harmer, 2001).

So, both intensive and extensive listening activities are important in EFL courses because students need to know vocabulary, grammar and structure, and the actual application of their skill. Extensive and intensive listening are two important types of listening that are used to develop students' listening abilities and they should be utilized appropriately.

4. Strategies for Developing Students' Comprehension

Teaching listening is very helpful for students (Goh, 2000). It will be useful when teachers combine it with vocabulary, grammar, and phonology. Vandergrift (1990) claims that the development of the strategy is essential for listening activities, in fact, because strategies are perceptible means by which students can direct and assess their own understanding. Most of the researchers divided listening into three strategies: cognitive, metacognitive and socio-affective strategies, which are changeable according to the level of the learners. Jalongo (1995) states that in order to make students good listeners, teachers need to make them actively involved in the process of listening instead of being anxious about their level. Moreover, teachers need to teach them how to become good listeners.

4.1. Cognitive Strategies

Cognitive strategies are about understanding the linguistic input. They are linked to comprehending and storing the input in the working memory or in the long-term memory for later use (Azmi, Celik & Tugrul, 2014). The Cognitive strategy is a problem-solving technique that the learners use to acquire knowledge (Derry & Murphy, 1986). In cognitive strategies, learners can guess the meaning from the context, and also summarise and memorise. There are two types of cognitive strategies in listening: bottom-up and top-down

processes.

The bottom-up process encompasses repeating the oral text; learners use their previous knowledge to deal with new situations and make it suitable for the given task (Henner-Stanchina , 1987). The top-down process involves guessing the meaning from the context and explaining words from their understanding. It is deriving meaning from language (Richards, 2008). Listeners use the top-down process within previous knowledge in order to construct a comprehensible framework. Furthermore, bottom –up processes are text-based because they depend on the language in which words and grammar build the meaning (Yun Kul, 2010).

Bottom up processing occurs when learners are unfamiliar with an environment or situation, whereas top down processing occurs when learners bring their expectations and prior knowledge to an environment or situation. Thus ,the bottom up and the top down processes are two faces of the same coin, and learners need both of them in listening comprehension to understand the content through using their background knowledge to guess the meaning ,so that it will be clear for them.

4.2. Metacognitive Strategies

Metacognitive strategies are used by the learners to manage their learning through planning, checking, and changing (Rubin, 1988). They make listeners concentrate more and pay attention to the given task, they are thinking about thinking, in which learners learn how to think and evaluate the information. In addition to that, metacognitive strategies generate active processes that help students to learn faster, deal with all situations, and also can take risks, be involved in the lesson, share ideas with other students and ask questions for clarification (Wenden,1998). Examples of metacognitive strategies are self-monitoring, selection, attention, and planning.

For Baker and Brown (1984) and Abdalhamid (2012), there are two types of metacognitive strategies. The first one is knowledge of cognition that is about the learner's

consciousness. The second one is regulation of cognition, and it is concerned with the way students used to listen effectively.

According to Wenden (1998), the advantages of using metacognitive strategies are:

a) students learn faster.

b) students become more aware of what they are hearing.

c) students can take risks and ask for clarification by the integration of the activity.

d) students can think, evaluate and deal with different situations.

Devine (1993) argues that" skimming text for key information involves using a cognitive strategy, while assessing the effectiveness of skimming for gathering textual information would be a metacognitive strategy."(p.112). It means that students need to use both cognitive and metacognitive strategies for achieving a successful learning.

All in all, cognitive and metacognitive strategies are vital components for creative thinking. In the classroom, students rely on cognitive strategies to learn a language, and need metacognitive strategies to plan, monitor and evaluate their learning. Both strategies should be used simultaneously to help the learners become responsible for their own learning and language needs.

4.3. Socio –affective Strategies

Socio-affective strategies are based on learner's interaction with others; for example, communicating with English native speakers in order to develop the speaking skill, or record their speech to ameliorate the listening abilities, and also trying to build self confidence and lower anxiety. Socio-affective stratey is about how students lower their fear and anxiety (Oxford, 1990). According to Vendergift (1997, as cited in Gilakjania & Ahmadi, 2011), socio-affective strategies are very important for listeners; they help them realize how to minimise their worry towards learning, feel confident when performing the listening activities, and also raise their motivation. As a result, listeners will develop their listening

capacity and efficiency. The socio-affective strategies focus on the interactional behaviors of the listener and the emotional components that are vital for completing the listening tasks.

Incorporating strategies in teaching a language is very important because they help the learners to improve their learning efficiency. Therefore, teachers have to use appropriate resources to practice learning strategies, make learners capable of learning and activating their brains through problem solving and also being conscious of the learning process. Students start thinking, after that try to find solutions and answers to different questions for the sake of completing the tasks. As a result, the responsibility of learning shifts from teachers to learners.

5. Teaching Listening Activities

Listening activities are used to complete tasks and help students to work better and learn new vocabulary. Listening is considered as a complicated activity (Barnes, 1984; as cited in Gilakjania and Ahmadi, 2011). Listeners react to speakers to build meaning within the context of their experiences and knowledge. Students are conscious of the factors that influence listening, the grades of listening, and the components of the listening process. They are also aware of their listening capacity and involved in activities that make them active listeners. According to Karakas (2002, as cited in Gilakjania & Ahmadi, 2011), listening activities are usually divided into pre-listening, while-listening, and post-listening activities.

5.1. Pre -listening Activities

In teaching a new language, the teacher takes into consideration what makes students interested and motivated. The teacher should put students under the proper conditions before exposing them to listening tasks. In pre-listening phase, the teacher should determine the aim and the subject of the listening activities, afterwards, he gives them the context and background information about the topic being exposed to in order to help students think and guess what they will listen to. In addition to that, the teacher should provide them with

activities and pre-tests which contain a set of questions to attract their attention and make them aware of the new content (Rivas, Hermardez & Espinox, 2017).

According to Karakas (2002, cited in Gilakjania and Ahmadi, 2011), before starting listening, teachers give students feedback and overview about the listening passage by explaining words and grammar structures through discussion. It has two main goals:

➢ It helps students to have prior knowledge about the topic, it also helps them to use what they already know and put it into practice.

➢ Teachers provide a specific context for a specific listening task.

One example of pre- listening activities is that the teacher exposes his students to audio short stories, for a specific period of time .Then, when they finish, he gives them a test that contains a set of questions that are related to the topic to check their understanding.

5.2. While- listening Activities

In while-listening activities, students already have a general idea about the subject matter, and ready for the following phase. These kinds of activities indicate that students do not have just background information in their first language, but they are aware of the existence of the topic in the second language. According to Nunan (2002), listening is divided into intensive and extensive listening. Extensive listening is related to the global questions that the teacher asks to get a general meaning. Intensive listening is concerned with those comprehension questions produced by the teacher after listening to the given task. Consequently, students should be engaged in both extensive and intensive listening in order to comprehend the new input (Rivas, Hermardez & Espinox, 2017).

During the process of listening, students are aware of selecting key information and words to complete the task provided by the teacher. In this step, students need a reason behind listening, and also need to concentrate and pay more attention to be ready for the next task.

5.3. Post- listening Activities

Post- listening activities are linked to the student's output. This type of listening concentrates on checking the practical language, moreover, learners are required to fulfill activities that support their learning, and enrich their vocabulary. Post-listening activities check whether students have comprehended the subject they are exposed to or not. The teacher should create activities that stimulate the students to utilise the new words that they have learned later on, for instance, checking lists and filling in the gaps.

According to Karakas (2002, cited in Gilakjania and Ahmadi, 2011), post-listening activities are the most effective ones because students have already experienced the given task. In these activities, students start to think critically and link ideas with each other. They also give the teachers the opportunity to assess their student's comprehension. In this step, students are capable of answering the questions and teachers give them the opportunity for further listening. At this level, students concentrate more and solve the task before the interference of the teacher because, after listening, each student has an amount of knowledge, and teachers move to work with them as a whole group to fill in the gaps, share ideas and correct each other's mistakes.

6. Assessment of Listening Comprehension

Before focusing on listening itself, teachers should think about the types of tasks that can be used for assessing student's performance. Each listening assignment needs a specific assessment in order to rich the intended goal by evaluating students' listening comprehension.

According to Brown and Yule (1983), there are no appropriate tests for listening comprehension because tests do not always reflect the level of the students or the process of comprehending the communicative event. On one hand, there are different types of tests which may help students to improve their listening comprehension. On the other hand, some testes are unhelpful for some students. Teachers use those tests to evaluate and assess the

performance of the students and to have an idea about their strengths and weaknesses. Those different listening tasks can be classified into two mains approaches: the process approach and the product approach.

For the process approach, it seeks to identify the different processes used in listening than it tries to assess whether students mastered these processes or not. The listening close test is one of the process approach that teachers used to assess students' listening comprehension by giving them filling the blanks tasks after listening to the recording passage. Dictation is another type of the process approach, teachers used to test students writing, and also their listening ability. Teachers start dictating a passage in a normal speed to help students listening to each word in isolation and then write it down (Buck,1988).

The second one is the product approach that is used to test the product of listening ,by giving students a passage to listen to ,and see if they comprehend it or not and this appears in their answers (Preston, 1964,Connor & Read, 1978 as cited in Buck, 1988).Making multiple choice tests is one example of the product approach; it is a standardized test like TOFEL tests. Teachers use the multiple choice questions to test students understanding. It is a very complex and difficult task that needs a deep concentration since the choices seem close to each other. Open ended questions test is a test that is given to students to answer freely, but teachers may face some problems in correcting their answers; sometimes the answers are full of mistakes or students write something and mean something else, or the answer of the student seems right and in the same time teachers feel that it is inadequate(Buck,1988).

To conclude, those tests are not used only to test listening comprehension, they are also used to test other aspects of the second language. Teachers should choose appropriate tests according to the task provided, and also according to student's abilities and individual's needs in order to get a better performance.

Conclusion

In conclusion, we realize that listening comprehension is a complex process in language teaching and learning. In order to make it a successful process, the teacher should vary the listening activities that suit student's level. He also should use listening strategies which motivate students and make them engaged in the listening process. In addition to that, the teacher should create an encouraging environment that makes students acquire the language spontaneously by exposing them to different listening activities which contain different information, knowledge, and culture, in addition to the new vocabulary that the students learn and need for building the meaning of the language. With regard to the problems that may face students, listening comprehension methods display much useful suggestions for both teachers and learners to develop learners listening abilities.

Section Two: Using Short Stories as Authentic Materials

Section Two (A): Authentic Materials

Introduction

Conclusion

Section Two (A): Authentic Materials

Introduction

In the foreign language classroom, many teachers use authentic materials in teaching listening comprehension. Since motivation and the feeling of confidence are very important for the learners, the teacher gives the learners the chance to listen to the target language, and know how it really sounds like in real life situation. The teacher can expose his students to the real language, in this way, they will be more inspired to know the language of the native speakers, especially learners who want to be perfect in listening and speaking, as a result, students might become competent in the target language.

This chapter exhibits the use of authentic materials in foreign language classrooms, and how they affect student's performance and skills. The aim of this chapter is to study the role of authentic materials in listening comprehension and their advantages. In addition to that, it will discuss the factors that the teacher should take into consideration when presenting authentic materials to the students, and also how to apply these materials in foreign language classrooms.

1. Definition of Authentic Materials

The issue of using authentic materials in EFL classrooms has been discussed by teachers recently. Many authors have defined authentic materials differently. However, the most common feature in those definitions is the presentation of the real and natural language.

The notion of authenticity means something true, real, and actual; it includes everything that is real. According to Marrow (1977), authentic language is "a stretch of real language, produced by a real speaker or writer for a real audience and designed to carry a real message of some sort"(p.13). Authenticity, in this sense, is all the materials that have not been made for the aim of language teaching (Nunan, 1989). Authentic material is any source of

language that is real, which has not been modified or adapted in any way (Lansford, 2014).

Jordan (1997) argues that authentic materials are materials which are not created for teaching purposes; they are not designed or modified to be used in the teaching process. However, they are considered as real and genuine materials. Harmer (1991, as cited in Lingzhu and Yunanyan, 2010) say that both written and spoken authentic texts are produced by native speakers for native speakers, but they are not designed for language learners.

Authentic materials, in teaching, mean using the real language of the native speakers to support the teaching and the learning process .Thus, there is a wide range of authentic materials, in our life, such as TV shows, journals, movies, music, stories, newspapers, magazines, interviews, conversations of the native speakers .And the most important one is the Internet which is very authentic, fast, updated, and easy to reach.

Peacock (1997) says that authentic materials are designed to accomplish some aims in the language community. However, non authentic materials are well prepared and adapted to the students. According to Heitler (2005, cited in Kelkoula ,2012), "Authentic materials are any texts written by native English speakers for native English speakers" (p.5).

The language that is produced by native English speakers is considered as the best, since it is very natural, real, and genuine. So, the production of English language by native English speakers is a significant aspect that makes it authentic.

2. Types of Authentic Materials

In language teaching, there are different types of authentic materials, among which some are intended for teaching writing and reading skills while others are very effective for listening and speaking skills. According to (Genhard, 1996), authentic materials are classified into three categories: authentic listening -viewing materials, authentic visual materials and authentic printed materials.

Authentic listening -viewing materials include all the materials that are related to

listening and viewing such as TV shows news, movies, short stories, novels, commercial shows, and comedy shows (Genhard, 1996). Many language teachers believe that the use of audiovisual materials can promote teaching. They assist teachers to engage their learners in the real world, furthermore, they turn out learning into a special and meaningful process (Brinton, 2001).

Authentic visual materials are related to all what is visual such as images, photographs, pictures from books, magazines, videos, postcards, and also children's art work. Using visual materials in language classrooms supports the learning process .These materials work as activators and motivators that guide learners to center their learning (Kelkoula,2012). Cunning (2001) states that the benefits of utilising videos in language teaching lie in giving chances for learners to learn better.

Authentic printed materials involve all what is written, for instance, newspapers, journals, articles, books, magazines, song lyrics, guides, schedules, maps, and telephone messages. Books, magazines and newspapers represent the most significant components of the printed materials (Laureta, 2009). Authentic listening materials are our focal point. They are spontaneous and natural speech of native speakers, for instance, conversations, interviews, and all what native speakers say in a natural way (Genhard ,1996).

So, authentic listening-materials, authentic visual materials and authentic printed materials are the three types of authentic materials. For teachers and researchers, they are the most effective, powerful, and successful tools used in foreign language classrooms to enhance teaching and learning processes.

3. Advantages of Authentic Materials

When teachers rely on authentic materials in their teaching, they will develop both of the teaching and the learning processes at the same time. By exposing their students to the authentic language, they will be motivated to learn more, and they will be engaged in the

learning process.

Roger (1988 , as cited in kilichaya, 2010) says that "authentic materials are 'appropriate' and 'quality' in terms of goals, objectives, learner's needs and interests and 'natural' in terms of real life and meaningful communication" (p.467). It means that authentic materials are very suitable and convenient for both teaching and learning processes, and they also suit learner's wants and preferences for language learning. Authentic materials represent the natural language that is very functional in real life communication. In addition to that, learners will be satisfied with what they are learning when teaching them listening, through exposing them to the real language; that is to say, real conversations of the native speakers, and the most important thing is that learners will be able to communicate and contact native speakers. Lansford (2014) sees that authentic materials are very beneficial for receptive skills and learning to listen to speakers of the native language, however, they are not beneficial for the productive skills, therefore, authentic materials are very useful for listening and reading rather than speaking and writing. Authentic materials support the preparation of the learners for real-life communication, and they direct and guide learners to get the language that is very necessary for different contexts. Authentic materials activate and guide the learners to communicate in real life situations (Lansford, 2014).

Grawford (1995) argues that "the role of materials in the language classroom is finding the balance". Language is practiced and must be contextualised; it is unattainable to comprehend the deep meaning of any communication without having background knowledge of the people and their social surrounding. For instance, when presenting a movie to the students, it will be very helpful for them because it supports their language in a meaningful way. In addition to that, authentic materials assist language development that requires a full involvement of the learners for the aim of using the language. In order to make it a successful process, the teacher should be responsible for his students. Furthermore, authentic materials

should be flexible for learners to develop new skills. Authentic materials are very effective tools in the classroom because they sound more complementary to the lesson content and more understandable for students (Linder, 2000).

Authentic materials promote learning in the classroom, especially when using authentic texts that meet learner's interests. Those materials raise the level of learning, in which the learners will be exposed to authentic language and culture in the same time. They will try to compare between their culture and the new one, they will also try to communicate via the target language in real life situations. Students should be exposed to authentic culture presented on television because it is considered as a perfect source of authentic culture. For instance, when listening to music and watching movies, students will be introduced to the culture of native speakers and also to their vernacular English. However, newspapers and magazines are ideal for students to talk about recent problems while promoting and enriching their vocabulary. All of these materials assist learner's comprehension of the target language, in which the major interest of the teacher is to give his students an understandable input (Lamier &Schleicher, 1999).

Authentic materials represent the natural form of the spoken language that might decrease the distance between the learners and the real social life. So, when exposing students to an authentic listening passage, it will be easier for them to communicate with native speakers while developing the listening and the speaking skills. Moreover, authentic materials motivate the learners to learn more about the language and the culture of the native speakers since this language represents new experiences for them. For example, when presenting films, music, and stories to students, they will find things that are really relevant and new for them, as a result, they will listen more to music and stories and watch more films. Authentic materials consist of real, natural and spontaneous spoken language that sounds variable. This language has many dialects which are very different from each other according to people and

their identities. Furthermore, authentic materials consist of too much information about every domain of human life; hence, applying these materials in the teaching process can supply learners with a chance to accumulate their world knowledge (Lingzhu&Yuanyuan, 2010).

Authentic materials have a great role and importance in teaching as well as in learning. Using authentic materials in foreign language classrooms helps teachers to attract student's attention, promotes their motivation and participation and also makes them engaged in the learning process.

4. Factors to Consider when Selecting Authentic Materials

There are many factors that the teacher should consider in selecting the appropriate authentic listening materials. Authentic materials are available for use in foreign language classrooms to support teaching and learning processes .When using original materials, the teacher may face many hindrances and problems, for that the teacher needs to take into account many factors in selecting the appropriate authentic listening materials. According to (Lingzhu &Yuanyuan, 2010), there are two basic factors that need to be considered when selecting authentic listening materials .These are language learning proficiency level and learners' interests and the intrinsic interest of the topic .

4.1. Language Learning Proficiency Level of the Learners

The teacher has to consider the complexity of authentic materials in terms of ideas and the relationship between them and their intricacy for the learners, in addition to that, the teacher has to consider the complexity of the general structure in the material (Lingzhu and Yuanyuan, 2010). Driven (1981, as cited in Lingzhu and Yuanyuan, 2010) points out that natural spoken language is very complicated to be presented in the classroom as the first material of the foreign language learning, however, for intermediate learners, all the factors of natural spoken language come into practice. The teacher should set simple materials for lower levels such as music, and entertaining videos. However, for the intermediate levels, the

teacher can differentiate in selecting authentic materials such as TV shows, whole TV programs and movies. Concerning higher level students who had learned the foreign language deeply, and have the capability to deal with all the difficulties in their linguistic competence and world knowledge, in this case, the teacher can use political speeches, gossip, family quarrels as teaching materials. These materials are formal and informal, and both of them are very difficult for foreign language learners.

4.2. Learner's Interests and the Intrinsic Interest of the Topic

In choosing authentic listening materials, the teacher has to take into consideration learner's interests and wants because it is not suitable that the teacher exposes his students to a text, an audio, or a movie that is not of their preference. In this case, the teacher has to listen to his students in order to see and understand what they actually want, and generate interesting topics so that the teacher can fulfill his student's needs. Furthermore, it is very essential for the teacher to have an idea about his student's likes and dislikes towards listening materials. The best way to do that is that before selecting any authentic material, the teacher should administer a survey to his students to determine their likes, dislikes, and the reasons behind that. After that, the teacher can make a final impression through the results of the survey. On the basis of these results, the chosen materials might be more suitable and very acceptable for students to achieve a successful learning (Lingzhu & Yuanyuan, 2010).

So, before exposing learners to authentic materials, the teacher has to take into consideration learner's interests and preferences, cultural knowledge of the target language, the complexity of the authentic materials and the selection of materials that suit learners understanding.

5. Using Authentic Materials in the Classroom

There is a great difference between authentic and inauthentic materials. Authentic materials represent the real and natural language of native speakers that is very beneficial in

both teaching and learning processes. On one hand, they help students to develop their vocabulary, grammar, the four skills and enrich their understanding of other cultures, on the other hand, they help teachers to enhance their teaching by presenting the suitable authentic materials which help learners to receive the appropriate knowledge, and support their creativity in learning, and also fulfill their interests and needs. In addition to that, when teachers present authentic materials to their learners, they are actually exposing them to the real language of native speakers; as a result, they will feel that they are learning the real language. However, this does not mean that using authentic materials is always successful in all foreign language classrooms. According to Lingzhu &Yuanyaun (2010), there are certain ways that teachers should follow when using these materials in order to make it a successful process such as helping students to adapt authentic listening materials, integrating the target culture with language teaching, and amalgamating skills in activating student's authentic response.

Language is a system of arbitrary vocal symbols used for communication, and culture is a total combination of beliefs, customs, values, behaviors, and lifestyle of people that share land. Language and culture are closely related to each other. On one hand, culture seems so inclusive, it includes almost every aspect of human life including language that people use. On the other hand, language is so important because people share their culture through language, so people transmit their culture through language and the way people think is determined by the language they use. In teaching, teachers can use authentic materials in foreign language classrooms as a means to support the teaching process. Students may face many difficulties because of the cultural content ,for instance, in teaching listening comprehension, the teacher exposes his students to different listening materials which contain too much cultural information of American and British people. In this case, students need to have background knowledge of these cultures to understand the language. Thus, in order to

comprehend the language, it is needed to comprehend culture first. Moreover, if students do not have background knowledge, they may face many difficulties in understanding the listening materials even if their language is very simple, learners get only the literal meaning and they cannot understand the real meaning because it is very deep, only native speakers can understand this sentence; "the path to November is uphill all the way". For students, November is the eleventh month of the year, but actually it refers to the presidential election that will happen in November, as a solution to this issue, teachers are recommended to pay more attention to the cultural aspects of the materials they use in the classroom to teach listening comprehension (Lingzhu & Yuanyuan, 2010). The main suggestions for teachers to solve these problems are: introducing background knowledge, explaining idioms, and encouraging students' self- learning.

In order to make a material easy for learners to understand, the teacher should introduce background knowledge before presenting the listening passage, for instance, when exposing them to British Broadcasting Company news, the teacher should clarify all that is irrelevant to student's culture such as people's names, places, countries and different events.When presenting a movie, the teacher should introduce the setting, characters, customs, traditions and the lifestyle of those characters. In this way, it will be easier for students to listen and comprehend (Lingzhu &Yuanyaun, 2010).

According to Andarab and Rahimi (2013,p.24), "learning idioms is one of the fundamental aspects of language learning". Idioms are considered as a part of any culture, they are the expressions whose meaning cannot be derived from the combined meaning of its individual elements, so it is impossible to understand it out of the context. Authentic materials consist of many idioms especially movies that are very hard for learners to understand. For that the teacher should clarify and give explanations those idioms to the students, after that, he should ask them to collect as much as possible those idioms because they will need them later (Lingzhu &Yuanyaun, 2010).

The teacher is considered as only one part of the learning process, and learners should not count him as the only source of knowledge. They should rely on themselves in learning other cultures; by working with each other, exchanging ideas, asking questions and discussing thoughts in order to learn different cultures founded in the authentic materials through cooperative learning. As a result, learners will understand many cultures in a short period of time, and it is even better if the teacher allocates time to test their learning (Lingzhu &Yuanyaun, 2010).

5.1.Helping Students to Adapt Authentic Listening Materials

According to Lingzhu &Yuanyaun (2010), the main aim of teaching students through using authentic materials is to assist them in comprehending "the real speech" to be able to communicate in real life. Rost (2002) argues that second language listeners have to do their best in order to deal with "genuine speech" and "authentic listening situation". Listeners must have the capability to comprehend real listening speeches to fit their needs as members of the English speaking community. However, learners may face many problems with authentic listening situations, as a solution to this problem, Mendelssohn (1994) believes that teachers should supply learners with training strategies in order to develop their listening abilities. He suggests starting to listen from the middle, for instance, when learners listen to a conversation from the middle part, they are expected to make predictions about the conversation and try to understand it. As a strategy-training activity, listening from the middle is centered on the idea of Mendelssohn (1994, 1995) who displays how he assists his learners by making them listen to an audio from the middle part, and this strategy was very beneficial for his students. Madden (2007) did the same research, his aim was to give his students strategies of listening, in which he made them listen from the middle of a conversation and they start making intervention about setting, mood, and the topic. As a result, learners had a general idea about the information given in the conversation. This strategy consists of three stages which are presenting, while-listening and post- listening. The strategy of listening from the middle is a

very effective one in using authentic materials to support students in adapting authentic listening situations and developing their listening comprehension.

6. Integrating Skills in Activating Student's Authentic Response

Integrating listening with other skills plays a great role in listening comprehension. Since listening is not an isolated skill, teachers cannot separate it from speaking, reading, and writing. When the teacher presents a listening material, he may ask his students to take notes about what they are listening to, and they can also act the listening situation in a role play, furthermore, when they finish listening,they may discuss the subject with the teacher. Thus, the integration of those skills to the listening skill will improve the listening comprehension (Lingzhu &Yuanyaun, 2010). For Rixon (1981), differentiating classroom activities when listening to an authentic audio is very crucial for students' comprehension. He proposes some activities such as:

• Discussing questions and tasks.

• Listening to an audio and then giving students individual questions.

• Discussing student's answers in the class, in this step, the teacher may give the correct answers to them.

• Classroom discussion with the teacher.

So when the teacher integrates different activities in listening practice, it will help students especially through discussion, role plays after watching films, and making interviews after listening to conversations. All of these are effective ways of using authentic listening materials to improve listening comprehension.

Conclusion

In conclusion, authentic materials represent a prominent source of real and natural language that plays a significant role in improving both teaching and learning processes; they offer opportunities for learners to use the language in real life situations. Therefore, teachers should select the most suitable authentic materials in foreign language classrooms that motivate, activate, and encourage learners to use the target language in real life situations.

Section Two (B): Short Stories

Introduction

Conclusion

Short Stories

Introduction

Using literature in foreign language teaching is very beneficial, and it offers many opportunities for learners' knowledge progression, language development and cultural enhancement especially when using short stories in the classrooms. It is effective because it enriches learner's vocabulary, helps them to acquire grammar structure, and promotes their competence in all language skills. Furthermore, short stories play a great role in motivating learners to learn more. They provide learners with cultural knowledge of the target language and give them the chance to recognise and understand different cultures. Teachers should select the appropriate short stories that suit learner's interests, needs, levels, preferences and wants in order to engage them in the learning process and inspire them. In addition to that, behind each story, there is a moral lesson through which learners can develop their social strategies.

1. Definition and Characteristics of Short Stories

Before the nineteenth-century, the short story was not considered as a different literary form, but it may sound like an exceptional new genre. In fact, the short story is closely as old as the language itself. Short stories have entertained humans over time in their different types such as jests, anecdotes, studied digressions, short allegorical romances, moralizing fairy tales, short myths, and abbreviated historical legends. All of these kinds represent the place from which a short story has raised (Hansen, 1980).

A short story is a brief fictional work written in prose. The earliest antecedent to a short story is set in traditional oral storytelling and also an episode from old Mediterranean epics. The traditional oral storytelling assisted to build the short story. Examples of those short stories are anecdotes, fables, fairy tales, and parables. Moreover, writers all over the world effect the development of the short story, for instance, Irish ballads and Gothic ghost

stories which played a crucial role in orienting the structure and subject matter of the short story (Wimmer,2015).

The short story is a literary form of prose that tells a sequence of events in a specific setting (fixed place, time and events). It is a production of writer's imagination, emotions, beliefs, opinions and ideas that are expressed directly or indirectly in a short story (Leibacher, 2010). It deals with issues that are related to society. According to Hansen (1980), the short story is interested in one impression to be announced in only one or few considerable episodes or scenes. The short story includes a plot which is not complex with a unified impression of tone, color, effect, ideas, structure, and themes. It is characterised by a small number of characters, one single action, and one single plot, it displays mostly a crucial period of life that entails a conflict. In addition to that, the short story is intended to motivate, trigger, educate, enjoy and prompt one's emotions (Menrath, 2003).

Krishna and Sandhya (2015) claim that short stories are simple and functional in the classroom. They have an appropriate length, so that they convey a message, and there are options of stories that meet student's interest and preferences. They also enhance learner's imagination and develop their high level of thinking. Short stories can be moral, ambiguous or funny to present cultural knowledge. Furthermore, short stories can be available for all grades from lower to higher levels and adequate for all ages. There is a close relationship between the short story and the poem, in which there is a unique union of ideas, thoughts, and also the structure of the story.

Short stories have deep roots from the distant past, they are the writer's imaginative ideas that are derived from nature and have many characteristics which make them different from another literary genre. The short story is the story that can be read in a short period of time, however, it can be remembered for life because of its moral lessons that we can never forget.

2. Types of Short Stories

Short stories represent an essential part of any culture which involves different customs, conventions, and lifestyle of native speakers. According to Mead & Tilley (2010) there are different types of stories such as fables, fairy tales, myths, tall tales, folktales legends, and ghost stories.

The fable is one of the literary genres, it comes from the Latin word **"fabula"** which means "discourse" or " tales"**.** J. de la Fontaine (1897,as cited in Wolosky,2014,p.19) states that a fable is "a small tale that enshrouds a moral under the veil of fiction". It means that the fable covers a moral thesis behind the story**.** Moreover, it is a short story in the distant past that contains few characters which are, most of the time, animals or objects of nature such as the sun, the trees, and the moon ...etc. The fable is intended to teach an ethical lesson. There are many examples of fables such as *The Boy Who Cried Wolf*, *The City Mouse and the Country Mouse, The Lion and the Mouse* (Mead& Tilley,2010).

The fairy tale is another literary genre which is connected with folklore and myth. It may be twisted with visual representation. Warner (2014) argues that the fairy tale is "reality transfigured into weirdness" (p.119). This means that the fairy tale is a mysterious story that contains strong events that are not real. The fairy tale is a traditional folktale which has imaginary characters such as fairies, goblins, dragons, wizards, witches...etc. It detects the nature of humans, most of the time, it has happy ends (Mead & Tilley,2010).

According to Mead and Tilley (2010), the myth is a story which is handed down by tradition. It is about what is beyond natural or normal, its characters are imaginary people such as gods who interact with humans. This type of story shows the life style and religion of people, it describes and explains a phenomenon of nature. Toynbee (1939) argues that a myth is an announcement of eternity. It is a slight of eventual truth that is covered in appearance.

According to Mead and Tilley (2010), the tall tale is a story which happened in distant or late past, it is based on exaggerated events with real characters and common issues that are solved in an innovative way. Sowach (1951, p.1) says that "Children like tall tales .They are fun, funny, and exaggerated". Tall tales are very funny stories especially for children, and they are very excessive in their events. Examples of tall tales stories are *Johnny Appleseed*, *Billy the Kid*, *Buffalo Bill*, *Paul Bunyan*, and *Davy Crockett*.

The term folk tales refers to the several types of narrative stories that were transmitted orally from one generation to another. The main types of folk tales are myths, and legends (Meckendrey,2007). "Many tales have spread across the world and are described as international folktales, while other tales are only to be found within the area of their origin, for example, hero tales such as those of Cœ Chulainn and the Red Branch or Fionn Mac Cumhaill and the Fianna" (Meckendrey,2007). It means that there are tales which are considered as international and other ones that are local. The folk tale is originated from the past and passed down by common people of the country or region. Most of the time, it is transmitted orally. The characters are often animals and objects that speak like humans in order to deliver a moral and an ethical lesson.

The legend is a historical story that is transferred from one generation to another, it is not shown to be true or fictional, and the characters are, most of the time, heroes and kings (Mead & Tilley,2010). Nordquist (2017) argues that a legend is a narrative work that is transferred orally or in a written form. It talks about miraculous, supernatural, or truth and imaginative events.

The ghost story is a story about the spirits of dead persons who come back. Ghost stories shape particular types of gothic because their supernatural events stay uncomprehended. Burke (1958) argues that these stories hold "the ideas of pain, and danger, that is to say, whatever is in any sort terrible" (p.39). It means that their supernatural events

can increase and grow quickly without a clear clarification, and it shows only its own fake explanation according to a certain type of ghostly law of action and reaction. The ghost story is an imaginative story about ghosts, monsters, spirits, witches, and vampires that is transmitted orally and passed down from one generation to another; it reveals humans fright and terror that they have experienced (Mead & Tilley,2010). Examples of Ghost stories are *The Puppy in the Basement*, *Nun Chucks*, and *There's Someone under the Bed*.

Short stories have many types; every type of those stories has its own aspects, characteristics, and subjects that make it different and special from the other types. The differentiation of those types makes the stories more interesting, enjoyable and suitable for all individual preferences.

3. Elements of short stories

In literature, every story is composed of essential elements that are fundamental in writing any story. A short story has six basic and significant elements, which are the characters, the setting, the plot, the conflict, the point of view and the theme.

3.1. Characters

Characters are the persons who act in the story. The main character of the short story has the major role that it is called the protagonist and the person who resists the main character is called the antagonist. These characters should follow the script of the author so that readers can believe the story with its actions. According to Luck (1998), characters are one of the major components in the story, and the events of the story emerge from their motivation, wants, wishes, actions, interaction, and reactions. The characters make the reader feel the story and be absorbed by the events. Luck (1998) suggests to" match the right characters with the right story and they will become valuable collaborators in your creative process" (p.22); it means that each story has specific characters for a specific situation. There are many types of characters which are: the rounded, the flat, the dynamic and the static characters.

According to Vidhya and Arjunan (2015),"The round characters life like". It grows and changes as in real life in course of the action"(p.77). So, they are movable characters, they alter the path of the plot action, and they change their action according to the situation. Rounded characters are persons that had many and complex personalities.

Hills (1977) defines flat characters as "fixed characters, capable of what we call fixed action" (p.54). It means that flat characters are unchangeable characters. They possess one quality throughout the plot; they do not endure any change under any circumstances. They are fixed characters, and also they have short roles.

Hills (1977) states that dynamic or moving characters, in the story, have the ability to be influenced by the action, and they have the capacity of causing it. In addition to that, dynamic characters are characterised by flexibility, building hope, finding love when they are alone and feel disillusioned. They are incomprehensible and vague characters (Frey, 1987). So, dynamic characters are flexible characters that change from better to worse by the end of the story.

Static characters are persons with specific behaviors; they have one or two characteristics that do not change. According to Vidhya and Arjunan (2015),"the static character remains dominated by a single quality throughout the plot" (p.77). So, they are fixed characters and cannot be changed.

In any short story there are many types of characters that perform many roles in the story, they are very essential in building and constructing the events of the story .These characters could be rounded, flat, dynamic and static characters. All of those types of characters help to create a perfect story.

3.2.The Setting

The setting is the time and location in which the story takes place; they are very important elements, and the author should describe adequately the environment and the

surrounding of the story in details to make the reader engage and imagine the story in his/her mind. According to Luck (1998), "the setting is a vital force that impinges on the characters and their situation" (p.99). It means that the setting is one of the important elements in the story which affect the events and the characters of the story. It also has an impact on characters' attitudes and supplies a barrier that must not be conquered and destroyed. It inspires moods and feelings of characters and also readers through accurate details. Furthermore, readers can engage in the story through the characters' actions, for instance, the movement of their shoulders and eyes (Luck,1998). The components of the setting are the place, the time, the weather, the social conditions, and the mood .The Place is the geographical location where the actions of the story take place, however, time refers to the period in which the story takes place. Weather refers to the season, for instance, winter, spring, autumn and summer. Social conditions are about the daily life of the characters. The mood is about the feelings and emotions that appear at the beginning of the story, for instance, whether it is dark or bright. (Elements of short stories ,2013).

3.3.The Plot

According to Luck (1998), "A plot is something much greater. The plot is what happens in the story, all of its events and actions" (p.70.). So, it is about all the events that happens in the story, it provides the sequence of events, and it should have a clear beginning, middle, and end. Most of the time, short stories have one plot that surrounds one setting .The plot has five important parts: the introduction, the rising action, the climax, the falling action and the resolution/denouement. The introduction is the beginning of the story that introduces the characters and the setting. However, the rising action is the event, in which the story becomes complicated and the conflict gets started .The climax is the turning point of the story, in which the readers will wonder what will happen next, for instance, whether the conflict will be solved later or not. The falling action means that the conflict of the short story begins to be

solved. In this case, the readers know what will happen next and if the conflict will be solved or not. The last one is the resolution which represents the final result and events of the story (Element of short stories, 2013).

3.4. The Conflict

The conflict is a very important part of the plot; it is the opposition of forces that face the two main characters. There might be only one central struggle or one dominant struggle with many minor ones. Hills (1977) argues that "Conflict has other functions, of course, other than creating uncertainty as an aspect of suspense. It often has a close relation to theme "(p.38). In addition to that, the conflict is one of the essential elements of any story, through which the writer plays a great role in generating suspense and mystery in the story. There are two types of conflicts: external and internal. The external conflict is a struggle that comes from the outside force, for example, fighting against an enemy. However, the internal conflict is a struggle within the force itself, for example, a mad person tries to overcome an inner problem or to make decisions. There are four kinds of conflict: human versus human, human versus nature, human versus society and human versus self (Elements of Short Stories,2013).

In the story, a human might fight against another human; the central character combats with another human being that is the enemy and he can also be an animal. However, when a human combats against nature, the main character of the story struggles against forces of nature. For instance, a man struggles against the sea, like the story of "The Old Man and The Sea", which is about struggling against the power of the sea. Furthermore, when the main character struggles against behaviors, thoughts, practices and customs of society, actually he is fighting the society's beliefs, actions, traditions and the life style. The main character might also struggle with his own soul, ideas, choices and decisions, in this case, it is a psychological struggle (Elements of short storie,2013).

3.5.The Point of View

The point of view is the angle or perspective from which the story is told and suits the intention of writers. Luck (1998) says that" In fiction, point of view refers to the vantage point from which readers observe the events of the story" (p.23). It means from which side readers see the story. The story can be told by first, second or third person.

The story is told by one character, in which he acts as the narrator using the first person pronoun "I","me", and "we". This person is often the main character of the story. The readers see the story through that person's eyes as he/she experiences it (Luck,1998) The story can also be told by the second person pronoun "you" and it is not used very often .The second person is used in training manual role play and games. When the narrator is the one who tells the story, he is located outside of the story, using third person pronouns such as: he, she, his /her, or they. The narrator engages the readers into the characters minds with the introduction of their perspective about the story's incidents (Luck, 1998) The third person point of view can be divided into three types: omniscient, limited omniscient, objective omniscient.

Omniscient means that the author knows everything about characters; he knows what is happening in their minds, their feelings, emotions and actions. The narrator has the capability to interfere in character's thoughts, emotions and ideas. He can depict every event that happens in the story at any time and at every place. The author narrates the story by the third person pronoun he/she (Luck,1998) The limited omniscient means that the story is told by the third person narrator, but from the view point of only one character in the story "he and she". Usually the main character is the protagonist, and the reader has an access to the thought of only one character and knows what is going on in some of the character's heads. For objective omniscient, the author narrates the story by the third person he/she, in which everything in character's head cannot be known, except for things that we can see or hear and nothing else. So, readers have to explain events by their own (Element of short stories,2013).

3.6.The Theme

The theme is the main idea behind the story that the author is trying to convey; the theme can be the writer's thoughts about a topic or view of human nature. Luck (1998) argues that "The theme emerges quietly as you pay attention to all other details of your writing art and craft" (p.5). The theme is created unconsciously while writing the story, so the theme is a very essential element in any story. For instance, Hemingway's story is about bullfighters and big game hunters and their worry about bravery. In fact, it is about the existence of values (Hills, 1977).

So, in order to have a good short story, writers should take into consideration those elements because they are the basics of any story, by which the structure of the story will be organised perfectly and the sequences of events will be presented in a structured way.

4. The Use of Short Stories as a Listening Input

Short stories are one of the authentic materials that the teachers can use as an aid to improve both teaching and learning processes through presenting them as a listening input, in which those short stories should fit learner's interests, needs, and preferences in order to create a suitable atmosphere and conditions for the learners.

The teacher should consider many factors before exposing his students to the short stories. For instance, he should select short stories that meet their levels, so that they can understand and comprehend the vocabulary, grammar structure and meaning of this listening input. The teacher also thinks about the quality and the type of those stories that will be presented to the learners. In addition to that, the listening input should motivate the learners to learn more about the target language, and also present interesting topics to attract their attention. The short stories should not be too long so that learners will not lose their concentration and feel bored. Furthermore, the teacher should give his learners' background information about the story before exposing them to it, and give them the chance for further

listening to short stories. When using short stories as a listening input, they support skills and supplement language teaching and also they improve the performance of learner's language, for instance,when exposing students to a listening input, they will comprehend the language perfectly. In addition to that, those short stories stimulate the learners to use a high level of thinking to understand and analyse their ideas. So presenting short stories as authentic materials form the most adequate listening input to teach and develop learners' communication and competences successfully (Krishna & Sandhya, 2015).

Using short stories as a listening input plays a great role in enhancing learning; it helps students to exercise vocabulary, and deal with different topics and cultures. The teacher should use appropriate materials that motivate students to listen carefully and also should teach them how to listen by stating the objective behind listening to short stories. When presenting short stories to the students, they will be motivated because they are very funny and enjoyable and these make students interested in the listening session. Using short stories in listening gives the chance to the teacher to practice new vocabulary with his students. In addition to that, short stories support learner's comprehension of literature because they hold moral lessons and messages (Ellis& Brewster, 1991).

All in all, using short stories as a listening input effects learner's comprehension of the target language; develops learner's vocabulary, grammar, imagination, and pronunciation. Moreover, listening to short stories assists learners to create and innovate their ideas.

5. The Impact of Using Short Stories as Authentic Materials

Short stories are very effective in teaching the four skills for the students of all levels. According to Murdoch (2002), if short stories are chosen and used adequately, they give a suitable content, which will extremely facilitate EFL courses for students at mediate levels of proficiency. When learners read short stories they will develop and enhance their reading skills and also their imaginative skills. On the other hand, reading short stories enriches

learner's vocabulary. In addition to that, it prepares learners to speak perfectly.

When presenting short stories as a listening input to students, they will be extremely interested in the listening activities and motivated to listen more to story events and also curious about the solution of the conflict at the end of the story. Moreover, when students listen to short stories, they will be exposed to different cultures. In this way, learners will discover other's cultures, traditions, customs and beliefs, and then start comparing between their own culture and the presented one to pick up similarities and differences between the two cultures. Also listening to short stories develops learners' critical thinking; learners start thinking and analysing the events of the story and judging all the details in order to create a final vision about the story. Furthermore, students will build a rich package of vocabulary throughout finding new words in the story; they will have a large number of new words and they can guess their meaning through the context (Krishna & Sandhya, 2015).

So listening to short stories develops learners' motivation, vocabulary and a high level of thinking. By exposing students to short stories, they will be inspired to listen more to the target language, as a result, they will develop their listening abilities because they have been exposed to the real language of native speakers, which helps them in achieving communicative competence.

Conclusion

To conclude, listening to short stories has a great importance for EFL learners. Short stories assist students in developing their learning; they develop their vocabulary, pronunciation, grammar structure, and also the listening skill. Moreover, short stories enrich students' cultural knowledge of the target language. For that, using short stories as a listening input should be presented in all foreign language classrooms to support both teaching and learning processes.

Chapter Two

The Field Work

Content

Introduction

The purpose of this study is to investigate the use of short stories as authentic materials in fostering students' listening comprehension, as it appears in listening comprehension test scores. Many questions have been generated: Does listening to short stories as authentic materials enhance listening comprehension? What are the teacher's perspectives towards the causes behind listening comprehension difficulties among EFL students? Are authentic listening materials utilized enough by teachers of various modules? In order to prove the hypothesis, an experimental study was carried out in a period of ten weeks. We chose two groups from four groups that belong to second year English students at Abedelhafid Boussouf Center. We named one group experimental group, and the second one the control group .We gave both of them the same TOEFL test of listening with comprehensible questions as a pre-test to test their listening comprehension .Furthermore , we gave to the experimental group short audio stories to listen to in order to enhance their listening abilities, while the control group have not received any listening instruction .After six weeks, we awarded them a post-test to see if there is a change or not in their listening comprehension. The purpose of this experiment is to see whether students who are exposed to short audio stories will show a development in their listening comprehension or not .

1. The Sample

1.1.The Students

The experimental study was managed at Abdelhafid Boussouf University Center with second year English students .We have chosen two groups to do our experiment, each group is composed of 25 students and the majority of the students are females .We have selected second year students because they are more familiar with English language ,since they have studied it for 9 years or more. Furthermore, students are exposed to different skills and one of them is listening which is considered as one of the important skill that students need to

improve their learning.

1.2.The Teachers

We have done the interview with four teachers who have an experience in English language .Their years of experiences are ranged between six to thirteen years, and they are teaching presently at Abedelhafid Boussouf University Center.

2. Data Collection Methods

We have used two means of research the first one is the quantitative research in the form of an experiment, and the second one is an interview with teachers of oral expression ,in the form of a qualitative research.

2.1.The Test

We have utilized a listening comprehension test in this study .This test is selected from TOEFL listening comprehension tests .The TOEFL listening tests are audios presented by native speakers who speak standard English. TOEFL tests are exhaustive language tests that are used by colleges and universities in any part of the world (Matthiesen, 2017). The test is a short audio of six minutes, and it consists of five multiple choice questions about listening comprehension .The audio of the test talks about American anthropologists and their works in anthropology. The answers are scored four points for each correct answer, the total is 20/20.

2.2.The Interview

The interview is a very effective method of data collection.It helps to gather the needed information for the research .The second step used in this study is the teachers' interview. It is implemented with the contribution of four teachers ,who are presently teaching in the English department of Abdelhafid Boussouf University Center. The interview is composed of 22 questions divided into four sections. The first section is intended to gather general information about the degree of the teachers, their language competences and also the modules that they are teaching this year .The second section is about listening comprehension

,it is composed of seven questions and it focuses on the teachers' preparation for listening, how they make listening as an active activity, the reasons behind the difficulties faced by EFL students while practicing listening activities, and also the teacher's suggestions for improving listening comprehension. The third section ,is about authentic materials .It is composed of five questions which emphasise teacher's use of authentic materials in the classroom, and their role in improving the listening skill, the kind of problems learners face when using authentic materials, and also teacher's advice about using authentic materials. The fourth section is about short stories as authentic materials, it consists of six questions, ,and it concerns the use of short stories in teaching English ,which type that the teachers use in the classroom, and their effectiveness in both teaching and learning .The last question is purposed to investigate the impact of using short stories as authentic materials in developing learners listening comprehension.The interview is done at the university face to face with oral expression teachers, in the form of direct oral investigation.

3. The Treatment

3.1. The Experimental Group (Instruction for the Experimental Group)

The experimental group have been pre-tested ,after that the students are divided into 11 pairs, each pair is asked to listen to a short audio story for eight weeks, the short stories are selected randomly .When students have finished listening to the short stories ,they are asked to prepare a summary about them. When the eight weeks period is over, all the students have been post-tested, using the same steps of the pre-test.

3.2.The Control Group (Instruction for the Control Group)

The control group is just pretested without receiving any treatment.It is taught through the traditional method. When the period of eight weeks is finished, the control group is post-tested using the same procedures of the pre-test.

4. Results of the Quasi-experimental Study

4.1. Analysis of the Results of the Pretest

4.1.1. The Experimental Group

After the examination of our data, we notice that the scores obtained by the students from the post-test measurements is as follows:

72% of students answered correctly the first question, 9 students from 25 students got the correct answer of the question two .Whereas, for question four , the score was very low; just one student obtained the right answer .However, no one answered correctly the fifth question (00%).As a general result, we notice that the incorrect answers were higher than the correct answers.

Questions	Correct Answers	Percentage	Incorrect answers	Percentage
Q1	18	72%	07	28%
Q2	09	36%	16	64%
Q3	02	08%	23	92%
Q4	01	04%	24	96%
Q5	00	00%	00	00%
Total	30	30%	70	70%

Table 1: The Experimental Group's Correct and Incorrect Answers in the Pretest.
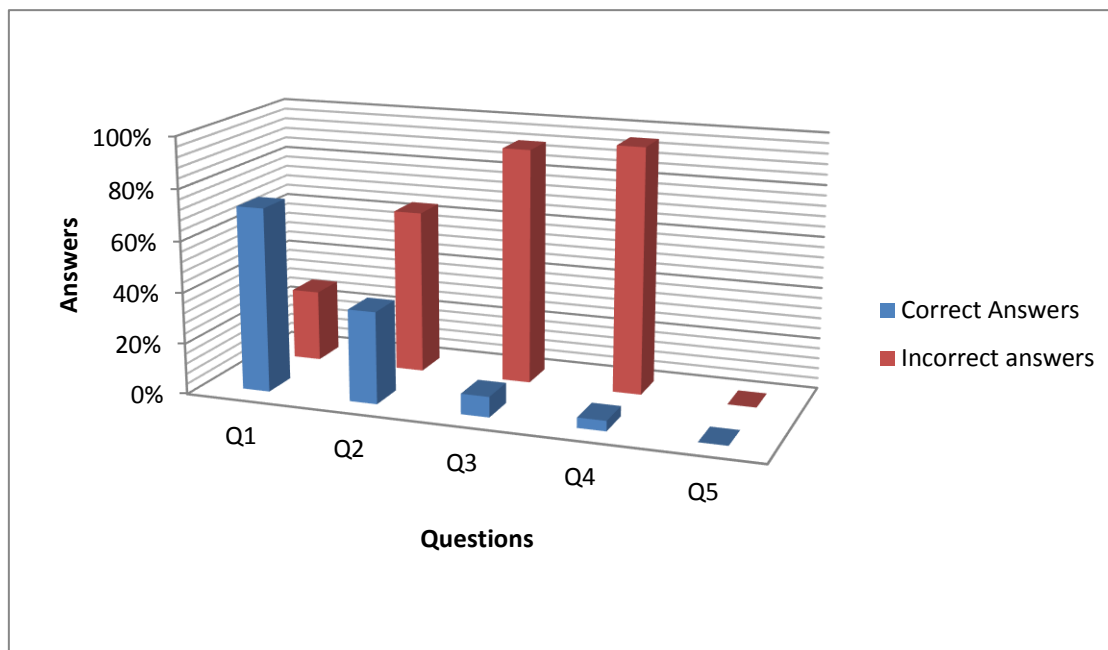
Figure1: the Experimental Group's Correct and Incorrect Answers in the Pretest

From the table 1, we notice that (72%) of the students answer correctly the first question. Because the four options in the test are very clear and not related to each other, there is only one specific answer that is very obvious, as a result, students have selected the correct answer easily.

For the second question, only nine students have answered correctly. This reveals that they are not capable of getting the meaning of words from the context.

Two students (8%) have answered correctly question number three. This question consists of options which are very similar to each other; and it is also a comprehension question that needs a deep concentration.

In addition, only one student (4%) has succeeded in answering the forth question because most of the students were not listening attentively to the audio ,and the options of the question were about the same theme , due to that, students get confused.

Finally,in the fifth question ,all students could not answer (0%) because the question is scientific in nature, the question is : What did Boas prove about head shape? It is difficult to be understood, and its options contain synonyms and antonyms of words which make students

confused, furthermore, they are not familiar with scientific technical terms, as a result, students failed in granting the correct answer.

4.1.2. The Control Group

According to the analysis result drawn from the table bellow , which represents the scores of the correct and incorrect answers of the control group in the pre-test ,we notice that students cannot answer correctly the fourth and fifth question ,i.e., they get 00 as a mark. Whereas ,in question one, most of them got the right answers (88%).For question two the score showed that 8 (32%) of the students from 25 answered correctly ,while in question three, just one student (4%) answered the question and got a lower score in comparison to the other questions.

Questions	Correct Answers	Percentage	Incorrect Answers	Percentage
Q1	22	88%	03	12%
Q2	08	32%	17	68%
Q3	01	04%	24	96%
Q4	00	00%	00	00%
Q5	00	00%	00	00%
Total	31	41 ,33%	44	58,67%

Table 2: The Control Group's Correct and Incorrect Answers in the Pretest.
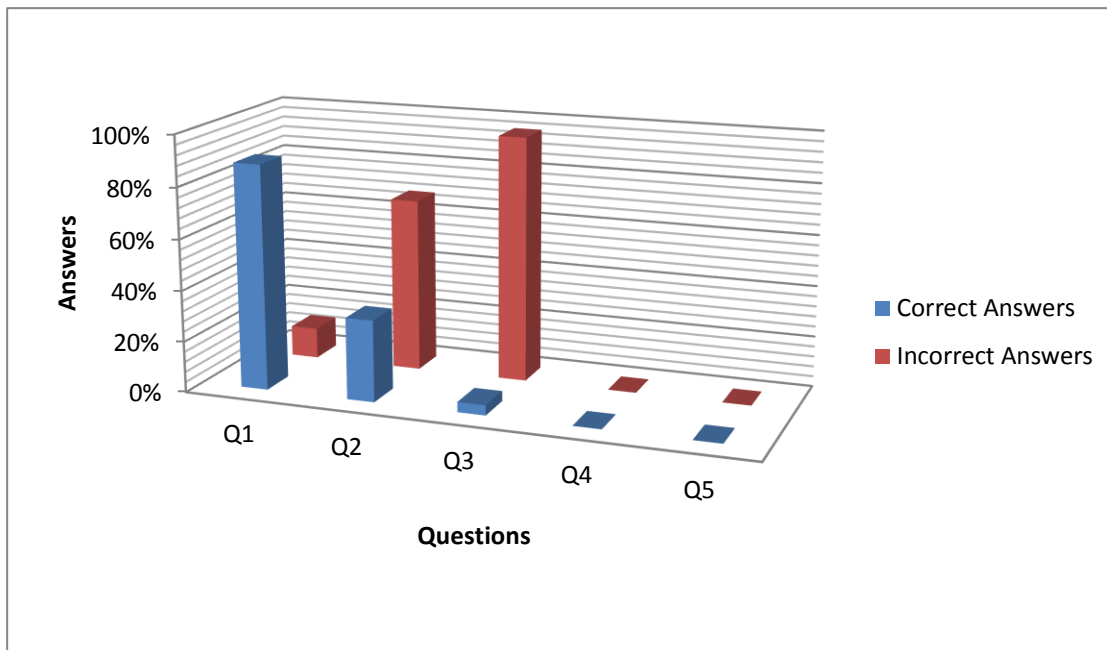
Figure 2: The Control Group's Pretest Answers
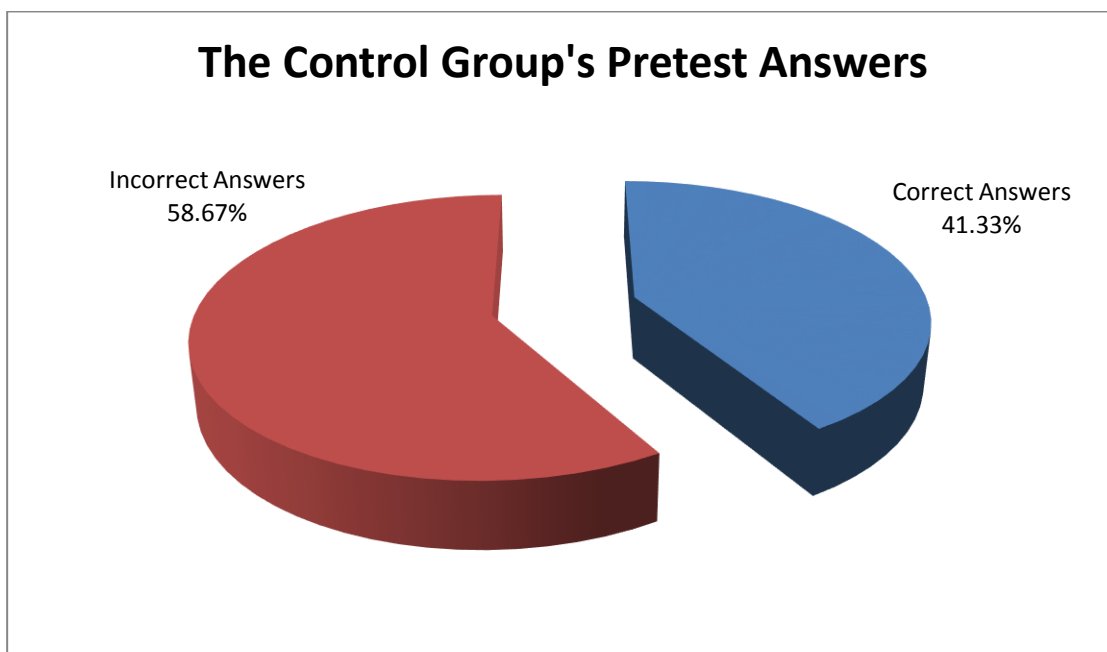
Figure 3 : The Control Group's Pretest Answers.

The table above (2) shows that for question four and five, 00 % of the students selected wrong answers . This lower percentage is obtained because question four is about what did Boas object to about museums; it seems difficult for them because options need deep concentration, and students have to understand the question well to get the correct answer.

In the fifth question, students fail in getting the correct answer due to options that are provided and seems very close in meaning and students have not been familiar with such scientific terms ,in addition to that, deficiency of vocabulary is another cause , as a result, students get confused to recognize the difference between the four options.

Furthermore, twenty two students succeeded in getting the correct answer of the first question; it is about the characteristic of anthropological study before the time of the speaker (Boas).Students have selected the correct answer that is clear and easy for them.
all the students have answered correctly the question.

However, for the second question only eight students (32%) get the correct answer, students could not guess the hidden meaning .This kind of question need careful attention.

Finally, the table indicates that only one student (04%) answers correctly the third question. Students face difficulties in understanding the options of the question, the speaker kept talking and explaining why Charles Darwin is mentioned in the talk and the options consist of different words that had the same meaning, that's why students felt lost and fell in ambiguity.

4.1.3. Control Group Versus Experimental Group Scores in the Pretest

According to the pre-test scores, we notice that the mean score of the control group is ($\bar{x}_c$ =4.96), which is nearly closer to that of the experimental group ($\bar{x}_e$=04.80). So we conclude that the level of the two groups are not extremely different. And this result is because of students' difficulties in comprehending what they listen to; so that they got bad marks as the table below shows.

Students	Experimental Group's Pretest Scores	Control Group's Pretest Scores
01	12	08
02	04	08
03	08	04
04	00	04
05	08	04
06	16	04
07	04	04
08	08	04
09	04	04
10	08	08
11	00	04
12	08	04
13	00	04
14	08	00
15	04	04
16	00	00
17	00	00
18	04	08
19	04	04
20	08	08
21	04	04
22	04	04
23	04	12
24	00	08
25	00	08
Means	$\bar{x}_e$=04.80	$\bar{x}_c$ =4.96

Table 3: Control and Experimental Groups' pretest Scores

From the table 03 above, we may conclude the frequency of the 50 scores as follows:

    a. Experimental Group

       $2 \geq 10$ →   8 % ≥ 10

       $23 < 10$ →   92 % < 10

    b. Control Group

       $1 \geq 10$ →   4 % ≥ 10

       $24 < 10$ →   96 % < 10

4.2. Analysis of the Results of the Posttest in Comparison to the Pretest

Table 04 shows the following results for control group's pretest versus posttest scores.

Scores	Experimental Group		Control Group	
	Pretest Frequency	Posttest Frequency	Pretest Frequency	Posttest Frequency
00	07	/	03	07
04	09	/	14	10
08	07	13	07	07
12	01	09	01	01
16	01	03	/	/
20	/	/	/	/

Table 4: Frequency of the Experimental and Control Group Scores in Listening Comprehension.

From the table 04 above, the frequency of the 50 scores for the posttest is summarized as follows:

    a. Experimental Group

       $12 \geq 10$ →   48 % ≥ 10

       $13 < 10$ →   52 % < 10

    b. Control Group

       $01 \geq 10$ →   04 % ≥ 10

       $24 < 10$ →   96 % < 10

After comparing results of the control group from table 4 and 5, we have recognized that there is no significant difference between posttest and pretest scores .Table 4 displays that only 4 students have enhanced their listening comprehension, after taking the pretest without being exposed to short stories.However,13 students out of 21 students have retained the same scores, while 9 students have showed less progress .Thus ,it is obvious that these students are not capable of enhancing their listening comprehension because they were taught listening in a traditional way.

As a conclusion, it is revealed that the results of the control group pretest mean is $\bar{x}=$ **4,96** and the posttest mean is $\bar{x}=$ **4,32**. And this lead us to say that there is no disparity between the two means as it appears in $\bar{d}=$ **0,64.**

Students	Pretest	Posttest	Diffrence
01	08	04	-04
02	08	00	-08
03	04	08	-04
04	04	04	+00
05	04	04	+00
06	04	04	+00
07	04	04	+00
08	04	04	+00
09	04	04	+00
10	08	08	+00
11	04	08	+04
12	04	00	-04
13	04	00	-04
14	00	04	+04
15	04	00	-04
16	00	12	+12
17	00	00	+00
18	08	00	-08

19	04	04	+00
20	08	08	+00
21	04	00	-04
22	04	04	+00
23	12	08	+04
24	08	08	+00
25	08	08	+00
Means	$\bar{x}_c$ =4.96	$\bar{x}_c$ =4.32	$\bar{d}$= -0.64

Table 5: Control Group's Pretest, Posttest, and Differences in Listening Comprehension Scores.
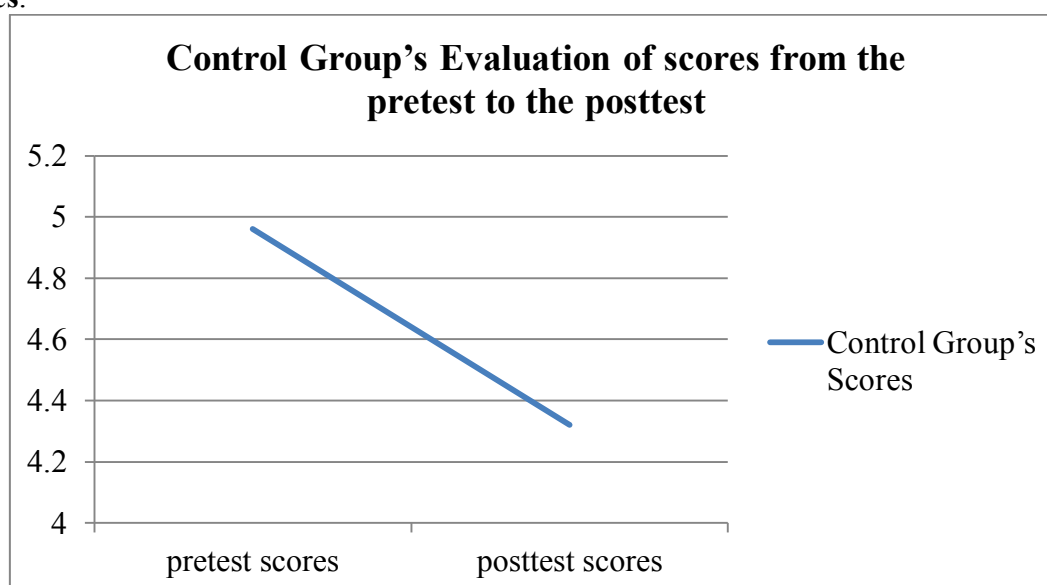
Figure 4: Listening Comprehension Scores of the Control Group

4.3. Experimental Group Pretest versus Posttest Scores in Listening Comprehension

Table 05 shows the following results:

Students	Pretest	Posttest	Difference
01	12	16	+04
02	04	12	+08
03	08	12	+04
04	00	08	+08
05	08	12	+04
06	16	16	+00
07	04	12	+08

08	08	08	+00
09	04	08	+04
10	08	16	+08
11	00	08	+08
12	08	12	+04
13	00	12	+12
14	08	12	+04
15	04	08	+04
16	00	08	+08
17	00	08	+08
18	04	08	+04
19	04	08	+04
20	08	12	+04
21	04	08	+04
22	04	08	+04
23	04	08	+04
24	00	12	+12
25	00	08	+08
Means	$\bar{x}_e$ =04.80	$\bar{x}_e$ =10.40	$\bar{d}$ = 05.60

Table 6: The Experimental Group's Pretest, Posttest, and Differences in Listening Comprehension Scores.

The frequency of the total 25 scores is as follows:

    a. Pretest

        $2 \geq 10$ $\rightarrow$ 8 % ≥ 10

        $23 < 10$ $\rightarrow$ 92 % < 10

    b. Posttest

        $12 \geq 10$ $\rightarrow$ 48 % ≥ 10

        $13 < 10$ $\rightarrow$ 52 % < 10

After the comparison between the pretest and posttest, we notice that in the pretest, just two students get the average and 23 students under the average ,however, in the posttest the level is raised and this appears in the marks that students get, 12 of them obtained the average and this number is higher than the number of the pretest .So we conclude that the experimental group develop their capacities in listening as it appears in ($\overline{d}$=05.60).
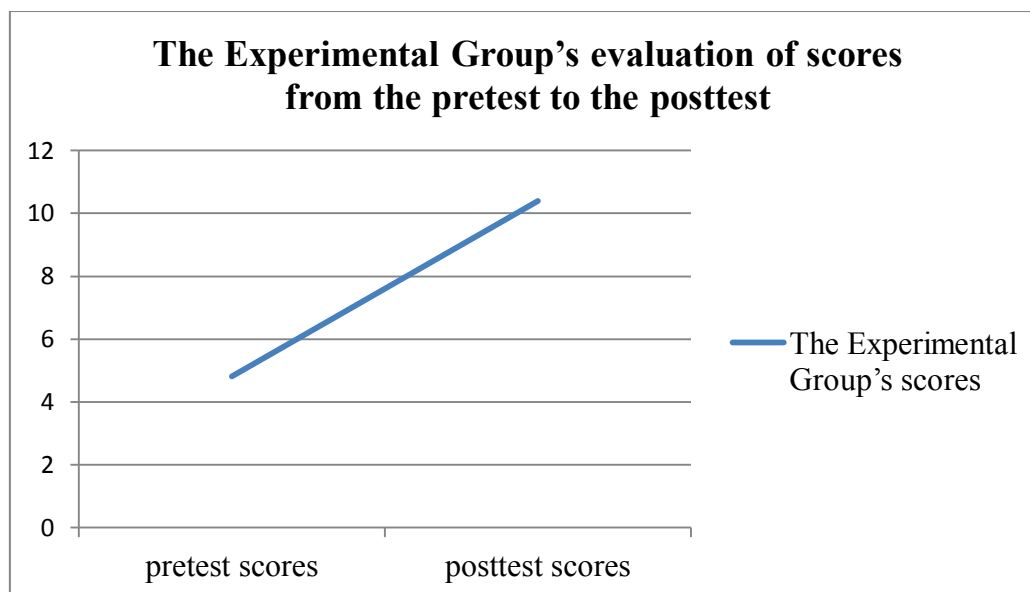
Figure 5: Listening Comprehension Scores of the Experimental Group

4.4.The Statistical Tools

4.4.1. The Paired- Samples t-test

4.4.1.1.Definition

According to Bui (2014), "the paired sample t-test is used to determine whether the difference in means on the dependent variable between two sets of related scores is a real difference or one that is due to chance"(p.289).The paired sample t-test is utilized to compare two means of the same population, in order to find a difference between the two means .For instance, comparing two different treatments, which are applied on the same population .

4.4.1.2. Computation of the t value

The score for calculating the t value are classified in table 6.

Difference (d)	Square Difference	The Mean Difference	The Standard Deviation of the Difference	The Standard Error of the Mean Difference	T-Value
140	1008	$\bar{d}$= 05.60	S_d=2.993	SE(d)=0.598	$t24$=9.364

Table 7: Summary of the Values Required for Counting the t-value

In order to prove whether students promote their listening comprehension through listening to audio short stories as an input task or because of luck ,we need to compare the observed t-value and the critical one .The t-value (**t=9,36**) is greater than the tabulated one (**t=2.82**) .As a result ,students of the experimental group have really well done due to the type of instruction they have received.

4.4.2. Comparing Results of the Experimental and Control Groups

Table 7 displays that the posttest mean of the experimental group is greater than the posttest mean of the control group ($\bar{x}_1$=10.40 > $\bar{x}_2$=04.32). So the experimental group achieved better than the control group because they performed better and this is due to their exhibition to audio short stories ,whereas, the control group is taught listening in a traditional way .

4.4.2.1. The Independent Samples t-test

4.4.2.1.1. Definition

According to Bui (2009), "the independent sample t-test is used to determine whether the difference in means on the dependent variable between two independent groups is a real difference or one that is due to chance" (p.279).The independent sample t-test deals with the examination of the significant differences, on one factor or dimension (dependent variable), between means of two independent groups .For example, two experimental groups (control group vs. treatment group) ; the researcher might want to know whether there is a significant difference at the level of pronunciation among students , who are required to present orally,

and other students who are not required to present orally .

4.4.2.1.2. Calculating the Independent Samples t-test

Students	Experimental Group's Scores x_e	Square Scores x^2_e	Control Group's Scores x_c	Square Scores x^2_c
01	16	256	04	16
02	12	144	00	00
03	12	144	08	64
04	08	64	04	16
05	12	144	04	16
06	16	256	04	16
07	12	144	04	16
08	08	64	04	16
09	08	64	04	16
10	16	256	08	64
11	08	64	08	64
12	12	144	00	00
13	12	144	00	00
14	12	144	04	16
15	08	64	00	00
16	08	64	12	144
17	08	64	00	00
18	08	64	00	00
19	08	64	04	16
20	12	144	08	64
21	08	64	00	00
22	08	64	04	16
23	08	64	08	64
24	12	144	08	64
25	08	64	08	64
	$\Sigma x_e = 260$	$\Sigma x^2_e = 2896$	$\Sigma x_c = 108$	$\Sigma x^2_c = 752$

Table 8: The Experimental and Control Group's Posttest Square Scores.

$\bar{x}_1$	$\bar{x}_2$	N_1	N_2	$S^2{}_1$	$S^2{}_2$
10.40	04.32	25	25	07.680	11.418

Table 9: Summary of the Values Used for Calculating the t-Value.

The t-value can be computed as follows:

$$t_{N1+N2-2} = \frac{(\bar{x}_1 - \bar{x}_2)\sqrt{(N_1+N_2-2)N_1 N_2}}{\sqrt{(N_1 S^2{}_1 + N_2 S^2{}_2)(N_1+N_2)}} \qquad \boxed{t_{48} = 6.815}$$

$\bar{x}_1$ = Mean of the first group

$\bar{x}_2$ = Mean of the second group

N_1 = Number of the participants in the first group

N_2 = Number of the participants in the second group

S_1 = Standard Deviation (Sample Variance) of the first group

S_2 = Standard Deviation (Sample Variance) of the second group

After the analysis of the scores of the experimental and control groups, we notice that there is an extreme difference between them $(\bar{d} = 05.60)$; the mean of the experimental group ($\bar{x}_e$ =10.40), whereas, the mean of the control group ($\bar{x}_c$ =4.32). This difference is due to the high achievement of the experimental group in their listening comprehension ,and this is proved by the t-value **(t= 6.815)** which is greater than the critical t-value **(t=2.70).**

Since there is a significant difference between the control and the experiment groups' results,we recognise that the alternative hypothesis is proved because the experimental group have shown an enhancement in their listening comprehension caused by listening to short stories as a listening input.

Conclusion

This experimental study aimed to investigate the use of short stories as authentic materials to improve EFL students' listening comprehension .The results of the pre-test and

the post-test display a considerable development in the students' listening comprehension. The t-test results prove that using short audio stories, as a listening input, is a very successful method for students to develop listening comprehension skill .As a consequence ,our hypothesis is proved .

5. **Analysis of the Results of the Interview**

A structured interview was conducted for the sake of collecting the necessary data to answer the second and third questions .The interview was done orally with four teachers, and their answers were written during the interview .These teachers are currently teaching in the English department at Abdelhafid Boussouf University Center.

The first three questions were intended for collecting general information about the teachers' qualifications, their teaching experience, and the modules that they are teaching this year. The first question displays that two teachers hold the "Master" degree, one of the teachers holds the "Magister" degree and the other teacher holds a "PhD" degree. The second question was about their years of experience in teaching English. Teacher (A) has 6 years of experience, teacher (B) has 7 years of experience, teacher (C) has 10 years of experience, and teacher (D) has 13 years. Moreover, question three is intended to figure out the modules that they are teaching this year. Teacher (A) and (C) are teaching oral expression, teacher (B) is teaching oral expression and cognitive psychology, and teacher (D) is teaching translation.

Teachers	(A)	(B)	(C)	(D)
Degree	Master	PhD	Master	Magister
Years of experience	6 years	7 years	10years	13 years
Modules	-Oral Expression	-Oral expression -cognitive psychology	-Oral Expression	-Translation

Table 10: The Teachers' Profile

Table 9 reveals that the interviewed teachers are Master, Magister and PhD holders whose experience ranges from 6 to13 years.

In addition, the second section of the interview includes seven questions; it is about the teachers' preparation for listening, the types of tasks they give to their students after listening, the difficulties that EFL students face while listening, the causes behind them, how teachers can make listening as an active process, and their suggestions for improving the EFL listening comprehension skill.

- **Question 04: How do you describe your students' listening skills?**

All teachers describe the level of their students in the listening skill as an average level except for teacher (A) who states that her students are good at listening .Teacher (A) describes her students' level in listening activities as good .They are more familiar with the language, however, they lack the abilities to distinguish between British and American accent. Teacher (B), (C) and (D) agree that their students 'level is average, i.e., it is not good and not bad.

- **Question 05: How do you prepare your students before listening?**

Teacher (A) states that she has a specific method in preparing the students for listening starting by pre-listening activities through giving them feedback and information about the listening audio, and also introducing them to new vocabulary, so that they can understand the listening audio easily .Teacher (B) declares that she asks her students questions related to the listening activities or the audio that they are listening to. For teacher (C), the main steps in preparing students for listening lies in playing games, giving them some tips about grammar, vocabulary, phonetics, and also testing their pronunciation .Teacher (D) States that he prepares his students before listening and through introducing the topic of the audio.

- **Question 06: What kinds of tasks do you give to your students after listening?**

Teacher (A) and (B) say that they mix between tasks like comprehension and language activities, and they also ask their students to explain idioms founded in the audio. For teacher

(D), the main task he gives to his students , after listening, is summarising and discussing the topic of the audio. Teacher (C) believes that the best tasks that can be given to students after listening are grammar and vocabulary tasks, and also comprehension questions, for example, "what did you understand from this audio?" In addition to that, she says that she selects tasks that help students to distinguish between British and American accent.

- **Question 07: Listening seems as a passive activity, as a teacher how would you make it as an active one?**

For Teacher (A), the most appropriate way to make listening as an active process is based on the kinds of activities and tasks she gives before and after listening, and also is based on the material itself when the listening audio is interesting for learners .They will be motivated to be engaged in the listening activity. Teacher (B) and (C) agree on giving students different tasks and activities after listening, and also discussing the topic of the audio with them. As for teacher (D), the best way to make listening as an active process is through debating.

- **Question 08: What kind of difficulties that EFL students face while listening?**

Teacher (A), (B) and (C) agree that students have difficulty in understanding the meaning of the audio, they cannot understand the deep meaning. They also have problems with the speakers' pronunciation, speed, tone and accent. Sometimes they face problems with a new subject that consists of new vocabulary. Teacher (A) states that students face problems with words, mainly when the speaker deals with new subjects .Teacher (B) believes that students may face problems with the language of native speakers because they may find new expressions that they have never heard .Students may also have a problem in recognising the main idea. For teacher (C), the main difficulties lie in guessing the key words, explaining idioms and understanding the hidden meaning. The students can also face a problem with informal language. Teacher (D) says that the main problem that EFL students face in listening

lies in being unfamiliar with others' culture.

Difficulties	Teacher A	Teacher B	Teacher C	Teacher D	Percentage /
New vocabulary	X	X	X	X	100%
Do not understand the subject	X	X	X	X	100%
The accent of speaker	X	X	X	—	75%
The speed of the speaker	X	X	X	—	75%
Lack of cultural knowledge	—	—	—	X	25%
Other	Lack of materials				25%

Table 11: The Reasons behind EFL Students' Listening Difficulties According to Teachers.

- **Question 9: What are the reasons behind the difficulties that students face?**

Teacher (A) declares that one hour and a half is not enough to practise listening, i.e., students need to practise language at home. Teacher (B) and (C) state that students practise listening only in the classroom, and they do not have enough time for that. Furthermore, they do not know how to take notes while listening .They focus on every detail because of the lack of practice, as a result, they find difficulties in guessing the meaning. Teacher (D) believes that it is not only about listening; it is about understanding what they listen to. Sometimes, students cannot understand anything from the audio especially when the speaker keeps talking in a fast way without stopping, for that, students cannot follow him.

- **Question 10: What are your suggestions for improving the EFL listening comprehension skill?**

Teachers (A), (C) and (D) agree that extended listening is the best way to improve the listening skill, in addition to that, students should read books, watch English movies, and

listen as much as they can to native speakers, and also try to communicate with them if it is possible in order to develop their pronunciation. Teacher (B) admits that students need to practise English inside and outside the classroom .Even reading can help them to enrich their vocabulary and make them more familiar with the language, thus, develop their listening skill.

Section Three: Authentic Materials

- **Question 11: Do you use authentic materials in the classroom? If yes, what types of authentic materials do you use?**

    All teachers (A, B, C and D) are using authentic materials in the classroom. The types of authentic materials they use differ from one teacher to another. Teacher (A) lists some types such as using computers, listening to audios. Students can also use their headphones to listen carefully. Teacher (C) opts for movies, different types of short stories, interviews, poems, TV shows, music, news, documentaries and American series. She states that those materials help students to be more active, and motivate them to participate in the classroom. However, teacher (B) and (D) prefer to use audio films and videos.

- **Question 12: Which types of authentic materials do you find more useful and motivating in teaching English?**

    Teacher (A) believes that short stories, documentaries, ted talks, news, recorded conversations are the most appropriate ones because they help students to enhance their language, and also motivate them to be involved in the listening activities. Teacher (B) says that all types of authentic materials are important. On the other hand, teacher (C) believes that using funny films makes students laugh, and ambiguous short stories like (Sherlock Holmes) make them think about the events of the story. For teacher (D), the most effective types of authentic materials lie in videos, podcasts, and short stories.

- **Question 13: Do you think that authentic materials help students to improve their listening skill?**

All teachers agree that authentic materials are very beneficial for students to ameliorate their listening skill; they help them to develop their pronunciation, grammar, and vocabulary. Moreover, authentic materials provide exposure to real language, and reflect the real use of language. Teacher (C) adds that using authentic materials in EFL classrooms provide authentic cultural information about the target culture , hence, this would help students in building their knowledge.

- **Question 14: What are the potential problems and difficulties you face in using authentic materials?**

All the teachers admit that they are facing difficulties in differentiating the activities because of the materials provided .Sometimes the material does not suit the students ,the quality of the image may be bad, and the sound of the materials may not be clear, thus, students who sit in the back of the class cannot hear well .Furthermore, if the light switch off, the teacher is obliged to change the task .So, technology is not always helpful.

- **Question 15: Teachers are required to use authentic materials to enrich learners' language. As a teacher what is the advice that can you give?**

Teacher (A) advises teachers to use tasks that help students to learn others' cultures because culture, as she says, can be considered as the fifth skill .Students should have a background knowledge of other cultures; when they speak without knowing the culture, it means that they are using the language just for communication, and not for developing their knowledge. So, the teachers should not focus just on grammar, vocabulary, and pronunciation; they should include culture .Teacher (B) and (D) state that teachers should focus more on using authentic materials. Teacher (C) declares that teachers should provide various materials to meet students' needs, and they should not focus just on listening .Teachers should deal with

other aspects of grammar, phonetics, and vocabulary. Furthermore, when choosing authentic materials, the teacher should make sure that they are appropriate for the learners' level, and also used in a way that supports learning rather than causing frustration for learners.

Section Four: Short Stories as Authentic Materials.

- **Question16: Can teachers use short stories as a tool for teaching English?**

All the teachers agree that teachers can use short stories when they have a certain objective to be achieved. Students should end up with some vocabulary and new expressions, and a moral lesson that develops their learning .And if students do not reach any achievement, using stories will not work. Furthermore, using short stories helps students to develop their critical thinking through trying to understand the meaning of the short stories, also it develops their imagination. Short stories make students engaged in the story and active mainly if the short story is interesting.

- **Question 17: What is your opinion about using short stories in the classroom as a listening input?**

Teachers (A), (C) and (D) agree that using short stories is a good choice because they have a positive effect on learners' motivation. Even teacher (B), who has not used them before, believes that it is an effective and motivating way which helps students to develop their listening skill.

- **Question 18: What types of short stories do you use in the classroom?**

Teacher (A) says that she uses funny short stories because they suit students' interests, preferences and wants. By contrast, teacher (B) says that she does not use short stories this year. Teacher (C) states that she uses drama stories, detective stories, stories about crimes and police .These types of short stories make students interact with each other without feeling bored.

- **Question 19: Can we consider the use of short stories as an effective strategy in language teaching and learning?**

All the teachers agree that short stories can be considered as an effective way in teaching and learning a language; they help students to improve their pronunciation, grammar, and vocabulary .Students will be introduced to new expressions, new ideas, and they can also become capable of differentiating between British and American accents. Teachers (A, C and D) believe that teachers should not limit themselves to short stories; they should vary the listening audios to meet all students' interests and needs.

- **Question 20: How often do you incorporate short stories in your planning for listening?**

Teachers (A, C and D) say that they rarely use short stories .They use two short audio stories in one year as a maximum .They vary the tasks in order to make the class more active , and students can see various kinds of activities that help them in developing their language. By contrast, teacher (B) admits that she never uses short stories.

The use of short stories	Teacher(A)	Teacher (B)	Teacher(C)	Teacher(D)	Percentage
Often	X	—	X	—	50%
Rarely	—	—	—	X	25%
Never	—	X	—	—	25%

Table 12: The Frequency of the Teachers' Use of Short Stories in the Classroom.

- **Question 21: Do you think that EFL students can develop their listening comprehension through listening to short stories as authentic material?**

According to all teachers' answers, students can develop their listening comprehension through listening to short stories, but they are not enough .Teachers should mix the listening

activities in order to make learning an active process, and engage all students in this process. Students can discuss the subject of the listening audios with each other, and also exchange their thoughts and opinions with the teacher.

- **Question 22: Are teachers at Abdelhafid Boussouf University Center aware of the effectiveness of using short audio stories for improving listening comprehension?**

Teachers (A and B) agree that teachers are aware of the effectiveness of using short stories to develop students' listening comprehension. By contrast, teacher (D) is not sure that all teachers are aware of using them. On the other hand, Teacher (C) admits that he is not satisfied with the work of other teachers because most of them are beginners, they ignore the use of short audio stories, and other teachers have different methodologies in teaching.

6. Interpretation of the Results of the Interview

The interview was the second research mean used with teachers, the aim of the interview is to explore teachers' beliefs about the effectiveness of using short stories as authentic materials in developing students' listening comprehension. We started the interview with the general questions which display that all of the interviewees were experienced teachers; they have been teaching English for many years, thus, they would supply our study with very deep information.

The second section of the interview (questions 4 to 10) is about listening difficulties among EFL learners, and how teachers deal with them. The answers to question four show that students' listening skills are average. Students are facing difficulties in distinguishing between American and British accents. Question five is about the preparation of the students before listening .From their answers to the question, it is noticed that the teachers are using different methods according to the type of the listening tasks .Some teachers prefer to give students feedback about the topic, and others prefer to give some tips about grammar, vocabulary and pronunciation.

Question 6 is about the kind of the task given to students after listening. According to teachers' answers, there are different types of tasks that teachers can give to students after listening, according to the nature of the task. It can be about grammar, comprehensible questions, explaining expressions, and idioms. Question 7 shows that there are various methods that teachers can follow to make students active. This can be ensured by using different tasks based on students' background knowledge. Concerning question eight, which is about the students' listening difficulties, most of the teachers agree that students face difficulties with speakers' accents, pronunciation, in addition to the lack of grammar and vocabulary which is considered as an obstacle that faces students' listening comprehension. For question nine, teachers list many reasons behind the difficulties that students face. There is an agreement among teachers that difficulties lie in time limitation and lack of students' listening practice outside the classroom; they need to practise listening more inside and outside the classroom. For question ten, teachers provide suggestions for improving listening comprehension; they indicate that students need extensive listening, and also need more practice of the listening skill. Furthermore, reading can help learners to enrich their vocabulary. Thus, promoting their listening abilities, using various listening tasks,can motivate students to learn more by selecting interesting topics that fit learner's preferences, wants, and needs. The final suggestion is about discussing the subject with the students in order to engage them in the listening activity.

The third section of the interview (questions 11 to 15) tackles the use of authentic materials in EFL classrooms, the types that are more motivating, the problems that EFL students face when dealing with authentic materials, and also teachers' advice about using them in enriching learners' language. Question 11displays that authentic materials are used by many teachers; each teacher uses a certain type of authentic material that suits the tasks. Most of them utilise videos, funny movies, TV shows, series, interviews and short stories . From

question 12, it is recognised that all types of authentic materials are essential in language teaching and learning, and the most suitable materials are short stories, documentaries, news and funny films because they are very effective in developing students' language. Question 13 reveals that the use of authentic materials help students to improve their listening skill; they can ameliorate their vocabulary, grammar, and pronunciation. From question 14, it is deduced that teachers may face many problems in using authentic materials; they might have a bad quality of materials, bad quality of sound and image, and sometimes these materials are not available at all. Question 15 reveals that teachers' advice lies in providing various materials that fit students' needs, and also including grammar, phonetics and vocabulary activities within the listening activity, furthermore, teaching the four skills with culture as another skill, and focusing more on using the most appropriate authentic materials.

The fourth section of the interview (questions 16 to 22) is about short stories as authentic materials, teachers' opinions about using short stories in the classroom, and how they effect language teaching and learning. Question 16 shows that most English teachers use short stories in teaching English through which students can develop their critical thinking and imaginative thinking about the main idea of the story. From question 17, it is recognised that using short stories as a listening input is an effective choice to raise students' attention and awareness, and also to motivate them listen more to short stories. For question 18, teachers list various types of short stories ; some of them are funny short stories, drama, detective stories ,and mysterious stories which are very significant in teaching English because they attract students' attention and make them concentrate more. In question 19 and 20, teachers recognise that the majority of teachers incorporate short stories in their planning for listening because they are considered as an effective strategy in improving students' grammar, vocabulary, and pronunciation, however, teachers should not stick to one type of activities. For question 21, teachers agree that using short stories can develop EFL students'

listening comprehension, but they are not enough. Teachers should vary the activities in order to make the session an interesting and motivating one. Finally, question 22 display that the majority of teachers at Abdelhafid Boussouf University Center are not aware of the effectiveness of using short audio stories to improve EFL students' listening comprehension because each teacher has a specific method in teaching listening .

Conclusion

It has been recognised that teachers are aware of the difficulties that EFL students face while listening as well as the reasons behind them .The lack of materials is one of the reasons behind learners' listening difficulties. Furthermore, they suggest to use various authentic materials in teaching listening. Additionally, teachers are interested in using audio short stories in EFL classrooms; they are very effective in developing students' listening comprehension ,however, teachers should vary the listening tasks to meet all students needs and interests. Moreover, it has been noted that most of the teachers are not aware of the effectiveness of using short audio stories in improving listening comprehension .

7. Pedagogical Implications

Taking into consideration the theoretical background about using short stories as authentic materials in teaching listening, and based on the findings obtained from the study through using two different research methods (an experiment and teachers' interview), the implications are generated from the results of this study and transformed into a list of recommendations and guidelines that should be adopted by teachers , students and university.

- ▪ **Recommendations for Teachers**

1. The experimental group displays a significant improvement in their listening skill, after receiving the treatment that lasted ten weeks, in which students have been exposed to

short audio stories, thus, teachers should include short audio stories in their planning for listening, and they should also set certain objectives to be achieved after listening.

2. Based on the experiment results, the control group has not shown any change in the scores; the participants of the control group obtained lower results in the post-test because they have not been exposed to any short audio story during the period of ten weeks. From the results of the teacher' interview, it is recognised that most teachers are interested in using short audio stories in EFL classrooms because they have a great impact on students' listening comprehension. Therefore, teachers should incorporate short audio stories in teaching listening, at least presenting one story during the period of two weeks.

3. It is very important for teachers to select the most appropriate short story; the selection should be based on students' level, interest, need and motivation.

4. Teachers should provide students' with short stories that encourage them to think critically, imagine, and predict the next event of the story.

5. Teachers should create an atmosphere of learning through listening to short stories; learning new vocabulary, grammar and phonetics, while trying to understand the main ideas of the story.

6. Teachers should use various authentic materials in teaching listening in order to promote language learning and teaching, furthermore , to enrich students' vocabulary, develop their language skills ,and introduce them to new cultures.

7. Teachers should be aware of the effectiveness of using short stories as authentic materials in improving students' listening comprehension; they should use short audio stories in EFL classrooms to teach listening and speaking skills.

- **Recommendations for Learners**

1. Students should value the listening skill, without neglecting the four skills, since they are important in developing their language proficiency.

2. EFL learners should practise listening outside the classroom because listening need more practice, it is not enough to practise listening just in the classroom because practice makes perfection.

3. Students should be conscious of their learning .They should listen to the native speakers in order to ameliorate their English language and make it better through practising what they are hearing.

4. Students should listen to various authentic materials to be familiar with the language and to have an idea about others' cultures, moreover, students should teach themselves how to deal with listening tasks by following certain strategies before, while and after listening.

5. EFL learners should not be afraid of listening tasks; they are not difficult but they need more practice and concentration. Students should listen attentively to get the full meaning of the presented task.

6. Students should develop their vocabulary through listening and reading and this would help them to reduce their weaknesses.

7. Note taking is one of the paramount strategies that students should learn, it helps them to focus on the main ideas and avoid unnecessary details.

8. Using audio short stories helps students to develop their imagination.

10. Students should not translate the words of the audio into their native language because they cannot reach the exact meaning.

- **Recommendations for the University**

1. The results of this study display that the deficiency in students' listening comprehension is due to the lack of listening practice that might be solved through varying the listening inputs and activities , and also devoting more time to this skill that seems ignored by many students and teachers.

2. The university should provide laboratories with appropriate materials that teachers need to teach listening , and train them to use those materials to avoid confronting technical problems.

3. The university should invite native speakers to the EFL department in order to provide a chance for students to practise English.

General conclusion

This study is intended to investigate the impact of using short stories as authentic materials on fostering second year students' listening comprehension. According to the results of this study ,it is proved that there is a positive effect on students' listening comprehension skill ,furthermore, the difference in the scores of the control and experimental group in the experiment show that (($\overline{d}$ = 05.60) the mean of the experimental group ($\overline{x}_e$ =10.40) whereas, the mean of the control group ($\overline{x}_c$ =4.32)) .Thus, the experimental group have shown a high improvement in their listening skills and this is due to exposing the second year students to short audio stories that are very helpful for them in increasing their listening abilities ,and this is demonstrated by the t-value in the paired sample t-test (**t= 9,36**) .In addition to that, the findings of the interview displays that most teachers at Abdelhafid Boussouf University expose their students to various listening tasks and they apply these listening tasks effectively, in a way that supports and develops students' listening skill. It also shows that using short stories as authentic materials improves listening comprehension of second year students. However, it displays that the majority of students face many difficulties in practicing listening and all teachers at Abdelhafid Boussouf University Center are conscious of the difficulties that their students face while listening. Students face these difficulties because of the lack of background knowledge, vocabulary, and also speaker's accent, speed and tone along with the lack of practice . In order to develop EFL students listening skill, teachers should expose them to extended listening tasks, and also incorporate short stories as authentic materials in listening activities, moreover, teachers should provide students with short audio stories that suit their levels, needs and preferences in the form of extended listening, and also include various authentic materials in EFL classrooms to promote language learning and teaching

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Appendices

Appendix 1

(The Listening Comprehension Test)

1

Which of the following characterise anthropological study before the time of Franz Boas?

○ Few people were interested or involved in anthropological study.

○ Anthropologists were not expected to support their claims with evidence.

○ Anthropology was not studied seriously

○ Data was not collected in a systematic and objective way.

2

How did Boas's early life influence his work in anthropology?

○ His religious upbringing meant that he was respectful to people from other backgrounds.

○ His fondness for collecting things inspired him to gather artefacts from little-known cultures.

○ His liberal upbringing helped him to understand different cultures.

○ His scientific studies ensured that he approached experiments systematically.

3

Why is Charles Darwin mentioned in the talk?

○ Darwin's work in the natural sciences inspired Boas to study the world around him.

○ Both Darwin and Boas believed that individuals change according to their situations.

○ Darwin and Boas both went on expeditions to study human societies.

○ Both Boas and Darwin believed that humans evolved along a fixed route towards civilization.

4

What did Boas object to about museums?

○ The type of artefacts that were on display

○ The fact that certain cultures were not represented

○ The fact that some cultures were not considered important.

○ The order in which the displays were laid out

5

What did Boas prove about head shape?

- ○ Intelligence is not linked to head shape and size.
- ○ Injuries to the head can alter its shape and size.
- ○ People in some cultures had larger brains than those in others.
- ○ The shape and size of people's heads is not predetermined.

Appendix 2

(Teacher's Interview)

Dear teacher,

This interview aims at collecting information for our study. It attempts to prove the use of short stories as authentic materials in fostering students' listening comprehension .We would be grateful if you could answer these questions. Thank you in advance for your collaboration.

The Questions

❖ Section One: General Questions.

Q1: What degree do you hold?

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Q2: How many years have you been teaching English?

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Q3: What are you teaching this year?

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❖ Section Two: Listening Comprehension.

Q4: How would you describe your students listening skills?

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Q5: How do you prepare your students before listening?

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Q6: What kinds of tasks do you give to your students after listening?

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Q7: Listening seems as a passive activity, as a teacher how would you make it as an active one?

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Q8: What are the main listening comprehension difficulties that EFL students have?

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Q9: What are the reasons behind the difficulties that students face?

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Q10: What are your suggestions for improving the EFL listening comprehension skill?

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❖ Section Three: Authentic Materials.

Q11: Do you use authentic materials in classroom? If yes, what types of authentic materials do you use?

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Q12: Which types of authentic materials do you find more useful and motivating in teaching English?

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Q13: Do you think that authentic materials help students to improve their listening skill?

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Q14: What are the potential problems and difficulties do you face in using authentic materials?

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Q15: Teachers are required to use authentic materials to enrich learners' language. As a teacher what are the advice that can you give?

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❖ Section Four: Short Stories as Authentic Materials.

Q16: Can teachers use short stories as a tool for teaching English?

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Q17: What is your opinion about using short stories in classroom as listening input?

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Q18: What types of short stories do you use in classroom?

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Q19: Can we consider the use of short stories as an effective strategy in language teaching and learning?

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Q20: How often do you incorporate short stories in your planning for listening?

☐ Often

☐ Rarely

☐ Never

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Q21: Do you think that EFL students can develop their listening comprehension through listening to Short Stories as authentic materials?

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Q22: Are teachers at Abdelhafid Boussouf University Center aware of the effectiveness of using short audio stories for improving listening comprehension?

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Appendix 3

(List of Audio short stories Given to Students to Listen)

- The story of "Jane Eyre"by Charlotte Bronte .

- The Best American Humorous Short Stories by Alexander Jessup .

- "The Call of the Wild" by Jack London.

- "The Fall of the House of Usher"by Edgar Allan Poe**.**

- "The Son of the Wolf" by Jack London.

- "To Build a Fire"by Jack London.

- "The Secret of Dreams" by Yacki Raizizun.

- "Full Dark, No stars" by Stephen King.

- "The Old Man and the Sea" by Ernest Hemingway.

- "The Dead" by James Joyce.

- "The Three Kings of Bermuda " by Washington Irving.